

# A CORRELATIVE STUDY OF PROSPECTIVE TEACHERS NEED PATTERN AND LIFE STYLE.

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## Abstract

The study has been conducted to investigate the significant difference between need pattern and life style among prospective teachers. It also examine the relationship between the need pattern and life style of prospective teachers. Prospective teachers become the role models for their future students. The study was conducted on a random sample of 1007 prospective teachers in 15 colleges of education under Tamil Nadu Teachers Education University. The tool used in the study were the Need Pattern Scale Developed and Validated by the investigator and research supervisor and Life Style Scale by Alfred Adler (1929). The study reveals that the positive and significant relationship between the need pattern and their life style of prospective teachers. Hence it is concluded that the co-efficient correlation between the need pattern and life style of prospective teachers are positive and significant.

**Key words :** Need pattern, Maslow hierarchy of needs, Life style, prospective teachers.

## Introduction

Maslow's hierarchy of needs is a theory in psychology anticipated by Abraham Maslow in his 1943 paper "A Theory of Human Motivation". Maslow consequently extended the idea to include his observations of humans' innate curiosity. He defined a need is something that is necessary for an organism to live a healthy life. Needs are distinguished from wants in that, in the case of a need, a deficiency causes a clear adverse outcome: a dysfunction or death. In other words, a need is something required for a safe, stable and healthy life (e.g. food, water, shelter) while a want is a desire, wish or aspiration. When needs or wants are backed by purchasing power, they have the potential to become economic demands. Basic needs such as water, air, food and protection from environmental dangers are necessary for an organism to live. In addition to basic needs humans also have needs of a social or societal nature such as the human need to socialize or belong to a family unit or group. Need can be objective and physical, such as the need for food, or psychological and subjective, such as the need for self-esteem.

Maslow (1954) proposed an influential needs-hierarchy theory, which maintained that people can control their behavior and are motivated to grow and reach their fullest potential after satisfying more basic needs. Maslow's theory has been called a "fulfillment model" where internal needs motivate individuals to engage in behaviors to satisfy them and eventually to reach their full potential (Pinder, 1984). Although Maslow's needs-hierarchy theory is based on a clinical personality framework, it became widely popular as a theory of organizational work motivation. Seen as a place where two of Maslow's major needs categories--self-esteem and self-actualization--could be realized (Spence & Helmreich, 1983).

According to Adler (1924) all individuals develop their own particular style of life for overcoming inferiority and handling the problems of interpersonal interaction. Rapoport (1977) a definition of lifestyle that was put forward by Michelson and Reed (1970) in an unpublished paper in which lifestyle is defined as the result of choices on how to allocate resources. Contemporary British sociologists (e.g. Chaney, 1996)

## Statement of the problem

"A Correlative Study of Prospective Teachers Need Pattern and Life Style".

### Need and importance of the study

The role of education is the most important factor in the development of the nation is universally accepted in any country. The worth and potentialities of a country get evaluated in and through the work of a teacher. To most psychologists, need is a psychological feature that arouses an organism to action toward a goal, giving purpose and direction to behavior. According to Karl Marx (1844) famously defined humans as "creatures of need" or "needy creatures" who experienced suffering in the process of learning and working to meet their needs. These needs were both physical needs as well as moral, emotional and intellectual needs. If you want to become a successful teacher, we should aware and analyses the problems in the society and act according to the situation. Education is the tool to change everything in the world.

### Objectives of the present study

The following are the objectives of the present study:

1. To study the significance difference with respect to need pattern of prospective teachers.
2. To study the significance difference with respect to life style of prospective teachers
3. To study the significant relationship, if any, between need pattern and life style and its sub-samples.

### Hypotheses of the present study

The following null hypotheses are formulated for the present study.

**Ho 1:** There is no significant difference among the prospective teachers in their Need pattern with regard to different background variables.

a) Course of the study b) Gender c) Type of the college d) Locality of college e) Marital status f) Annual income of the family.

**Ho 2:** There is no significant difference among the prospective teachers in their Life style with regard to different background variables

a) Course of the study b) Gender c) Type of the college d) Locality of college e) Marital status f) Annual income of the family.

**Ho 3:** There is no significant relationship between the need pattern and life style under the study.

### Methodology

In order to achieve the objectives of the present study, the Normative Survey method was undertaken. The methodological details like sample, tools and statistical techniques are given below.

### Sample

A sample of about 1007 B.Ed. Prospective teachers from 15 colleges of education under Tamil Nadu Teachers Education University were taken as the sample for the present study.

### Tools used for the present study

The Need Pattern Scale (NPS) was constructed by investigator and Research supervisor and the Life Style scale (LSS) was constructed by Alfred Adler (1929).

### Statistical techniques used

Mean, Standard Deviation, 't' test and Pearson's Product –Moment 'r' were computed to analyse the data.

### Null hypothesis No. 1:

There is no significant difference among the prospective teachers in their Need Pattern with regard to different background variable.

**Table-1: Significance of difference among the mean need pattern scores of prospective teachers.**

S.No	Variable	SAMPLE	N	MEAN	SD	T-VALUE	LS
1.	COURSE OF THE STUDY	ARTS	443	160.56	10.594	0.575	N.S
		SCIENCE	564	160.95	10.722		
2.	GENDER	MALE	231	160.32	10.524	0.739	N.S
		FEMALE	776	160.91	10.706		
3.	LOCALITY OF THE COLLEGE	RURAL	349	160.58	10.136	0.371	N.S
		URBAN	650	160.84	10.935		
4.	MARITAL STATUS	MARRIED	795	160.74	10.743	0.222	

		UNMARRIED	212	160.92	10.378		N.S
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**Null hypothesis No: 1(a)**

There is no significant difference among the prospective teachers in their Need Pattern with regard to types of college and annual income of the family.

**Table-2: ANOVA for Judging the significance of Difference among Prospective teachers belonging to Types of college and Annual Income of the family in their need pattern.**

S.No	Categories	SOURCE OF VARIANCE	Sum of squared	Df	MEAN SQUARE	'f'-value	LS
1.	Type of the College	Between Groups	132.160	2	66.080	0.560	NS
		Within Groups	114227.11	1004	113.772		
2.	Annual Income of the Family	Between Groups	759.805	2	379.902	0.035	S
		Within Groups	113599.47	1004	113.147		

**Null hypothesis No: 2**

There is no significant difference among the prospective teachers in their Life Style with regard to selected background variables.

**Table -3: Significance of difference among the mean life style scores of prospective teachers.**

S.No	VARIABLES	CATEGORY	N	MEAN	SD	'T'-VALUE	LEVEL OF SIGNIFICANCE
1.	COURSE OF THE STUDY	ARTS	443	241.68	26.867	0.488	N.S
		SCIENCE	564	240.85	26.876		
2.	GENDER	MALE	231	245.74	29.941	2.930	N.S
		FEMALE	776	239.87	25.742		
3.	LOCALITY OF THE COLLEGE	RURAL	349	237.77	26.159	2.967	N.S
		URBAN	650	243.04	27.106		
4.	MARITAL STATUS	MARRIED	795	241.17	27.392	0.093	N.S
		UNMARRIED	212	241.37	24.835		

**Null hypothesis No: 2 (a)**

There is no significant difference among the prospective teachers in their Life Style with regard to types of college and annual income of the family.

**Table-4: ANOVA for judging the significance of Difference among Prospective teachers belonging to Type of college and Annual Income of the family in their Life Style**

S.No	Categories	SOURCE OF VARIANCE	Sum of squared	Df	MEAN SQUARE	'f'-value	LS
1	Type of the College	Between Groups	10838.131	2	5419.06	0.001	S
		Within Groups	715064.10	1004	712.215		
2	Annual Income of the Family	Between Groups	5900.599	2	2950.29	0.017	S
		Within Groups	720001.63	1004	717.133		

**Null hypothesis No: 3**

There is no significant difference between the need pattern and life style of prospective teachers.

**Table-5: Coefficient of Correlation between need pattern and life style of prospective teachers**

S.No	Variables	N	Calculated 'r' Value	Level of Significant	Significant/Not Significant
1.	Need Pattern and Life Style	1007	0.149**	0.01	S

**Results and Discussion**

- From table1, it is found that for the difference between the arts and science prospective teachers, the calculated 't' value is found to be 0.575, which is not significant at 0.01 level. Hence it is inferred that differ insignificantly. The calculated 't' value of gender is found to be 0.739, which is insignificant at 0.01 level. Hence it is inferred that the male and female prospective teachers are differ insignificantly in their need pattern. The calculated't' value of types of college is found to be 0.371, which is not significant at 0.01 level. Hence it is inferred that urban and rural college prospective teachers are differ insignificantly in their need pattern. Further the result shows the married and unmarried prospective teachers, the calculated't' value is found to be 0.222, which is not significant at 0.01 level. Hence it is inferred that married and Unmarried prospective teachers do not differ significantly in their need pattern.
- From the Table-2, it is found that for the difference among the government college, government aided college and private college prospective teachers, the calculated 'f' value is found to be 0.560, which is not significant at 0.01 level. Hence it is inferred that differ insignificantly. The calculate 'f' value of annual income of the family is found to be 0.035, which is significant at 0.01 level. Hence it is inferred that annual income of the family prospective teachers are differ significantly in their need pattern.
- From Table-3, it is found that for the difference between the arts and science prospective teachers, the calculated't' value is found to be 0.488, which is not significant at 0.01 level. Hence it is inferred that differ insignificantly. The calculated 't' value of gender is found to be 2.930, which is insignificant at 0.01 level. Hence it is inferred that the male and female prospective teachers are differ insignificantly in their life style. The calculated 't' value of types of college is found to be 2.967, which is not significant at 0.01 level. Hence it is inferred that urban and rural college prospective teachers are differ insignificantly in their life style. Further the result shows the married and unmarried prospective teachers, the calculated't' value is found to be 0.093, which is not significant at 0.01 level. Hence it is inferred that married and unmarried prospective teachers do not differ significantly in their life style.

- From the Table-4, it is found that for the difference among the government college, government aided college and private college prospective teachers, the calculated 'f' value is found to be 0.001, which is significant at 0.01 level. Hence it is inferred that types of college of prospective teachers differ significantly in their life style. The calculate 'f' value of annual income of the family is found to be 0.017, which is significant at 0.01 level. Hence it is inferred that annual income of the family prospective teachers are differ significantly in their life style.
- It is evident from the above table-5 that there is a positive and significant relationship between need pattern and life style of prospective teachers. It is also found the 'r' value is found to be 0.149, which is significant at 0.01 level. Hence it is inferred that need pattern and life style of prospective teachers are differ significantly and positively.

### Conclusion

The result reveal that the correlation co-efficient between the need pattern of prospective teachers and their life style of entire sample is positive and significant. Also result showed that the types of college and annual income of the family are significant in their life style. For the course of the study, gender, locality of the college and marital status of prospective teachers are not significant in their need pattern and life style.

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