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**INTERNATIONAL BLACK SEA UNIVERSITY
FACULTY OF SOCIAL SCIENCES, HUMANITIES AND EDUCATION
Program in Education Sciences**

**Student-centered Classroom Management for Facilitating High
School Learners' Self-Actualization (Georgian Case)**

Nana Aleksidze

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**Scientific
Supervisors:**

Nino Tvaltchrelidze

(full name)

Assoc. Professor, Doctor at International Black Sea University

(academic title)

Dr. Jacob Reid

(supervisor's signature)

Experts (full name & academic title):

1. Natela Doghonadze Professor, Doctor

signature

2. Maia Chkotua Associate Professor, Doctor

signature

Opponents (full name & academic title):

1. Marine Chagelishvili Professor, Doctor

signature

2. Tamar Mikeladze Assoc. Professor, Doctor

signature

Introduction

Education system in the modern reality faces quite many important and significant challenges. The accelerated and technologically developed pace of the 21st century put the peculiar and necessary demands towards the humanity and towards every single individual. These demands and challenges require making needed changes in every sphere and especially in education. These challenges have made people in the sphere of education review the old and traditional methods and rethink, refine and judge about the relevance and appropriateness of the usage of old and traditional educational approaches. The contemporary image of an average human is the one who faces the challenges of the highly developed world. These challenges require from students to have life and career skills for gaining success and overcoming all the current or forthcoming problems and demands (Ball, Joyce, & Anderson-Butcher, 2016). No longer is the student expected to be a passive absorber of information; but they have/need to be active through the process of actualization where the teacher acts as a facilitator, equips his/her learners with all the capacities and skills to be self-actualized and does not need to be only an expert in the particular content. These steps will lead to the desired outcomes:

- Students' stimulation;
- Students' actualization;
- Students' self-realization to reach their human potential

Problem Statement

Georgia is a developing country. The multi - ethnicity of the population causes that its educational system needs to be tailored to the population's needs and contemporary challenges. Self-actualization is one of the best ways of students' engagement and encouragement in the educational process and for their preparation as life - long self-directed learners and professionals. Adopting the student-centered approach in teaching enhances the process of students' engagement in the classroom activities and their self-actualization.

Novelty

The novelty of the planned research according to the title is the actual application of the term 'self-actualization' in education in Georgia. The dissertation will hopefully contribute to the process of maintaining the management in education where the learner is a unique individual and partner in the process of learning, to motivating and encouraging their learning through their actualization. The research aims at detecting the real outline of the educational process in Georgia and at creating the model of learner - centered classroom management for the benefit of both students and teachers.

Theoretical Value

Theoretical basis of the dissertation:

- Humanistic psychology (Maslow, 1970; Rogers, 1969);
- Goal theory (Goldberg, 2001);
- Student-centered learning theories (Bishop, 2014; Brown Wright, 2011; Doyle, 2008; Moate & Cox, 2015; Weimer, 2002)
- Brain theories (Zull, 2002);
- Self-actualization theories (Johnson, 2003; Levin, 1977; Maslow, 1970);
- Constructivist (Barlette, 1932; Driscoll, 2005; Oliver, 2000; Piaget, 1977; Tam, 2000) and Cognitive (Eisenck & Keane, 2015; Mayer & Moreno, 2003), Neisser, (1967 / 2014) psychology;
- Collaborative and Cooperative learning (Albert, 1996; Jacobs, 2015);
- Multicultural education theories (Ebecly et al., 2010; Ford, 2005; Hughes, Page, & Ford, 2011; Richardson & Dinkins, 2014; Schults, Hurt, & Lindo, 2014; Tomlinson, et al., 2003);
- Student-centered education management theories (Brophy, 1999; Bush & Bell, 2002; Freiberg et al, 2009; VanHousen, 2013).

The theoretical value of the dissertation deals with bringing the above-mentioned theories together and analyzing them in order to develop a model of student-centered classroom management that will promote high school students' self-actualization.

Practical Value

The dissertation will be of practical value to both teachers and students. Its findings will:

- identify the Georgian High School students needs for self-realization;
- raise Georgian teachers' awareness in the importance of student-centered classroom management;
- promote the developed by the researchers' classroom management model which will help teachers to make their classrooms more student-centered;
- encourage students be more motivated, self-confident and engaged;
- contribute to gaining the ultimate goal of the student-entered classroom management - to have more self-actualized students.

Making students self-actualized will help them both in personal and professional lives, while making the educational process more student-centered will contribute to the democratization of Georgian society.

Research goal

The goal of the study is to inquire:

1. What the effects of student-centered classroom management on high school learners' self-actualization are.
2. How teachers in Georgia are aware of and value student-centered classroom management.

Research methods

The following research methods were used by the researcher:

1. Review and analysis of the existing literature on the topic;
2. Questionnaire survey with schoolteachers and students from several schools in Georgia (private/public, capital/town/village) (to assess the importance of each factor);
3. Quasi-experiment;
4. Pre - and post - questionnaires in the control (taught without any special measures to facilitate self-actualization) and experimental (taught with intervention to provide the development of self-actualization) group within experiment;
5. Semi-structured interviews with students of both groups (within experiment);
6. Statistical analysis of obtained through quasi - experiment data

Research questions

The study is dedicated to finding responses to the following research questions:

1. What factors of student-centered classroom management facilitate learners' self-actualization? It will be found out through interviews (qualitative research) with students and teachers and the role/rating of each factor will be measured by a Likert scale format (quantitative research).
2. What kind of role does school and classroom management have in students' self-actualization? It will be found out through interviews (qualitative research) with students and teachers.
3. Is facilitative teaching contributing to learners' self-actualization? The question will be answered by experiment plus pre- and post-interviews in the experimental schools.
4. What is the relationship between self-actualization and student-centered classroom management? The values will be measured in the process of experiment though pre - and post - questionnaires and compared through paired samples T - test.
5. Is focusing on implementing the learner - oriented diverse teaching strategies facilitative for the students' future self-actualization? The question will be answered by experiment plus pre and post interviews.
6. Is being a lifelong self-directed / autonomous learner through the process of personal development a way to achieve students' self-actualization? The question will be answered by experiment plus pre and post interviews.

7. What is Georgian high school teachers' and students' the level of awareness of the importance of student-centered classroom management tendencies? The question will be answered by the survey results and analysis.

8. What is the level of students' self-actualization in Georgian high school student-centered classes? The question will be answered by pre - and post - experimental survey, semi-structured interview analysis plus paired sample T-test.

Hypothesis

If a teacher more often and purposefully applies the student-centered classroom management, then high school students' (leavers') self-actualization will be increased or enhanced. For the purpose s/he will have to (often) do the following:

- Carry out needs analysis;
- Allow the students to have a choice in the selection of tasks and activities whenever possible;
- Help students learn to set goals which have to be realistic, authentic/needed in real life and achievable;
- Motivate students to plan their learning process;
- Have students participate in group work, especially cooperative learning, in order to develop social and affective skills;
- Stimulate the development of team spirit and cooperative strategies (role distribution in the group, etc.);
- Act as a facilitator (and not knowledge provider) for group discussions when appropriate;
- Help students develop learning strategies;
- Apply more creative and problem-solving tasks/activities;

Facilitative student-centered teaching fosters the development of the learners' metacognitive skills. Metacognitive skills are core skills of the learner-centered meaningful learning. They enhance students' self-actualization and enable them to take a conscious control over their learning:

- selecting and designing ways and methods;
- adopting new and possible approaches;
- analyzing the effectiveness of those approaches;
- anticipating the expected outcomes;
- managing one's ability to control and possess one's emotions, weaknesses and strengths, self-assessment and awareness, handle the conflicts and adapt to the changes.

Dissertation structure

The dissertation comprises an introduction, three chapters, conclusions and appendices. Chapter one is based on the literature review, it comprises the theoretical part of the dissertation. Chapter two deals with some practical aspects, connected with student-centered classroom management. Chapter three describes the research held. The dissertation involves 8 figures, 16 tables in the dissertation, 96 tables in the appendixes and 9 appendices.

Chapter 1. Literature Review on Student-centered Classroom Management and Self-actualization

Chapter one is based on the literature review, it comprises the theoretical part of the dissertation. The subchapters included in Chapter 1 develop the concepts and the theories which are connected to the main topic and subject of the dissertation. They refer to the following concepts:

- student-centered education;
- student-centered classroom management;
- humanistic education;
- self-actualization of high school students and their instructors.

Chapter 1 unifies all the theories and concepts connected to the main goal of the thesis to maintain effective student-centered classroom management and learner - oriented teaching for their self-actualization. These subchapters present the theoretical basis of the forthcoming activities which are planned to be done during the research.

1.1. The Development of Student-centered Conception

1.2. Definition and Characteristics of Student-centered Classroom Management

1.3. The Advantages and the Challenges of Student-centered Classroom Management

1.4. Theoretical Bases of Student-Centered Conception

1.4.1. Humanistic Education

1.4.2. Cognitive and Constructive Psychology and Student-centered Education

1.5. Definition and the Notion of the Concept of Self-actualization

1.6. Models of Student-centered Classroom Management Systems

1.6.1. Consistency Management and Cooperative Discipline Program

1.6.2. Culturally-Responsive Teaching as a Contributive Factor of Students' Self-actualization

1.7. Age Peculiarities of High School Learners

1.8. Analysis of Chapter One

Contemporary educators' views on good teaching have shifted; they became more encouraged to implement an instructional approach which will be based on constructivist principles of learning

(Brophy, 1999; Dollard and Christensen, 1996; Garret, 2008). The shift from teacher - centered approach was to the students - centered one. Student-centered education broadly comprises those methods of teaching that shift the focus of instruction from the teacher to the learner. Humanistic education calls student-centered approach as person-centric education. In both cases the instructors put learners in the focus of their interests and tailor the whole educational process and classroom management according to their students' needs and the demands of their stimulation.

Humanistic Educational Concept and Definition of Self-Actualization

Humanistic teachers believe it is important for students to be motivated and engaged in the material they are learning, and this happens when the topic is what students need and want to know. Self-actualization is defined as:

- The achievement of one's full potential through creativity, independence, spontaneity, and a grasp of the real world.
- The realization or fulfillment of one's talents and potentialities, especially considered as a drive or need present in everyone.
- The psychological process aimed at maximizing the use of a person's abilities and resources
- In other words, for our purposes, self-actualization can be thought of as the full realization of one's creative, intellectual, or social potential.

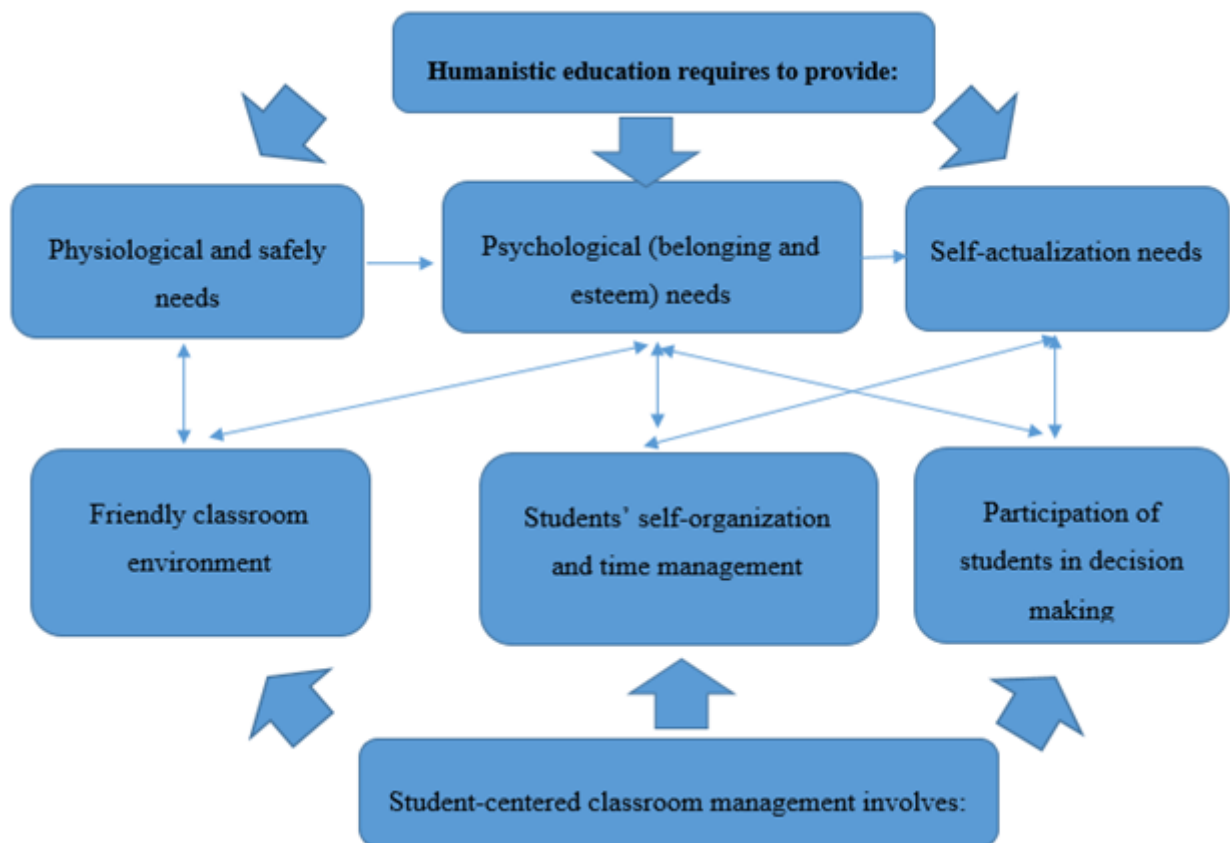
Humans only need to acquire tools and techniques as learners need to acquire learning strategies to satisfy those needs to reach the metaneeds (Maslow, 1970) and become self-actualized. In this process humans are helped by their cognitive brain, which, according to Zull (2002, p. 50), also learns what gets results, helps humans to understand the world, their plans for the future in it to survive and be realized.

Main Conceptions in Student-Centered Education

The student-centered environment requires from both teacher and students to be actively involved in creating a student-centered climate. This approach goes beyond taking notes or passing exams, covering the content, getting grades only, but this approach implies deeper learning. It is an environment that enables students to take the real responsibility for their learning, to take real control of the educational process, to make independent and brain-based decisions about their leaning and to get the desired outcomes. The student-centered approach requires more balances of power, more sharing the control and more collaboration. Increasing and enhancing students' understanding in learning guarantees the further success of the student-centered approach. Being an effective student-centered teacher means applying all knowledge, experience, principles, and paradigms and practices to the learners' interest and to their successful and meaningful learning.

Student-centered education is also very tightly connected to Constructivist and Cognitive psychology theories. Cognition plays a great role in students' learning process. According to Goldberg (2001, p. 24), human cognition is forward-looking, proactive rather than reactive. Cognition also triggers our mental reward system. That is when learners are motivated to enjoy their learning, they are ready to learn. In order to survive, according to Zull (2002, p. 50), people had to want to learn. It is driven by goals, plans, aspirations, ambitions and dreams, all of which pertain to the future and not to the past. Of all the mental processes, goal formation is the most actor-centered activity. Goal formation is about what a human needs and not about what the reality is. The emergence of the ability to formulate goals must have been inexorably linked to the emergence of the mental representation of "self" (Goldberg, 2001, p. 26).

Figure 1.1. Relations between student-centered classroom management and humanistic education

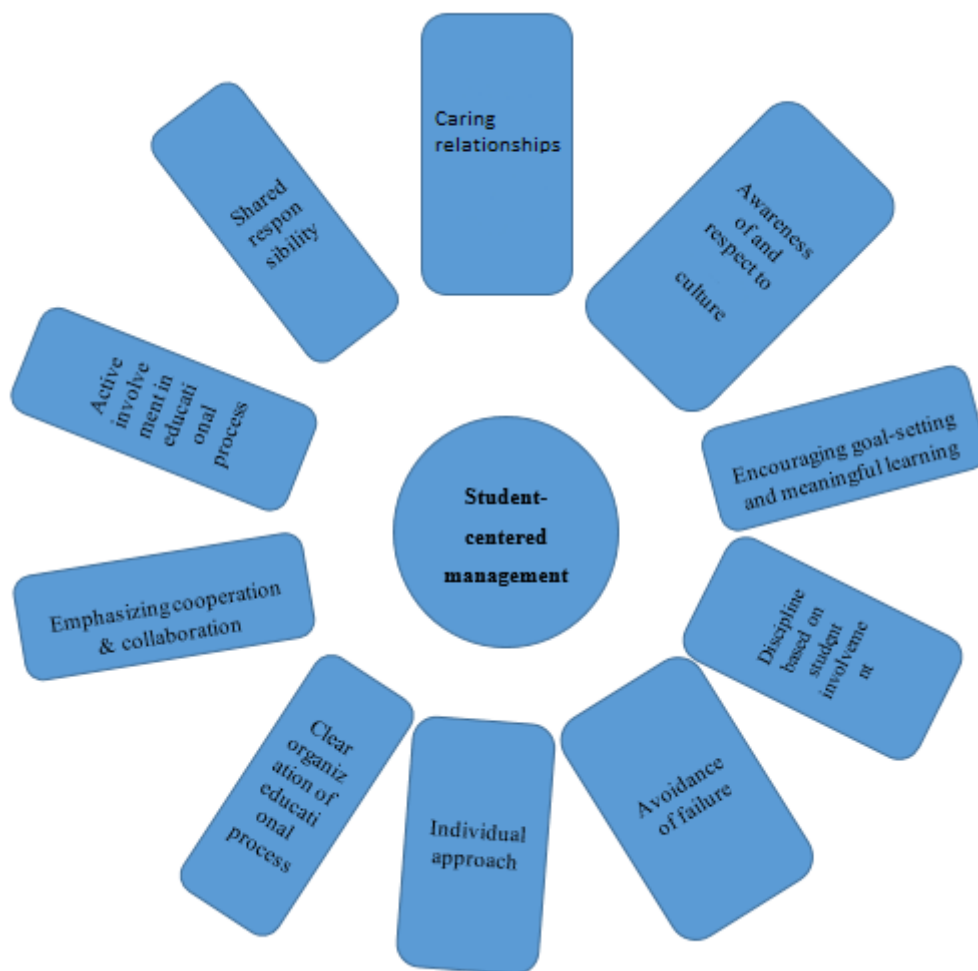


(Designed by the researcher)

In a country like Georgia, besides the general and common aspects of student-entered education, instructors need to consider those peculiarities which exist in Georgia: multi-ethnicity, multi-religiousness, and multi-culture. In connection with the fact that Georgia is a new democratic state, student-centered education is a relative innovation in it (in was introduced as an educational policy in the 2000s), so teachers need to be better informed about the ways of its implementation.

In order to be an effective student-centered teacher, one should consider two basic aspects of human development: physiological and psychological. According to Maslow (1970), these two core and basic aspects are the ground foundation for every humans' need and their realization. By creating a safe classroom environment and psychologically acceptable climate teachers would be able to apply the methods of student-centered approach and actualize, motivate, encourage and empower their students. Balanced power, relevant learning material, cooperative and collaborative programs, active and enjoyable working process, friendly atmosphere and relationship with peers and instructor, cultural awareness and self-expression are those fundamental factors which promote students' effective self-actualization in learning.

1.2. The contributive factors of student-centered classroom management.



(Designed by the researcher)

Chapter 2. Factors Contributing to Student-centered Classroom Management

Chapter 2 comprises the secondary data and sources concerning student-centered classroom management. The content of chapter 2 is oriented on the learners' predisposition towards the activities and the approaches connected with the student-centered teaching. The subchapters in chapter 2 describe practical strategies for implementation, as well as the students' forecasted reaction towards the practical aspects, such as creating learners' community, maintaining culturally-responsive teaching, enhancing and measuring students' learning responsibilities and the distribution of responsibilities, the analysis of the desired outcome - to reach students' self-actualization. Chapter 2 unifies the following subchapters below:

2.1. Building Learners' Community

2.2. Distribution of Students' Responsibilities

2.3. Conditions for Student-centered Classroom Management

2.4. Existing Research Dealing with Student-centered Classroom Management

2.5. Student-centered Classroom Management Model

The contemporary educational system and schools need to become more collaborative and socially responsive. Creating an open and caring environment is fundamental for students' actualization, this starts with teacher-pupil relationship. An effective student-centered teacher should maintain the environment in the classroom where students are encouraged to express and satisfy their vast interest, be emotionally safe, have free discussions, cooperation and healthy competition, trust and less fear, openness and less deceit. Teachers should maintain several additional factors to create a positive classroom climate (Canfield, 1976, p. 6):

- Accepting pupil contribution without judgement;
- Maintaining a 'you can do it' attitude;
- Listening, listening, listening;
- Being in all ways a friend.

In this regard the Humanistic approach of education is very close to the student-centered approach of teaching. In order to make the link between the humanistic education and the student-centered approach clear, the researcher made up table 2.1. It shows those skills and abilities that will develop in learners in the process of self-actualization and the student-centered approach to teaching.

Table 2.1. Skills and characteristic features developed by student-centered teaching and humanistic educational approach

Self-actualized people have (Maslow,1970):	Student-centered approach facilitates: (Doyle, 2008; Rogers, 1969; Weimer, 2002):
Ability of the critical and holistic thinking	Ability of the critical and holistic thinking

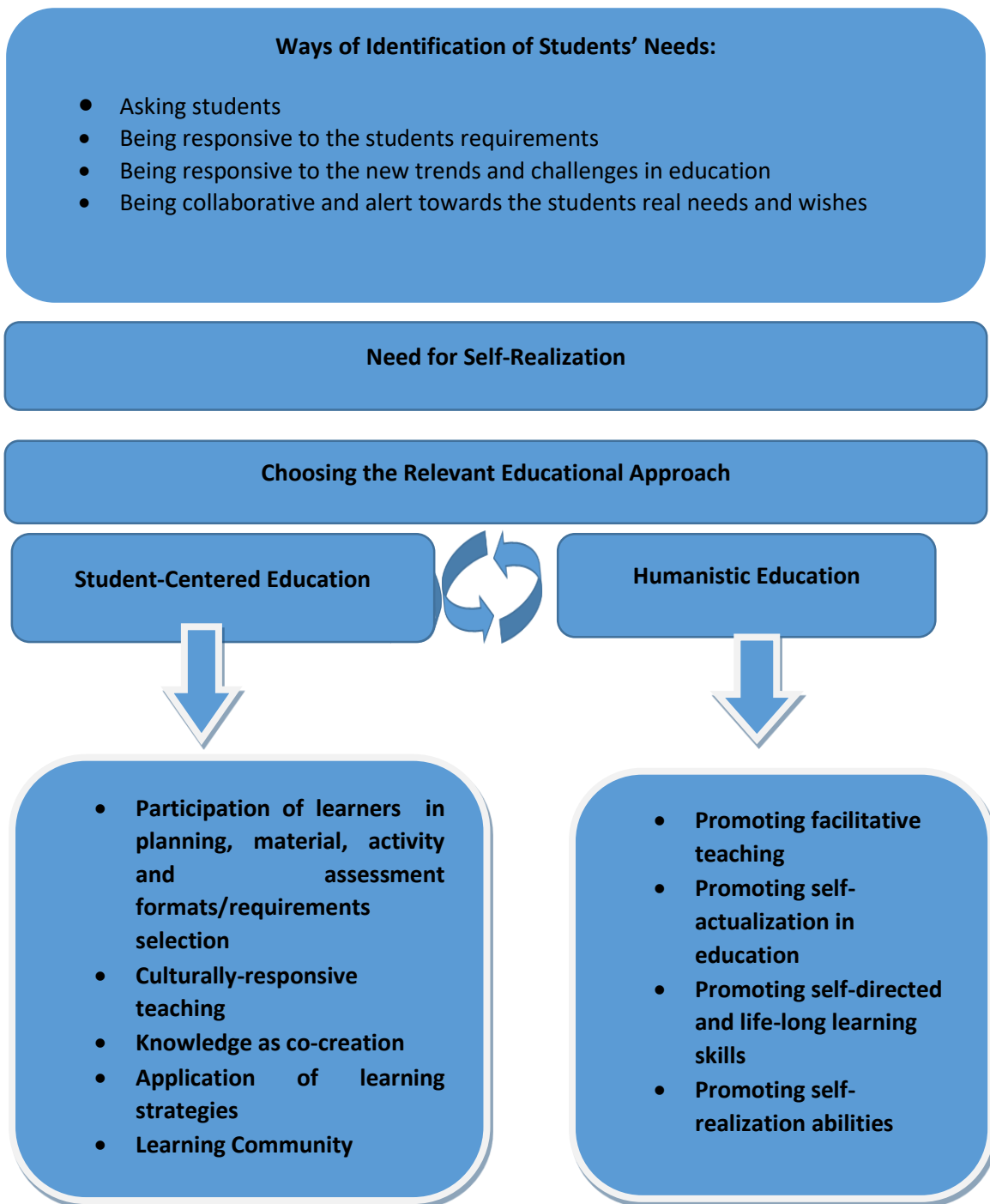
Motivated life with quantitative and qualitative value	Authentic evaluation of real and meaningful life by students
Ability to be identical and develop their own personal style	Sense of being an independent and self-directed lifelong learner
Ability to be independent but sociable	Ability to be autonomous but communicative and interpersonal
Ability of having healthy and sound perception of real life	Authentic perception of real and meaningful life
Ability to develop their own personality	Ability to develop their own personality, self-assessment and self-awareness
Seeing the value of creative ability	Valuing creative ability
Meaningful and profound sense of the culture in which they are immersed	Meaningful and profound sense of the culture in which they are immersed, being culturally responsive
Acceptance of human nature and social life	Acceptance of human nature and social life, being cooperative and collaborative

Based on the issues discussed in chapters 1 and 2 a model of maintaining the effective student-centered classroom management has been developed by the researcher. The model comprises all those conceptual and practical aspects and educational management issues which serve to create a student-centered classroom and develop self-actualized students. To provide student-centered classroom management that would enable students to be self-actualized, it is essential to find out students' needs. Figure 2.1 presents a model for student-centered classroom management serving the basis of student self-actualization. It first shows the ways for defining student needs:

- Asking students;
- Being responsive to the students' requirements;
- Being responsive to the new trends and challenges in education;
- Being collaborative and alert towards the students' real needs and wishes.

When these ways are combined, the teacher obtains a full/realistic enough picture of student needs. Self-actualization has to fulfil the defined needs.

Figure 2.1. Model of student-centered classroom management



(Designed by the researcher)

The model for student-centered classroom management serves the basis of student self-actualization. It first shows the ways for defining student needs and comprises all those conceptual and practical aspects and educational management issues which serve to create a student-centered classroom and develop self-actualized students.

The first step of identifying students' need is to done by:

- Asking students;
- Being responsive to the students' requirements;
- Being responsive to the new trends and challenges in education;
- Being collaborative and alert towards the students' real needs and wishes.
- When these ways are combined, the teacher obtains a full/realistic enough picture of student needs. Self-actualization has to fulfil the defined needs

The second step is choosing the relevant approaches: Student-centered teaching and humanistic education.

The third step is the implementation of the chosen approaches which is done through the specially created activities for students' self-actualization and stimulation

The fourth level of the model is achieving the expected outcome: gaining the effectiveness of the activities and achieving the increased level for students' self-actualization and high their awareness in student-centered classroom management tendencies.

In the stage of implementation of the main principles of student-centered and humanistic education, there were concrete activities created which fostered, enhanced and stimulated the students' self-actualization process and effective maintenance of student-centered classroom management. All the 12 activities have their goal instructional strategies, guidelines for the instructor and the forecasted outcomes. Teachers were free to choose the time and style of implementation the activities in their classes, considering certain peculiarities of their students. Those 12 activities are oriented to make students' focus of interested directed to the development of those core skills which help and contribute to make students more engaged, encouraged and empowered to be self-actualized.

Types of classroom activities for the experiment:

#	Activities for	Goal of the Activity
1	Creating Classroom Rules	Promoting Classroom Management
2	Developing Discussion Skills	Creating Ground Rules for Discussions
3	Developing Peer Assessing Skills	Actualizing Passive Students with a Friend
4	Collaborative Group Work	Promoting Peer Understanding
5	Leadership Skills Development	Promoting Peer Tutoring
6	Leadership and Teambuilding Skills Development	Promoting Task Evaluation and Team Work

7	Critical Thinking and Creativity Skills Development	Promoting Creation Evaluation Rubrics for Presentation
8	self-Directed and Autonomous Learning Skills Development	Promoting Independent Research and Presentation
9	Problem Solving Skills Development	Writing Challenging Letter to the Governors of the City/to School Principles etc.
10	Building Community , Being Social and Societal, Culturally responsive	Stimulating Social and Societal Understanding and Relationship, Activating Students' Mobility and Engagement Outside the School
11	"If I Could Be" game	Activating Students' Creativity, Critical-Thinking and Self-Awareness
12	Sharing Personal and Peer Time Line	Activating Students' Creativity, Self-Expression, Self-Awareness and Self-Acceptance Abilities

According to Canfield (1976, p. 5) one of the most important things for the students' self-actualization is considered creating an environment of mutual support and caring. Learners' personal growth (Soar, 1968 as cited in Canfield, 1976, p.5) is optimized in a supportive environment that contains a little dissonance. Students must trust their peers and their teachers to the extent that they can truly express their feelings openly without ridicule or derision. Students should recognize that they are valued and will receive affection and support.

Chapter 3. Methodology and Data Analysis

Chapter 3 unifies the following subchapters below:

- 3.1 Research Methodology and Methods; Data Collection
- 3.2. Conceptual framework
- 3.3. Research Procedure
- 3.4. Research Findings and their Analysis
 - 3.4.1. Survey on the state of student-centered management
 - 3.4.2. Pre-experimental questionnaire results
 - 3.4.3. Post-experimental questionnaire results
 - 3.4.4. Post-experimental interview
- 3.5. Ethical Issues
- 3.6. Limitations
- 3.7. Analysis of Chapter 3

This research was based on qualitative and quantitative methods of collecting data. To make this research more objective, quantitative research (Likert format of questionnaires, experiment) was

indispensable. As for qualitative research, it was more oriented to understand individuals' perceptions, insight rather than statistical perceptions. As the research dealt with such subjective issues as students' satisfaction and self-actualization, this study is impossible without qualitative methods (open-ended items in questionnaires, interviews). The researcher used two ways of calculating and analyzing the collected data. Results were measured by using a 4 - point Likert scale and analyzed with the help of SPSS 21; Correlation between students' answers on self-actualization and classroom management style was defined with the help of SPSS 21. The research population of the current research were students and teachers from different parts of Georgia to get representative findings of a Georgian case. They were basically students aged 16 -18 and their instructors (256 students and 26 instructors). The descriptive research was conducted almost throughout the country (8 schools totally): capital city Tbilisi, two schools there were one public and one private, one big city of western Georgia - Batumi, two schools there were one public and one private, a little town in the eastern part of the country – Gori with two public schools there, also one public school in a regional center - Mtskheta and one public school in the southern part of the country - village Zvare. The research was divided into several stages combining different research styles and approaches:

- Survey to find out the situation in the country (descriptive research)
- Experimental research:
 - Pre-experimental questionnaire
 - Treatment (quasi-experiment)
 - Post-experimental questionnaire
 - Post-experimental interviews

For measuring the students' learning responsibilities, their self-evaluation and the student-centeredness of classrooms in Georgia, the researcher conducted a study based on Weimer's (2002) approach named as *Five Key Factors of the Learner-Centered Teaching*. The questionnaire is based on five factors of learner-centered principles and is oriented to measure those five factors in six aspects (totally 30 questions).

The factors of student-centered teaching are:

1. Classroom environment;
2. Course material review;
3. Instructor's actualization rate;
4. General motivation and self-reflection of the student;
5. Specifically what needs Improvement (Weimer, 1988, p.85).

The above - mentioned factors are measured in six aspects:

1. Balance of power (5 questions);
2. Function of content (5 questions);
3. Role of the teacher (5 questions);
4. Responsibility of learning (5 questions);
5. Purpose and processes of evaluation (5 questions);
6. Self-actualization (5 questions).

Two schools were involved in the experiment, one is a private high school in the capital city (Tbilisi) and the other is a public high school in the region (Gori). Two classes as the experimental and the control groups participated in each school. The participants were 11-th graders. The number of the students and the teaching-learning conditions of the groups were the same. At pre-experimental stage a questionnaire was used which was the same to both groups. The pre-experimental questionnaire had to measure the students' self-actualization rate. This questionnaire contains 21 questions and is oriented to measure 7 aspects (self-acceptance, planfulness, intrinsic motivation, internalized evaluation, openness to experience, flexibility, and autonomy) and 7 factors (psychological, intellectual, learning, cultural. Social, environmental and economical).

The next stage of the research was the quasi-experiment (treatment stage). Quasi experiments lack the random selection of the participants and is based on the principles of comparison of the results of treatment and control groups (White & Sabarwal, 2014, p.1). At the treatment stage the instructors of the experimental groups regularly conducted certain self-actualizing activities. The activities and the content of the treatment was prepared and provided by the researcher. The measurement method applied SPSS 21 software which is broadly used for making statistical analyses in social sciences.

Table 3.1. Summed up findings of the students' responses related to student-centered tendencies from the eight participant Georgian schools

Category	Student-centered	Teacher-centered	No Balance	Total
%	55%	42.5%	2.5%	100%

Table 3.1 presents the summed-up findings of the responses related to students' answers dealing with student-centered tendencies from all eight participant Georgian schools. The situation with students according to the results is: 55% of the total amount of the high school students see student-centered tendencies in their classrooms, 42.5% see teacher-centered tendencies and 2.5 % see no balance at all. In spite of the difference between the involved schools' results, they tend to be more

student-oriented than teacher-oriented, but still much has to be done to reach the desired level of student-centeredness.

The calculations for teachers were done analogously.

Table 3.2. Summed - up findings of the Georgian teachers’ responses about the student-centered classroom management

Category	Student-centered		Teacher-centered		No balance		Total	
Location	Capital City	Other Regions	Capital City	Other Region	Capital City	Other Region	Capital City	Other Region
Result %	71.5	70	28	26	0.5	4	100	100

According to the results in Table 3.2 we can consider that teachers’ views on their teaching do not differ much, if the results from the capital city and from the regions are compared. 71.5% of teachers from Tbilisi and 70 % of teachers from regions gave answers which permitted the researcher to view them as student-centered. As for the teacher - centered tendencies, 28 % goes for the capital city and 26% - for regions. As for the ‘no balance’ factor, Tbilisi teachers’ answers gained very little percentage (0.5 %), but 4% of the teachers from the regions admitted that they have no balance in their classrooms. In this case we can consider that teachers from the regions have more imbalanced classroom management than teachers from Tbilisi (the capital of Georgia). As for experiment results in Tbilisi school, concerning the aspects of self-actualization, they are shown in Table 3.3.

Table 3.3. Paired samples T-test (Tbilisi school, control and experimental group; aspects of self-actualization)

Paired Samples Statistics

Pair 1	Mean	N	Std. Dev.	St. error
Var 1	3.37	4	0.278	1.39
Var 2	1.50	4	0.57735	0.28868

Paired sampled Correlations

	N	Correlation	Sig
Pair: Var1 & Var2	4	0.437	0.563

Paired samples test

	Paired Differences				T	Df	Sig (2-tailed)
	Mean	Std. Dev.		95% Confidence interval of the Difference			

			Standard Error Mean	Lower	Upper			
Pair: Var1 & Var2	1.87000	0.52006	0.26003	1.04246	2.69754	7.191	3	0.006

From table 3.3. It is possible to see that the correlation between the rate of self-actualization (variable 1) and the approaches (teacher vs. student-centered), which reveals an average positive average correlation between them. Besides, the significance at 95% of confidence interval of the difference (2-tailed) $p=0.006<0.05$, which reveals that the difference between the pre- and post-experimental results in the control and experimental groups is statistically significant. Analogously the results were calculated for factors of self-actualization in Tbilisi school and for both aspects and factors of self-actualization in Gori School. All results confirmed that the experimental groups did better than the control groups and the difference between their results was statistically significant.

Conclusion and Recommendations

The goal of the research served to define and create optimal conditions for high school students' self-actualization within the frame of student-centered classroom management. In order to reach this goal there are certain steps to be carried out. These steps are organized in the action-plan of the research stages. All the activities carried out during the research comprised the consideration of the following assumptions:

- Choosing the relevant strategy for the sake of students' interest and needs;
- Choosing the right action-plan which would be optimal for each student in the class;
- Defining and operating all the strategies, actions and techniques which are results-oriented for the enhancement of students' self-actualization.

Based on the whole process of the research, the data from the primary and secondary sources, the material obtained through the literature review, the findings obtained from the survey, experiment, pre-post questionnaires and the qualitative research (post-experimental interview), the research considering the research questions and objectives concludes:

1. What factors of student-centered classroom management facilitate learners' self-actualization?

- As literature analysis and interview revealed, the psychological factors which influence the students' self-actualization are: inter and intra personal aspects, self-acceptance and self-

confidence, the students' awareness of their role and responsibility in their learning and in the process of classroom management, the process of being open to the experiences, being open to get the assistance of their instructors to help them to find their own "selves" and to actualize them to be self-realized. They are also related to intellectual, learning, social, cultural, environmental and economical factors.

2. What kind of role does school and classroom management have in students' self-actualization?

- From literature analysis it is possible to say that the contemporary view and the concept of the education and its role have changed. Today's educators focus more on student needs and the challenges of modern life rather than following the traditional ways of teaching - being teacher-centered. Student-centeredness became the most acceptable and desirable approaches to maintain in the classroom and gain effective learning outcomes. This type of educational, approach according to its name, puts students in the center of instructors' professional interest. Learner's satisfaction as a person's is the core aspect of any live educational process. Person-centric education is basic of humanistic education, which puts the learner as the main role-player of any educational process. Student-centered conception in education defines students as active listeners and participants in the whole learning process rather than passive absorbers of the information as it used to be in the teacher-centered classrooms. Being self-actualized according to Maslow (1970) involves the realization of one's own self and personality, to be 'fully functioning humans' (Rogers, 1969) oriented to the personal-growth. Promoting the self-actualization process in education means to have students who enjoy their learning, know their role and responsibility in their learning, contribute to the effectiveness of their classroom and its Student- centered tendencies to obtain needed outcomes.

- As the qualitative research (interview) showed, both students and instructors from the experimental groups expressed their readiness to be more self-actualized and to have more developed Student-centered classroom management, as they realize how important it is for each student's future to be self-actualized before they finish school

3. Is facilitative teaching contributing to learners' self-actualization?

- This question was answered by the results of the experiment plus pre and post-experimental interview in the participant schools in experimental groups.

- In order to lead the class and be successful in this process, applying the appropriate style of management plays an important role. Teachers managing the classroom and leading it need to acquire contemporary management skills. Instructors should not only facilitate their students, but also become transformative leaders and managers to them to help to identify their role,

responsibility and their contribution in their learning. According to the demands of the contemporary educational challenges, the Student-centered approach within the frames of Student-centered classroom management enables students and instructors to create effective learner-oriented, psychologically safe classroom environments and to promote students' freedom of choice and self-actualization.

- According to the interview results, students feel safe and more self-confident due to facilitative teaching, while teachers have certain challenges with it, although they realize its importance.

4. What is the relationship between self-actualization and student-centered classroom management?

- The student-centered approach is conceptually very close to the humanistic education. According to both types of educational approaches students as learners are in the focus of the interest of pedagogical attention. Humanistic education is oriented to give a person and the learner the freedom of choice in learning. This kind of education puts an instructor as a mediator and the facilitator to motivate and encourage students to be self-actualized, enables students to achieve their main goal to be self-realized, to develop their human potential and personal-growth to gain self-confidence and self-esteem.
- The relationship was measured in the process of experiment through pre and post-experimental questionnaires and compared through paired sample T test. An average positive correlation was found between them (0.437 and 0.612 in Tbilisi and Gori schools, correspondingly). As for the factors necessary for self-actualization provision and student-centered classroom management a strong/average correlation was found (0.822 and 0.514 in Tbilisi and Gori schools, correspondingly).
- The hypothesis of the research was: self-actualized teachers more often and purposefully applying the student-centered classroom management strategies (according to the offered model) might enhance high school students' self-actualization. If the teacher more often and purposefully applies the student-centered classroom management, then high school students' (leavers') self-actualization will be increased/enhanced. The findings of the conducted research showed that self-actualized teachers carried out the activities which served to facilitate their students' active engagement and enhance their self-actualization (the level of self-actualization in the experimental groups increased noticeably $3.17 \rightarrow 3.78$ and $3.1 \rightarrow 3.5$) while in the control groups it increased less ($3.24 \rightarrow 3.25$ and $2.4 \rightarrow 3.1$). These results support the hypothesis of the experiment.

5. Is focusing on implementing the learner-centered diverse teaching strategies facilitative for the students' future self-realization?

- In order to maintain effective classroom management teachers need to acquire and apply appropriate teaching/learning strategies, to take into consideration the factors necessary for students' self-actualization (feeling safe, accepting oneself, building learners' community, etc.). Some special programs have been developed for the purpose: CMCD (Consistency Management and Cooperative Discipline program) and culturally-responsive teaching. Some activities for the model developed by the researcher were borrowed from these programs.
- Based on the interview analysis, students' active participation in the classroom life and educational process is based on the perception of their learning responsibilities. Instructors who try to help their students find their role and place in the classroom life enable them to apply the right distribution of responsibilities.
- Students' resistance is a hampering factor which may occur while getting students to accept their learning responsibilities. This factor will no longer be hampering if the process of education is meaningful, enjoyable and motivating for students. When students feel that their voice is heard, their opinions are listened and considered, their learning has meaning and their participation is praised, they no longer resist, but, on the contrary, they become active to create the atmosphere in their classroom which they like and desire to have.
- On the basis of the literature review and post - experimental interviews, some effective learner-centered strategies are:
 - Providing collaborative communication between teachers and psychologist for working together and pointing out the core questions and problems of the educational process;
 - Holding needs questionnaire at the beginning of the educational process;
 - Involving students in decision-making while selecting materials, topics, activities, and assessment formats;
 - Diversifying activity types;
 - Distributing students' roles in the process of collaborative / team work and changing these roles to individual students from lesson to lesson;
 - Getting more professional and trained teachers and psychologists;
 - Having active communication with the parents through periodical meeting, interviews and activities;
 - Making positive and relevant environments for students and for teachers.

6. What is the level of awareness of the importance of student-centered classroom management tendencies in Georgian high school teachers and students?

- Student-centered teacher is always an innovator with innovative ideas. Innovation and flexibility are those needed skills which should effective student-centered teachers have. They motivate themselves and their students to express their opinions and to play an active role in the process of creating educational innovation comprising ideas, goods, methods, perceived or observed as a novelty for the learners' or for the group people (community, society) for achieving effective and productive educational goals (Sofanudin, 2016). According to the survey held by the researcher, Georgian students and teachers are quite eager to have considerable changes in favor of student-centered classroom management. The aspects which were emphasized on were the balance of power, the distribution of the responsibilities, the classroom material review and the way of conducting the process of explanation new material, self and peer evaluation skills, the activities for students' active engagement in the process, the students' ability and right to have their freedom of choice and their voice, the issues which need improvement.

- According to item 20 in the survey questionnaire (“learners are conscious of their role in the classroom and in the future profession”), 54 % of the students and 67 % of the teachers answered “strongly agree” and “agree” to the question.

7. Is being a lifelong self-directed / autonomous learner through the process of personal development a way to achieve students' self-actualization?

- Based on interview analysis, especially teacher's answers, it becomes clear that the ability of students to self-actualize is directly connected to their autonomy (and vice versa).

8. What is the level of students' and teachers' self-actualization in Georgian high school student-centered classes?

- According to the literature review and the conducted survey, Georgian high schools apply either mostly teacher - centered or mostly student-centered classrooms. According to the conducted survey, the majority of the students' (70 % of the regional school teachers and 71.5% of Tbilisi schools teachers involved in the survey stated they were applying self-actualization process and student-centered tendencies in their classrooms), while students (whose opinion is more important in this case) believe that 55% of classrooms are student-centered. In both cases, the results are not so bad, but, of course, need to be improved.

- Literature review shows that teacher qualification and regularly updating their knowledge is essential for raising the efficiency of their work. Only self-actualized (first of all as professionals) teachers can help students' self-actualization develop. The collaboration of teachers, school principals and parents to make instructors motivated to become more willing and aware of the tendencies of student-centered classroom management will have a direct impact on the preparedness of school - leavers for the future studies and/or working careers. According to the

conducted post - experimental interview, students and teachers realize the need for the students to have skills of making useful realization of their knowledge, acquire others skills to be independent and autonomous as learners and as individuals, be wishful to be self-actualized and ready to be self-realized.

Education in the modern reality faces quite many important and significant challenges. Contemporary system of education has to comprise not only pedagogical, but also commercial and managerial functions and features. The accelerated and technologically developed pace of the 21st century put the peculiar and necessary demands towards the humanity and towards every single individual. These demands and challenges require certain changes in every sphere of the mankind, including education. These challenges have stimulated people involved in education to revise the traditional methods and think and judge about their relevance, shift from the existing approaches into the new, and more productive and appropriate ones. To stimulate teachers and especially students to be more active and encouraged to face the challenges of the contemporary reality has become one of the priorities in education. Student-centered educational tendencies and management approaches are to be considered as the most acceptable and relevant means and strategies to turn students and teachers into self-actualized personalities, to raise their self-awareness in this direction and to reach the ultimate goal that is to make students more adaptive to the fast - changing world and to be able to find their place in it.

As the survey has shown, student-centeredness in Georgian schools is gaining popularity and success, however, still much has to be done to make it the dominating approach in education.

As the experiment has revealed, there is a positive correlation between the teacher-centered classroom management and, on the one hand, aspects of students' self-actualization, and, on the other hand, factors /circumstances that are needed for self-actualization. Correspondingly, in order to have a more self-actualized generation that can benefit the society and themselves, educationalists need to develop more student-centered curricula, syllabi, lesson plans, educational materials and to apply them in the process of teaching.

Recommendations

Based on the conducted research the following recommendations can be given for improving and fostering the whole educational process in the classrooms in Georgia to make it more student-centered and to empower students to be more self-actualized.

Teachers and parents should be collaboratively involved in the process of engaging students in the classroom activities, perceiving their active role in education, and in provision of students' self-actualization. Students should apply easier and more enjoyable ways of learning and eventually

should be able to apply the acquired knowledge and skills in practice. This can be done through considering the following aspects:

- Creating collaborative action plans for teachers, parents and students;
- Motivating them (teachers, parents and especially students) to get the needed outcomes;
- Applying different and real-life-like activities in and out of the classroom for the students' actualization and their full engagement in the ongoing educational process.

The following approaches (within the student-centered approach) can be recommended:

- Being actively and alertly involved in all the processes going in and out of the classroom relating to the teaching/learning;
- Being organized to carry out the students' needs 'analysis';
- Being facilitators and transformative managers leading students to be creative and decision-makers;
- Being motivated to motivate students giving them freedom choice;
- Being instructors who develop their students' abilities and empower their skills to be goal-oriented, to make plans and set goals, to have a real/authentic/realistic perception of the existing reality;
- Being actualized and actualizing their students to develop the team spirit, learning strategies and techniques for the realization of their knowledge;
- Being communicable, friendly, motivating, having team-building and communicative skills, being social and societal, collaborative and cooperative;
- Being teachers who conduct meaningful lessons and help students to get the meaning of their learning and the realization of their knowledge.

Speaking about steps, instruments and goals for reaching student-centered teaching and increasing students', the developed by the researcher model should be useful for teachers who want to transform teacher-centered classrooms into student-centered ones.

Based on the research findings, some relevant recommendations can be given to teachers:

- To identify students' needs;
- To be responsive to their students' feelings and emotions;
- To make students engaged in the ongoing processes of the classroom life;
- To encourage students to plan, organize and forecast future steps within the classrooms management frames;
- Have active communication with students, maintaining classroom hours and discussions in or out of the classroom;

- Give feedback and praise the students for their behavior or achievements;
- Empower students be self-confident;
- Be simultaneously like a friend and like a mentor;
- Be flexible and innovative.

One of the main goals of education among many others is upbringing, helping the young generation to find the truth through the immense information and activities, to assist them in finding their own “selves” and to help them to be self-actualized. There rises the significance and necessity of relevant, appropriate management of education and the conceptual line which is developed in the whole dissertation.

Students should develop their entire human potential, all the needed skills, their strong points to win the competition of the 21st century places and challenges. The process of learning oriented on learners’ personal development will enable them to be prepared to live interesting and useful lives and to experience one’s own self fully. The process of self-growth and self-actualization help an individual find his/her behaviors changing in a constructive context in accordance with his/her newly discovered and perceived, experienced self.

The goal of being a student-centered instructor and the aim of having self-actualized students comprises quite complex and diverse strategies, techniques and approaches to be applied through the process of education. The effectiveness of classroom management is measured according to the outcomes the instructors get relating to the students’ acquired skills, developed abilities and their realization.

The major results of the dissertation are presented in the following publications:

1. Tvaltchrelidze, N. & Aleksidze, N. (2019). Georgian teachers’ awareness of the importance of student-centered classroom management tendencies. *International Journal of Social Sciences & Educational Studies*. ISSN 2520-0968 (Online), ISSN 2409 -1294. Vol.5. pp.207-217.
2. Tvaltchrelidze, N. & Aleksidze, N. (2019). Exploring the student-centered classroom management and self-actualization tendencies in Georgian classrooms .*Journal of Education in Black Sea Region*.Vol. 4, Issue 2. pp. 160-171
3. Tvaltchrelidze, N. & Aleksidze, N. (2019). Self-actualized teachers enhance students’ learning responsibilities by creating student-centered classroom management (Georgian Case). *The 9th International Research Conference on Education, Language and Literature*. Proceedings. ISSN: 2298-0180 / e - ISSN: 2587 - 472.pp.321-329

4. Aleksidze, N. (2018). Student-centered teacher as a facilitator to enhance the learners' self-actualization. The 8th International Research Conference on Education, Language and Literature. Proceedings. ISSN 2298 - 0180, E-ISSN: 2587- 4721. pp.330-344
5. Aleksidze. N. (2017). The Role of person-centric education in developing the learners'' human potential.The 7th International Research Conference on Education, Language and Literature. Proceedings. ISSN 2298 - 0180. pp. 569 - 575
6. Aleksidze. N. (2017).The Role of the Education in Acquiring the Knowledge of Human Rights. 12th International Silk Road Conference on Contemporary Challenges of Democracy and Human Rights through Politics and Security. Proceedings. ISBN 978-9941- 8-1037 - 4. p.70