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DEVELOPING SELF ACTUALIZATION THROUGH METACOGNITIVE STRATEGIES

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ABSTRACT

Developing self-actualization among the students is one of the most important goals of education in the preparation for the future. To inculcate the ability to accept the failure and success and treat them equal and motivate them to succeed are the prime goals of education. Metacognitive strategies can play an important role in developing an individual's ability to persevere through failure and to make decisions that will ultimately enhance self-actualization. This paper will review diverse perspectives of metacognition to enhance Self-actualization.

Key words: metacognition, Self-actualization

Introduction

Learning is to light the fire of curiosity, creativity, thinking, passion for learning and self-actualization. Self-actualization is the desire to become more and more what one is, to become everything that one is capable of becoming. (Goble, 1970). It is concerned with the fulfilment or realisation of self-potential. Maslow describes self-actualization as a full expression of his or her creative potential. It is autonomous and fully-functioning. Everyone strive to reach higher level of consciousness known as 'self – actualization'. Self-actualization means having the biggest and most obvious experience with the highest concentration and absorption. One of the issues related to developments in the field of psychology of self-actualization was concept of metacognition (Biehler& Snowman, 1993), (Fetzer, 2003), (Sumierlin, 1997).Metacognitive strategies are considered as one of the variables associated with self-actualization.

According to Flavell (1998) metacognitive knowledge consists of components that include: knowledge of person, task knowledge and strategy knowledge. Metacognitive strategies are considered as one of the variables associated with self-actualization. Hence teachers should create a learning environment that enables students to become more self-aware of their own learning processes, including the ability to identify these processes and subsequently master them in learning.

Maslow identified that self-actualized individuals had a better insight of reality, deeply accepted themselves, others and the world, and also had faced many problems and were known to be impulsive people. He realized that all the individuals were reality cantered, and able to differentiate what was fraudulent and genuine. They were also problem entered, spontaneous and creative; and are not bound too strictly by social conventions. These self-actualized individuals were very independent

Metacognitive aspects of learning insist that learning is a natural process of discovery, where learners seek meaningful knowledge by constructing and linking new information to old knowledge. The Information processed by the learner depends on his motivation, beliefs and expectations.Meta-cognitive knowledge incorporates the knowledge about oneself,(their preferences, strong and weak points, interests, learning habits), the knowledge about tasks and the knowledge about learning strategies and how to use them. These are the characteristics of a self-actualised person.The self-regulation of metacognition guides the thought processes of individual in learning situations. The self-regulation process of learning makes the students to realize their own strengths and weakness, cognitive monitoring, achievements, motivation and concentration by themselves. (E.Czerniawska, 1999)

Metacognitive strategies of learning demandthe learners to be active, goal-directed, self-regulated, and responsible. This leads the self-actualisation of the learner. It enhances strategic and higher order thinking,

reasoning, problem solving, and concept learning. Hence learners make their learning meaningful and apply their knowledge in novel situations. Metacognitive strategies develop positive emotions, such as curiosity and interest and negative emotions, like anxiety, panic, and insecurity. These strategies facilitate both intrinsic and extrinsic motivation to learn, increase learners' perceptions. Moreover the cognitive, emotional, and social development of each learner enhanced. Metacognitive learning settings allow the learners for social interactions, respect diversity, social competence, as well as self-esteem. It increases learners' sense of belonging, self-respect and self-acceptance, and self-actualisation. It demands every student to do their best by giving freedom to explore & discover on their own. The students get involved in self-expressive projectsand creative activities and projects

Metacognitive Strategies includes

- Peer teaching/tutoring
- Mentoring
- Cooperative learning
- Interdisciplinary learning
- Building relationships
- Inclusion
- Higher-order thinking strategies
- Multiple intelligences
- Performance/authentic assessment
- Project-based learning
- Electronic networking
- Self-assessment and self-monitoring

Developing Self Actualization

Metacognitive strategies develop the self-actualisation of the learner through self-control, self-evaluation and self-correction. Self-control includes Responsibility, Relevancy in learning, and control over

their emotions, competence, and cooperation. Self-evaluation includes self-directed learning, personal mastery and accepting learner needs & purposes. Self-correction includes admitting and correcting mistakes and verification of the corrected task. Metacognitive strategies would meet students' needs by

1. Understanding the learning process and setting goals.
2. active involvement in the learning process
3. Taking the responsibility for their own training
4. Experiencing success.
5. Receiving realistic and immediate feedback that enhances self-efficacy and mastery.
6. Receiving appropriate rewards for performance and mastery gains.
7. Experience a safe and well-organized environment that patterns the work environment.
8. Receiving instruction matched to their learning style.
9. Being involved in self-evaluating one's training and effort.

Therefore, the teacher would use metacognitive approach to enhance their motivation to Self-actualization by

1. allowing them to take responsibility for their own training by their own interests and setting goals,
2. providing opportunities to make choices,
3. engaging them in the process of self-evaluation,
4. providing a very supportive environment,
5. diagnosing what students already know before teaching a new skill,
6. Choosing realistic and meaningful learning objectives.
7. stressing over learning,
8. breaking down tasks into manageable units,
9. assigning tasks with appropriate level of challenge difficulty,
10. Giving frequent expert feedback to encourage mastery.

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