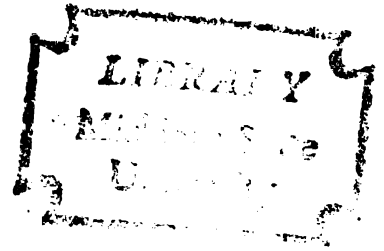




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AN INVESTIGATION OF SOME RELATIONSHIPS  
BETWEEN SELF-ACTUALIZATION AND CHILD-  
CENTEREDNESS AMONG TEACHERS

presented by

Norman Robert Sterchele

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of the requirements for

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## ABSTRACT

### AN INVESTIGATION OF SOME RELATIONSHIPS BETWEEN SELF-ACTUALIZATION AND CHILD-CENTEREDNESS AMONG TEACHERS

By

Norman Robert Sterchele

Drawing on the description of Rogers' "Persons" and Maslow's "Self-Actualizing Person", this study was an attempt to describe the differences which exist between child-centered and authoritarian teachers. The study was designed to determine which group of teachers was more self-actualizing and specifically, which factors of self-actualization were significant as differences between these two groups.

The study population was drawn from Michigan State University Education 450 class. This course (School and Society) normally is the last education course required in a student's undergraduate education program. From the five-hundred and three students enrolled during the Winter term, 1973, a random sample of seventy-four was derived and became the population for investigation.

Each of the persons involved in the study (n=74) was administered three instruments: a survey sheet, the Minnesota Teacher Attitude Inventory and the Personal Orientation Inventory. The survey sheet yielded demographic data deemed pertinent to the study and the two other instruments were utilized to test the hypotheses upon which the study was built. The MTAI functioned to separate two groups from

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the sample population. These groups; child-centered (n=25) and authoritarian (n=25), served as self-actualization comparison groups and were determined as high MTAI scorers (child-centered) and low MTAI scorers (authoritarian), with the middle group (n=24) dropped from further study.

The Group I teachers (child-centered) and Group II teachers (authoritarian) were compared on the basis of POI scores. The repeated measures treatment revealed the child-centered group to be the most self-actualized (.05 level) with the variance entirely due to high inner-direction.

Utilizing the one way ANOVA, both groups were next compared on the ten subscales of the POI. The child-centered group received higher scores than the authoritarian on all ten of the scales. The child-centered group rated significantly higher than the authoritarian on Spontaneity, and Self-Acceptance (in spite of weaknesses) both at the .05 level. Group I personnel were also determined to score significantly higher than Group II teachers on the POI subscale measuring Capacity for Intimate Contact. This significance was determined to be operationally significant though only at the .056 level.

The conclusions which were drawn from the data provided through this study were: (1) child-centered teachers are more self-actualized than authoritarian, (2) the differences between groups is especially significant on three subfactors of self-actualization, Spontaneity (free expression of feelings), Self-Acceptance (in spite of weaknesses), and finally Capacity for Intimate Contact (ability to form personal relations).

Norman Robert Sterchele

Should Rogers be correct when he states, about educators, that "only persons can grow persons", it seems important than that schools of education and hiring institutions should consider those factors which coalesce to make up the most "person-like" educators. Given these factors both preservice and inservice programs could be designed to facilitate their development in teachers.

AN INVESTIGATION OF SOME RELATIONSHIPS BETWEEN SELF-ACTUALIZATION  
AND CHILD-CENTEREDNESS AMONG TEACHERS

By

Norman Robert Sterchele

A DISSERTATION

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## CHAPTER I

### THE PROBLEM

#### Introduction

Historically, one of the often stated functions of our educational system has been the preparation of our nation's young to assume the role of responsible citizens. This mandate has been interpreted as the cognitive development of the student. The schools have seen their function as being that of disseminators of specific bodies of knowledge and evaluators of the student's progress in the acquisition of these bodies of knowledge. Through the generations, a variety of motivational techniques have been utilized toward this end. The span of techniques has ranged from the use of threat in the form of a hickory stick to the use of M & M's or tokens as rewards for achievement of educator-defined goals. Financial rewards have also seen their place in this system of positive or negative reward.

Currently, educational attention has shifted from reward to the educational process itself in an effort to become more efficient in its function. New practices have emerged which include:

1. Cognitive mapping--in which the student's learning style is analyzed in an effort to match informational input.
2. Performance-based curriculum--a curriculum in which information is broken down into bite-sized chunks which

are immediately evaluated before the student is allowed to progress to the next level of sophistication.

3. Differential staffing--staffing practices which rely on an amalgamation of teacher capabilities for a team approach which is designed to enhance the quality of a student's educational contacts.<sup>1</sup>

Slowly, during the last four generations a second beachhead has been established, one which has added yet another dimension to the function of the American educational system. Beginning with progressive education and John Dewey, this second thrust is concerned with the student's affective development. Currently this affective concern focuses on the student's self-image and methods for its development. Basic to this concern is the understanding that confidence and belief in self allow the student to increase his ability to assimilate the knowledge which is taught to him both in the schools and in the larger society, and to be more creative in its application. Of equal importance is the concern that the student is able to enjoy his life and to relate to others in such a way that personal growth continues because of the interaction. Current programs which reflect this concern may be represented by the:

1. Open classroom concept--a concept of the student as the director of his educational goals (most often within a defined curriculum). Here the function of the teacher

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<sup>1</sup>The list of educational practices included here is not intended to be exhaustive of current educational methods and innovations. It is included merely to represent some currently popular cognitive programs.



becomes one of facilitator in helping the student move toward his goals as efficiently as possible.

2. Values clarification approach--an approach in which the teacher acts as a task designer and process observer, clarifying the student's thought processes in an effort to help him understand why he makes the decisions he does and the ramifications of those decisions.

Characteristic of these latter two approaches is a new program being instituted at the University of North Carolina (and in progress at many free schools throughout the United States). Here the student is encouraged to develop his own educational program tailored to meet his own individual needs as he perceives them.

It is an:

Individualized, open curriculum program in relation to individual strengths, weaknesses, interests and continued growth, as guided by a committee of faculty and peers representing several disciplines.<sup>2</sup>

It is assumed throughout this dissertation that both the cognitive approach and the affective approach to a student's education calls upon differing teacher skills.<sup>3</sup> The cognitive mapping strategies as well as the performance based and differential staffing approaches will emphasize, and require the use of a teacher's logical

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<sup>2</sup>John B. Chase, et. al., "A Goal Description of the College of Human Development and Learning", (unpublished paper from the University of North Carolina, 1972).

<sup>3</sup>The dichotomization of cognitive and affective learnings is here, and throughout this paper, made for construct purposes only. It is not intended to imply that one method of experiencing can or does exist independently of the other nor that they are mutually exclusive.

and cognitive skills. To participate in the latter two affective approaches requires an emphasis on a teacher's relational ability to facilitate the student's process and decision making abilities.

Rogers describes the one who is in process as:

. . . a person who is more open to all of the elements of his organic experience; a person who is developing a trust in his own organism as an instrument of sensitive living; a person who accepts the locus of evaluation as residing within himself; a person who is learning to live in his life as a participant in a fluid, ongoing process, in which he is continually discovering new aspects of himself in the flow of his experience.<sup>4</sup>

It is further assumed that for a teacher to operate effectively in an affective domain, he will have to evidence a child-centeredness as described by Cook, et. al.:

. . . the ability to deal effectively in a relationship characterized by mutual affection, harmonious relations and sympathetic understanding. The child centered teacher likes teaching, rarely needs to use traditional discipline measures and facilitates an atmosphere of creative endeavor and intense interest in the work of the day.<sup>5</sup>

#### Statement of the Problem

The current investigation is an effort directed at the identification of child-centered teachers, as indicated by the Minnesota Teacher Attitude Inventory and the definition of these people in self-actualization terms as measured by E. L. Shostrom's

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<sup>4</sup>Carl R. Rogers, On Becoming a Person, (Boston: Houghton Mifflin Company, 1971), p. 124.

<sup>5</sup>Walter Cook, Carroll Leeds, and Robert Callis, Minnesota Teacher Attitude Inventory Manual, (New York: The Psychological Corporation, 1965), p. 3.

Personal Orientation Inventory. Three questions are proposed for study:

1. Is the degree of self-actualization related to the degree of child-centeredness of teachers?
2. Do teachers who have been identified as child-centered describe a unique profile when compared to authoritarian educators on a scale of self-actualization?
3. Which facets of self-actualization are most indicative of the child-centered teacher?

#### Need for the Study

Professional certification of teachers is currently based on the acquisition of competencies, as evidenced by graduation from an accredited institution with an approved program of studies. The program is concerned with and directed toward the acquisition of credits in an approved program. In the elementary education program at Michigan State University, for example, this means the completion of:

1. A B.A. degree (a minimum of 180 term hours),
2. The University College courses,
3. Completion of one certification major of at least 45 credits and one minor of at least 30 credits,
4. Completion of certain credits of general liberal coursework, and

5. Completion of certain professional education courses in education. In these courses the student must earn an average grade of 2.0 before he may do his student teaching.<sup>6</sup>

It is possible and even probable that a student progressing through his program, leading to certification, will not come into contact with one full course devoted to the strengthening of his affective skills and thus, not preparing him to teach in a program dependent on a child-centered approach to the learner. Viewing this cognitively oriented program and the educational practices which follow from it, Rogers poses the question:

Can schools grow persons? From my experience, the answer is definitely NO! I have found that no institutions, no carefully planned program or curriculum can grow persons. Only persons can grow persons. So what can we do to ensure that the employed personnel in our schools . . . are first and foremost persons in their own right?<sup>7</sup>

Child (person) centered approaches in education indicate a need for personnel who possess facilitative interpersonal skills. Since teacher preparation institutions, as exemplified by Michigan State University, are not currently filling this need, this study has potential for pointing up the existing problem and beginning to identify those skills which are indicative of the child-centered approach.

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<sup>6</sup>College of Education, Michigan State University, "Elementary Education Program Planning Guidebook", (East Lansing: Michigan State University, 1969), p. 1.

<sup>7</sup>Carl R. Rogers, "Can Schools Grow Persons", Educational Leadership, Journal of Association for Supervision and Curriculum Development, XXIX, No. 3, (December, 1971), p. 215.

### Overview of Study

For the purposes of the present study, two groups of post student teachers are identified. These persons were randomly selected from a population of 503 students enrolled in Michigan State University's Education 450, School and Society, Winter Term, 1973. Each participant in the investigation was administered the Minnesota Teacher Attitude Inventory in order to distinguish a child-centered group and an authoritarian group from the total sample. (High scorers on the instrument were termed child-centered while low scorers were termed authoritarian.) During the same test session, the Personal Orientation Inventory was also administered. It is the latter instrument which was to yield the data necessary to test the hypotheses of the study, answering the questions: Are child-centered personnel more self-actualized than authoritarian? and which factors of self-actualization discriminate best between the two groups?

### Implications and Limitations

The study being described here is designed to identify those characteristics which differentiate child-centered from authoritarian personnel. Specifically self-actualization factors which are most characteristic of the child-centered teacher will be identified. Hopefully, as a result of such factor identification, teacher education institutions and employing schools will be better able to design programs which will facilitate the development of the desired characteristics.

Should teacher education institutions be interested in the development of child-centered educators, the data revealed

through this study should allow them focal points around which programs may be built, environment appraised, screening processes revised, and in-service education developed. Questions could be formulated with which current programs may be examined. Questions such as; Which aspects of the teacher education program contribute toward self-actualization? Which militate against the process? Does a three hour, ten week term, contribute toward child-centeredness or might differing time blocks better serve this purpose? How do faculty personalities affect the self-actualization of students?

The foregoing questions take on new meaning when asked in light of specific goals as may be uncovered in this study.

Along with the excitement of uncovering new, more specific goals for teacher education programs the reader is cautioned to consider these results in light of the limitations placed on their generalization. These assumptions and limitations which have thus far been identified are:

#### Assumptions

- A. All data gathered in this study were self report data obtained via instrumentation. (Assumptions regarding the validity of data must of necessity coincide with test authors i.e., it is assumed that student teacher self-reports on both instruments will be honest self-assessments.)
- B. It is assumed that the correlations between test results and actual classroom and personal behavior will be high.
- C. In conducting the present study, it is assumed that the instruments employed do not test identical personality

factors. Child-centeredness and authoritarianism as tested by the Minnesota Teacher Attitude Inventory, are not the same characteristics as self-actualization as tested by the Personal Orientation Inventory.

#### Limitations

- A. The term teacher, as used in this proposal, is in actuality, a post-student-teaching senior with limited experience. Because of this limitation, generalizations to other populations should be made with caution.
- B. The discrepancy between instrumentation data and actual, observed, behavioral data must be considered when analyzing the results of this study. Since all data reported herein is of the instrumentation type, it is considered a limitation when drawing conclusions or inferences about actual classroom behavior.
- C. No matter how often persons who are given instruments, such as the POI and MTAI, are reassured that their answers on the inventories will have no effect on their grade or any other facet of their life, they nevertheless tend toward giving the "right answers" to varying degrees. This cosmetic effect is a limitation when drawing inferences from the data.
- D. The original random sample was comprised of one hundred and twenty-six seniors. The group actually studied numbered seventy-four. The attrition introduces a self-select bias which acts as a limitation on the ability to generalize from study results.

- E. Students who took part in the study have had no full-time teaching experience. This lack of experience is seen as a limitation when generalizing from the study results to in-service personnel.

#### General Definition of Terms

Student teacher. The student teacher (referred to in this study as teacher) is a senior education student at Michigan State University who has completed his student teaching experience and is currently enrolled in his last education class (ED 450) prior to graduation and certification.

Self-actualization. Self-actualization, as referred to in this study is a continuum of evolution characterized by the following processes: movement from outer support needs to an inner support system, movement toward time competence or the ability to live primarily in the present relatively free from ties to past or plans for future which limit the ability to live fully in the present. (These criteria are further broken down into factors for testing and description purposes.)

Child-centeredness. Child-centeredness is the ability to deal effectively with children in a relationship characterized by mutual affection, harmonious relations and sympathetic understanding. The child-centered teacher likes teaching, rarely needs to use traditional discipline measures and facilitates an atmosphere of creative endeavor and intense interest in the work of the day.



Personal growth. Personal growth is the process of becoming a more adequate human being. This process is characterized by a growing internal evaluation system and less reliance on outward evaluations of self. The more adequate the person feels about himself, the more he views himself as a competent and personally attractive individual. Other aspects of this growth are the same as those defined in self-actualization.

Open classroom. The open classroom is a teaching situation in which the teacher attempts to provide a learning atmosphere where the child may progress at his own rate within a wider range of approved activities. This is contrasted to the traditional classroom in which the teacher attempts to move all students, in mass, through a standard curriculum.

Authoritarian teacher. A teacher whose attitude toward children is characterized by favoring the absolute obedience to authority. This person applies the same rigid standards and evaluation to all students and sees himself in the role of evaluator and dissiminator of a set body of knowledge with the expectation that all students should achieve preset standards of perfection. To gain these ends the authoritarian teacher utilizes traditional disciplinary measures.

### Hypotheses

This study has been developed to test the following hypotheses, as stated in null terms.

Ho<sub>1</sub> There is no difference between the child-centered teacher and the authoritarian teacher. These differences

are measured by the two major scales of the Personal Orientation Inventory, which yield a general measure of self-actualization.

Ho<sub>2</sub> There will be no significant differences between child-centered (Group I) and authoritarian teachers (Group II) on each of the ten sub-scales of the Personal Orientation Inventory.

### Overview of the Dissertation

Contained in Chapter I is the introduction and need for this study. This is followed by the statement of purpose, definition of terms and finally the hypotheses on which the study is built. A review of literature pertinent to the study will be presented in Chapter II. The third chapter will be devoted to a description of the study, including its design, sample description, methodology, instrument description and a statement of testable hypotheses as well as the analytical procedures used. Chapter IV is devoted to a presentation and analysis of the findings of the study, while Chapter V will contain a summary of results with conclusions drawn and implications and limitations stated.

## CHAPTER II

### ASSUMPTIONS AND A REVIEW OF SELECTED LITERATURE

This chapter is intended to serve three functions: (1) to delineate the key concepts upon which the dissertation is constructed, (2) to review the literature pertinent to each of the key concepts, and (3) to place each of the concepts reviewed in perspective, to focus upon the thought flow which has become the basis for the study.

The three key concepts around which this chapter is organized are:

1. The relationship which develops between the student and the child-centered teacher can be one in which the student's and teacher's belief about self-goodness and ability are raised.
2. To become a child-centered teacher presupposes a positive belief about children. To hold such a view, the teacher must also believe in himself and be more emotionally stable than teachers who display a more authoritarian approach toward students.
3. Students learn not only from the school curriculum but also from the behavior modeled by the teacher in the classroom.

### The Student-Teacher Relationship

Implicit in this study is the assumption that the relationship which is established between the student and the teacher has an important effect upon the student's self concept of ability. Further this self concept of ability acts as a limiting factor upon the student's performance both inside and out of the classroom. When Rogers states that "only persons can grow persons"<sup>8</sup> he is referring to the relationship which exists between two individuals as a potential growth experience. This relationship can be an experience which acts to raise a person's concept of his "I can-ness" or sense of empowerment. Conversely, the relationship can also lower that self concept and diminish the belief in ability of either party in the diad. Relating this concept directly to education, Rappaport cites three studies to evidence this effect.

It has also been shown in many different ways that the social-emotional quality of the child's relationship with his teacher is associated with his school achievement. For example, the personal values of teachers are more similar to those of their high achieving pupils than they are to the values of low achievers (McDavid, 1959); high achievers receive more approval from teachers than low achievers (Battle, 1957); and patterns of teacher approval-disapproval are directly related to children's self-concepts (Davidson and Lang, 1960). The latter authors also noted that children with negative self-concepts tend to be poor achievers from lower social class backgrounds.<sup>9</sup>

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<sup>8</sup>Rogers, Op. Cit., pp. 215-217.

<sup>9</sup>Leon G. Rappaport, Personality Development, The Chronology of Experience, (Glenview, Illinois: Scott Foresman and Company, 1972), p. 225.

Arthur Combs lends further weight to the belief that a child's self concept is affected by his relationship with the teacher in the classroom when he states:

The perceptual view of behavior emphasizes that present experience in the classroom can affect the child's perceptions in the same fashion as his experiences outside of the classroom. The child who sees himself as unliked, unwanted, unaccepted or unable can be helped by the teacher's own behavior toward him, even though neither he nor his teacher may have any idea whatever of how he came to feel as he does.<sup>10</sup>

Not only can the relationship which develops between the teacher and the student be considered therapeutic in terms of remediation of an existing low quality self perception but it can also be thought of in terms of a growth experience. This experience needn't begin from a hypothetical point below a mean or normal as implied in the quotation above, but begin at a point at or above the norm and continue the concept of growth when the student contacts Sidney Jourard's self-disclosing teacher.

I encourage teachers, at all levels, to disclose to students, not just the syllabus that they are hired to dispense, but also their views on good and bad, politics, ethnics, religion, metaphysics and family life so that students can encounter pluralism in ways of seeing life and living it. I would insist that even in present day training institutes, a step toward education could be taken if trainers were not penalized for showing students the way in which they, the trainers were whole men.<sup>11</sup>

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<sup>10</sup>Arthur W. Combs and Donald Snygg, Individual Behavior, (New York: Harper and Row Publishers, 1959), p. 317.

<sup>11</sup>Sidney M. Jourard, "Human Revolution, Confronting the Realistics of 'Them' and 'Us'", To Nurture Humaneness, (1970 Yearbook of the Association for Supervision and Curriculum Development, Washington, D. C.), p. 61.

The literature is replete with descriptions of the facilitating teacher, the self disclosing teacher, the self actualizing and authentic teacher. These tend to show common indices as well as goals. They are based upon common philosophies. Those philosophies are summarized by this author as being:

If I am honestly present with my students,

If I am free to hear what they are truly saying,

If I am free to honestly react to the questions which they pose and,

If I have established a rapport and an atmosphere whereby students can feel free to dialog with me (and others)

Then the student will feel free to disclose those questions which are closest to the heart of his experience and being, those questions which, when dealt with, lead to personal growth and a greater belief in self.

And, therefore, knowing that this growth is taking place will give me a sense of accomplishment which will lead to my own growth as well.

Carl Rogers cites a study by McDonald and Zaret which lends emphasis to the case for an open student-teacher relationship:

When teacher behaviors tended to be 'open'-clarifying, stimulating, accepting, facilitating--the student responses tended to be 'productive'--discovering, exploring, experimenting, synthesizing, deriving implications. When teacher behaviors tended to be 'closed'--judging, directing, reproofing, ignoring, probing or priming--the student responses tended to be 'reproductive'--parroting, guessing, acquiescing, reproducing facts, reasoning from given or remembered data.<sup>12</sup>

To press the point of the importance of the teacher's place in the student-teacher relationship, Rogers goes even further in a

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<sup>12</sup>Carl R. Rogers, Freedom to Learn, (Columbus: Charles Merrill Publishing Company, 1969), p. 118.

speech given in Arizona before the Council of Chief State School officers. Here he explained that if he had one wish for education he would wish that:

. . . every teacher at every level would forget that he was a teacher. He would develop complete amnesia for teaching skills which he has painstakingly acquired over the years. He would find that he was absolutely unable to teach. But in place of these abilities he would find himself holding the attitudes and possessing the skills of the facilitator of learning. It would change the goal of the education system from teaching, which I see as a very over-rated function, to the facilitation of learning which I regard as the goal of the future. . . . The facilitator would pose questions of his students: What do you want to learn? What things puzzle you? What are you curious about? What issues concern you? What problems do you wish you could solve?<sup>13</sup>

The direction which is taken by Rogers' facilitator of learning is a cogent example of a role teachers can play in the self concept development of their students. He not only recognizes the student's ability to learn, as do other educators, but he goes the further step in recognizing the student's ability to direct his own learning. The facilitator also recognizes his place in helping the student clarify his educational direction but he does not substitute a prescriptive plan. The facilitator brings to the relationship a wisdom and understanding born from his years of maturity and experience. He displays, as well as holds, a positive belief in the student's ability and it is the display of his belief that leads the

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<sup>13</sup>Carl R. Rogers, "Self Directed Change, An Answer to the Educational Crisis", (unpublished transcript of a speech given before the Council of Chief State School Officers in Phoenix, Arizona, November 17, 1969), pp. 6-7.

learner toward an enhanced picture of self, just as surely as the pride he feels when he accomplishes his self-set tasks.

### The Child-Centered and Authoritarian Teachers

In the preceding section a case has been made for the existence and importance of an open relationship between the teacher and the student. Now, taking the present school milieu into consideration, it is pertinent to describe the teacher who could best function to implement that relationship.

Citing growth in self directedness, personal and social responsibility, spontaneity and critical problem solving as essential goals of the education process, Dandes states:

. . . A number of teacher characteristics emerge which seem to be associated with student development in these directions. Four of these teacher characteristics are, permissiveness or warmth, absence of authoritarianism, openness of belief systems and liberalism of educational viewpoints . . . Therefore a larger component of what makes an effective teacher seems to be the degree to which he is psychologically healthy or self actualizing or fulfilling his uniquely human potential.<sup>14</sup>

Like the teacher, Abraham Maslow sees the industrial manager in a position of nurturing growth in the business sphere. He cites four assumptions which the manager must be able to make should he expect his employees to grow personally in their positions:

1. Assume everyone is to be trusted.
2. Assume everyone is to be informed as completely as possible of as many facts and truths as possible (everything relevant to the situation).

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<sup>14</sup>Herbert M. Dandes, "Psychological Health and Teacher Effectiveness", Journal of Teacher Education, XVII, No. 3, (Fall, 1966), pp. 301-306.



3. Assume in all people the impulse to achieve.
4. Assume no dominance/subordination hierarchy in the jungle sense or authoritarian sense.<sup>15</sup>

The quotation from Maslow has been inserted at this point not only to lend emphasis to the text, but also to give the reader a feeling of the strength one must possess to be able to make and live the assumptions. The child-centered person, when operating from such a base, displays a great belief in the persons within his classroom as well as others with whom he comes into contact. Strength and trust seem to be the major characteristics which immediately come to mind when we think of the child-centered teacher.

Thomas Harris would describe the child-centered teacher's view of his students, in terms of transaction analysis, as an "I'm O.K. You're O.K." position whereas he would describe the authoritarian stance as emanating from either an "I'm O.K.--You're Not O.K." position or from an "I'm not O.K., You're not O.K." pattern.<sup>16</sup>

To further elaborate on the stances taken by child-centered teachers and to match these stances with Harris' "I'm O.K.--You're O.K." it is relevant to include Arthur Combs' list of five views good teachers take of themselves:

1. Good teachers see themselves as identified with people rather than withdrawn, removed, apart from or alienated from others.

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<sup>15</sup>Abraham H. Maslow, Eupsychian Management, A Journal, (Homewood, Illinois: The Dorsey Press, 1965), p. 17.

<sup>16</sup>Thomas A. Harris, I'm O.K.--You're O.K., A Practical Guide to Transaction Analysis, (New York: Harper and Row, 1969).

2. Good teachers feel basically adequate rather than inadequate. They do not see themselves as generally unable to cope with problems.
3. Good teachers feel trustworthy rather than untrustworthy. They see themselves as reliable, dependable individuals with the potential for coping with events as they happen.
4. Good teachers see themselves as wanted rather than unwanted. They see themselves as likeable and attractive (in a personal not physical sense) as opposed to feeling ignored and rejected.
5. Good teachers see themselves as worthy rather than unworthy. They see themselves as people of consequence, dignity and integrity as opposed to feeling they matter little, can be overlooked and discounted.<sup>17</sup>

When we compile the characteristics of effective teachers which have been enumerated by Dandes and Combs, a profile of accepting warm personalities who are not afraid to venture into the experimental, is developed. These people are self affirmed and confident. They view the student as having a great deal of potential and it is their task, as teachers, to help (allow) the student as far toward his potential as the life of the relationship will allow. These persons have an additional attribute. They are possessed of a curious nature. Harold Seymour describes these persons as:

. . . curious enough to want to travel, read some current new books, visit art exhibits, and enjoy a good healthy social and family life.<sup>18</sup> In short, they are people as well as pedagogs.

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<sup>17</sup>Arthur W. Combs, The Professional Education of Teachers, (Boston: Allyn and Bacon Company, Inc., 1965), pp. 70-71.

<sup>18</sup>Harold Seymour, "Personality Traits for Teachers", Journal of Teacher Education, XIV, No. 2, (June, 1963), p. 205.

The foregoing description of the effective, child-centered teacher is not to be construed as a naive approach to students. The child-centered teacher does not say nor affirm that all actions of his students are good, positive deeds. He would, however, when faced with a problem situation attempt to understand the situation and the etiology behind it. His effort would be directed toward helping the student correct his approach and to achieve more positive outcomes, or to employ less destructive means the next time he is faced with similar circumstances.

One often gets the feeling that Jourard, Maslow, Rogers or May are describing a Jesus-like personality when they describe their positive personalities: One who, when hit on the side of the face with an eraser or a yardstick, would turn the other cheek. Quite the contrary, they are really describing a hardheaded realist who has been fortunate in having a background of growth-producing experiences, and who has come to expect the same performance from those with whom he comes into contact. When his expectations are not met he is willing to take the time to help wherever he can.

Maslow makes a specific effort to dispel the angelic image of his self-actualizing person when he refers to such persons as able to:

. . . see the fresh, the raw, the concrete, the ideographic, as well as the generic, the abstract, the rubricized, the categorized and the classified. Consequently, they live far more in the real world of nature than in the verbalized world of concepts, abstractions, expectations, beliefs and stereotypes that most people confuse with the real world.<sup>19</sup>

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<sup>19</sup>Abraham H. Maslow, Motivation and Personality, (New York: Harper and Row, 1954), p. 228.

They too are equipped with silly wasteful and thoughtless habits. They can be boring, stubborn and irritating . . . temper outbursts are not rare.<sup>20</sup>

Like the person who looks upon the models of Maslow, Rogers, etc., as angelic beings, the teacher who reads of the psychologically healthy personality and attempts to imitate his behavior is also in error. The behaviors of such self-actualized persons are born of experience and understanding. Mere imitation<sup>21</sup> of behaviors more often than not backfires, and the efforts of such persons collapse of their own weight, leaving the actor with feelings of discouragement and perhaps despair. The consequences of such occurrences may lead the experimenting teacher to develop (uncover) an authoritarian approach to students or even react by leaving the profession as did Miss P.

Where there is lack of good ego strength, feelings of doubt or guilt may prevent the teacher from asserting himself and the teaching situation may deteriorate and become disorganized. Miss P., for instance, showed extreme personal insecurity. Children in her classes in an elementary school insulted her to her face and became unruly and unmanageable. This teacher's feeling of weakness invited more aggressiveness and hostility than she could control, and as a result she was forced to step out of her teaching position.<sup>22</sup>

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<sup>20</sup>Abraham H. Maslow, Towards a Psychology of Being, (New York: Van Norstrand and Company, 1968), p. 137.

<sup>21</sup>The author here differentiates between authentic and imitation behaviors. The authentic behavior arises from the person's value system and is congruent with his philosophical stance, in essence the behavior fits with his world view. The imitation behavior is a result of copying or mimicing behavior seen in others. At the point of adoption the behavior does not seem to fit the personality.

<sup>22</sup>Douglas E. Scates, "Teaching as a Function of the Teacher's Personality", The Journal of Teacher Education, V, No. 2, (1954), pp. 79-84.

Two trends seem to develop from the survey of the literature to this point. The trends are very complementary. Previous citations have provided the grounds for the first generalization while the second will gain its support from the literature cited in following quotations. These generalizations are stated as:

1. The democratic, child-centered teacher exhibits more of those characteristics associated with an adequate, integrative personality.
2. The authoritarian teacher exhibits behaviors which characterize the insecure personality.

Supportive evidence for the second generalization, that authoritarianism is correlated with insecurity, comes from the psychological literature. Fromm, when dealing with defense mechanisms speaks of authoritarianism as an effort to dominate and overcome feelings of insecurity.

. . . the lust for power is not rooted in strength but in weakness. It is an expression of the inability of the individual self to stand alone and live. It is a desperate attempt to gain secondary strength where genuine strength is lacking.<sup>23</sup>

Rappaport cites two studies as evincing the outcomes of both the child-centered and authoritarian approaches to students in the classroom:

Anderson and Brewer (1946) observed that domineering teachers produce something like an authoritarian atmosphere: Children do their bidding passively and try to evade tasks by looking around and engaging in stealthy conversation. 'Integrative' teachers tend to produce a democratic atmosphere in their rooms;

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<sup>23</sup>Eric Fromm, Escape from Freedom, (New York: Hearst Corporation, 1972), p. 184.

children show more spontaneity, initiative, and easier social relations, (Harvey, et. al., 1968).<sup>24</sup>

The inadequate teacher personality is not only reflected in authoritarian behavior but also in the use of a variety of devices aimed at controlling student behavior. Scates cites sample control methods used by such teachers:

One of the principal difficulties which render teachers ineffective is a feeling of inadequacy, insecurity, and inferiority. Feelings of inadequacy in the teacher affect his relationships with his pupils and tend to evoke aggressive responses from them. Teachers adjust to their feelings of personal weakness in various ways. A characteristic way is to become overaggressive, blunt, dictatorial, bossy, unfeeling, snappish. In other cases, the teacher who feels inadequate will use other tactics such as ingratiation, attempting to appeal to a pupil's honor or pride, attempting to make the work amusing or superficially interesting, cracking jokes, and employing other devices intended to buy pupils off. Such characteristics are not learned 'methods'; they have antecedents in the teacher's personality structure.<sup>25</sup>

### Teacher Modeling

Thus far in this review the student has been viewed as playing a rather passive role in self-concept development in the classroom. He has been portrayed as a person acted upon by the teacher i.e., when the teacher becomes more child-centered the student reacts in a positive growing manner; when the teacher assumes an authoritarian stance the student reacts by being passive or reactionary. A point which has been submerged in the stimulus-response view of the child

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<sup>24</sup>Rappaport, Op. Cit.

<sup>25</sup>Scates, Op. Cit.

is that he is an active human being and that he tends to imitate teacher characteristics and use them as models for his own behavior.

Should this imitation have a lasting effect on the student's behavior (and the literature is mute on the subject) it would be incumbent upon the schools to select teachers who model characteristics which are assessed as healthy and growth producing.

That modeling occurs is a phenomenon which has been documented through various phases of the school experience. Gage cites two experimental studies which were designed to measure the breadth of the model-imitator occurrence in nursery school age children. Citing the results of Bandura's study of the effects of nurturant teacher behavior on the child's imitation of non-relevant behaviors and Milner's study on reading readiness he concludes:

It suggests that teachers, teacher trainers, and teacher employers should give thought to the mannerisms and behavior which, however irrelevant to the learning much as the teacher's behaviors intentionally directed toward helping the general growth of the child along socially accepted and planned for lines.

Since the teacher's modeling effect on students is a documented occurrence, it seems reasonable to not only caution schools when selecting teacher candidates but also to request teacher training institutions to provide for this phenomenon when structuring teacher education programs.

It seems reasonable to expect that teacher educators as well as future teachers could be chosen not only because of their command

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<sup>26</sup>N. L. Gage, Handbook of Research in Teaching, (Chicago: Rand McNally and Company, 1963), pp. 825-827.

of their subject matter but also on the basis of their ability to become, their openness to new experience. Consider a conversation which the author has had with Dr. Dan Moore from Western Michigan University.<sup>27</sup> During the conversation Moore was asked what he considered important in his teacher education program and the students enrolled. Though not a direct quotation, Moore listed challenges which are new and novel like rafting the Colorado River, climbing a mountain, parachuting from a plane. The commonality which he sees in these experiences is that meeting challenges successfully are helpful in a person's growth. Moore believes that educators who are excited are exciting to a class. Those teachers who are open to experience are open to their students. The openness which the model allows students to try out and experiment with new ways of operating in their own personal lives. They thus continue in a healthful, growth producing manner, and then, in return, are more apt to be open to their students. It is as if a student were saying he was open in his communication with me and that was good for me. Therefore, if I am open with my students they will have the same good experience.

#### Summary of Chapter

The relationship which develops between the teacher and student can affect the student's perception of his capabilities not only in the schoolroom but in non-academic areas of his life. The behavior which the teacher exhibits toward the student has an effect which can be constructive or destructive to the student's self-concept.

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<sup>27</sup>Daniel Moore, Personal Conversation at AACTE meeting in Chicago, Illinois, February 22, 1973.



Not only does the individual relationship or diadic encounter have an effect on the student, but the teacher's model of approaching the total class has a similar effect on the student's outlook and cues reaction in the class. The authoritarian approach to a class elicits reactions judged as non or counter productive from a personal growth standpoint, since student's reactions to this approach are characterized by passivity, compliance and reactionary tendencies. The child-centered teacher, is the teacher who elicits student behaviors adjudged to be more psychologically healthy and the student is characterized by creative decision making and involvement in the business of the day.

The authoritarian approach is seen as emanating from an inadequate personality and the child-centered approach from a more integrative or more self-actualized stance.

Students not only incorporate teachers' evaluations in their self concepts but also, in younger years, are prone to model the behavior which the teacher, either intentionally or unintentionally, exhibits in the classroom.

From these indices two suggestions are arrived at: (1) hiring schools are requested to consider personality data when considering candidates for teaching positions, and (2) training institutions are requested to consider personality development in their curriculum for teacher education.

Considering the research and the conclusions drawn therefrom, this dissertation is aimed at pinpointing those personality characteristics which seem to be highly important in the child-centered

teacher.<sup>28</sup> Armed with the more precise description of such teachers, it is believed that teacher training institutions would be better able to tailor courses to the development of such traits and that hiring institutions would develop a more appropriate screening apparatus for in-service programs.

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<sup>28</sup>The identification of these characteristics is limited by the study design and limitations imposed therein.<sup>1</sup> The results reported are products of paper and pencil instrumentation.<sup>2</sup> They are self-reports whose reliability in terms of congruence with behavioral indices has not been determined.

## CHAPTER III

### DESIGN AND METHODOLOGY

It is the purpose of this study to describe populations of teachers in terms of self-actualization characteristics. In this chapter the instruments used for data collection will be described, as well as a sampling of the literature pertinent to their reliability and validity. An introduction to the analytical framework and a summary of the chapter concludes the section

#### Description of Population and Sample

The population. The final education course, which is normally enrolled in by undergraduate education majors at Michigan State University, is entitled Education 450, School and Society. In the usual sequence of work, students are enrolled in this course the term following their completion of student teaching. Graduation with a bachelor's degree normally is scheduled at either the end of the term in which Education 450 is taken or in the term following. In reality then, students enrolled for the Education 450 course can be considered to be as close to practicing teachers as any population available for investigation within the undergraduate university setting. This class was chosen for study because the results derived would be generalizable to a population of practicing teachers, as well as to other education student populations; this, due to its

placement in the undergraduate program and the amount of practical experience attained.

The sample. The sample used in this investigation was drawn from the 503 students enrolled in the School and Society (ED 450) course, Winter term, 1973. A sample of one hundred and twenty-six students was randomly selected from the original population.

During January, each of the one hundred and twenty-six students was sent a letter, inviting him to take part in the present study (see Appendix A). These letters were followed by phone calls which were intended to elicit and enhance commitment to participation in one of thirteen, two-hour data gathering sessions. Once a positive response was indicated by the student, he was sent a post card reminder of the time; place and name of the person in charge of that session (Appendix B). This procedure of letter, phone call, reminder card, resulted in a final attendance at the testing sessions, of seventy-four of the original one-hundred and twenty-six students in the random sample. A breakdown of attrition is included in Table One, Appendix C.

During each of the testing sessions, participating students were asked to complete a survey sheet (Appendix D) and to respond to two instruments: The Minnesota Teacher Attitude Inventory and the Personal Orientation Inventory. The inventories' administration yielded the data which is reported and analyzed in the following chapter, while four questions (9A-D) from the survey sheet are reported below to illustrate the educational background and self-perceptions of the sample.

Four questions deemed pertinent to this study were answered by the sample population as follows: (The number in ( ) parentheses represents the number of respondents choosing that option on the Lickert Type Scale.)

(9a) Your (student teaching) school atmosphere

No Res	1 (2)	2 (7)	3 (3)	4 (3)	5 (14)	6 (15)	7 (8)	8 (9)	9 (7)	10 (2)
(6)	Very traditional			Average				Very liberal		

(9b) Your classroom atmosphere

No Res	1 (0)	2 (0)	3 (6)	4 (0)	5 (8)	6 (8)	7 (19)	8 (16)	9 (12)	10 (1)
(6)	Very traditional			Average				Very child-centered		

(9c) Your perception of your success in the student teaching classroom

No Res	1 (0)	2 (1)	3 (0)	4 (4)	5 (3)	6 (12)	7 (12)	8 (20)	9 (16)	10 (2)
(6)	None		Average				100% success			

(9d) Your perception of your success in life

No Res	1 (0)	2 (1)	3 (0)	4 (1)	5 (2)	6 (3)	7 (14)	8 (28)	9 (19)	10 (6)
(4)	None		Average				100% success			

Two persons responded twice (student taught twice) 8th and 4th-3rd and special education.

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To conclude the description of the population further entries are included in the appendix under demographic treatment, academic preparation and student teaching centers (Appendix E). These data have been included in the study to enable the reader to gain a more complete description of the sample population.

Not reported by the instruments administered is the fact that prior to student teaching each of the persons enrolled in the School and Society course had had classroom experiences. These experiences ranged from one term of one day per week observation, to three terms of one or two days per week observation and participation in actual classroom management.

### Design of the Study

Each of the students who comprised the final  $n_3$  sample met for one and a half hours individually or in one of thirteen test sessions. During the sessions a survey form was administered, followed by the two study instruments: the Minnesota Teacher Attitude Inventory (MTAI) and the Personal Orientation Inventory (POI). Confidentiality of students' individual scores was assured in an effort to elicit candid responses. Each student was assured that, should he request it, his results would be released to him and him only, while study results would list only anonymous scores or general trends. Once all of the sessions were completed the test answer sheets were either hand scored or scored by Michigan State University Evaluation Services electrographically. Survey forms were compiled by hand and entered into the study as supportive data.

The data received from administration of the POI and MTAI are analyzed in order to correlate self-actualization factors from the POI with the child-centered and authoritarian groups of the  $n_3$  sample population.

### Minnesota Teacher Attitude Inventory

The MTAI is an inventory which is designed to discriminate between the child-centered teacher and the teacher who is authoritarian in his approach. The test authors, Walter Cook, Carroll Leeds, and Robert Callis, see this dichotomy in the teachers' attitudes towards students, and label high scoring persons as child-centered and low scoring as authoritarian and inferior. The teacher who ranks highly on the scale is seen to be able to:

. . . maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding . . . (there should evolve) a feeling of security growing from a permissive atmosphere of freedom to think, act and speak one's mind with mutual respect for feelings, rights and abilities of others. Inadequacies and shortcomings in both teacher and pupils should be admitted frankly as something to be overcome, not ridiculed. Abilities and strengths should be recognized and used to the utmost for the benefit of the group.<sup>29</sup>

The authors depict the opposite authoritarian relationship as inferior and as an attempt:

. . . to dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of tension, fear and submission; or he may be unsuccessful and become nervous, fearful and distraught in a classroom characterized by frustration, restlessness, inattention, lack of respect, and numerous disciplinary problems. In either case both teacher and pupils dislike school work; there is a feeling of mutual distrust and hostility.<sup>30</sup>

The inventory is designed to discriminate between these polar constructs. The score received by a person who has answered the questionnaire indicates where he ranks along a continuum from authoritarian to child-centered. Theoretically, since the one hundred and fifty item test is scored on a rights minus wrongs basis, the range of numerical scores could run from a plus one hundred and fifty (high child centered) to a minus one hundred and fifty (high authoritarian).

Percentile ranks are ascribed separately to groups of persons who occupy various categorical norms. The norms used for this

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<sup>29</sup>Cook; Leeds; and Callis, Op. Cit., p. 3.

<sup>30</sup>Ibid.

study were from the students' table 1, subcategory, Graduating Education Seniors.<sup>31</sup> Referring to the MTAI Test Manual, separate percentile ranks are ascribed for each of the four categories of respondents. These categories include: Early Childhood (pre-school-K), Elementary (1-6), Secondary Academic (7-12) and Secondary Non-Academic (7-12).<sup>32</sup>

Students who were administered the MTAI inventory for this study were requested to answer the full questionnaire with responses which ranged from strongly agree, agree, undecided, disagree, to strongly disagree. Each of the responses had been assigned a weight of one, zero, or minus one by the test authors, depending on its correlation with the child-centered criteria. Raw scores thus derived for the n<sub>3</sub> samples were located on the student's table and a percentile rank derived.

Validity and reliability. The Kelley formula of rights-wrongs yields a split-half reliability coefficients of .60, .63, and .46<sup>33</sup> for the MTAI. Further validation studies done on the MTAI reveal discordant findings. Correlations with various measures of student teaching success, i.e., Sandgren F. Schmidt, (1956) (correlations with critic teachers ratings) and Oelke, 1956 (correlations with supervisors ratings) both studies reveal insignificant correlations

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<sup>31</sup>Ibid.

<sup>32</sup>Breakdowns within each category are furnished in Chapter IV Table 4.1.

<sup>33</sup>Cook; Leeds; and Callis, Op. Cit.



between the MTAI results and their respective variables. Sandgren and Schmidt conclude:

. . . because there is no apparent correlation between MTAI scores and critic teachers' ratings the MTAI cannot be used to predict probable success in teaching if the ratings made by public school critic teachers on the Student Teaching Report are used as a criterion of success.<sup>34</sup>

Oelke<sup>35</sup> found similar conclusions from his correlative investigation of MTAI scores and supervisor ratings. When working with forty-four student teachers he found insignificant correlations. Pertinent here is the fact that Oelke also found that students who did not have student teaching experiences were more accepting of childrens' non-achievement than those who went through the student teaching program. Due to the design of the above studies, questions about system effects on student teachers and the personality influences exerted upon them by critic teacher and supervisor arise. Referring to a study done with secondary school students, Brody concludes:

Student teachers who scored high on the MTAI were rated more favorably by secondary school students who do not plan to attend college than by students who planned to attend college. The teachers who scored low on the MTAI were rated more favorably by their college-bound students . . . Student teachers who score high on the MTAI tend to be more affectively oriented. Those teachers who score low on this test tend to be more effective with college-bound students who are, presumably, more cognitively oriented.<sup>36</sup>

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<sup>34</sup>Gage, Op. Cit., p. 511.

<sup>35</sup>M. C. Oelke, "A Study of Student Teachers' Attitudes Toward Children", Journal of Educational Psychology, XLVII, (1956), pp. 193-6.

<sup>36</sup>Erness B. Brody, "A Note on the Validity of the Minnesota Teacher Attitude Inventory, MTAI", The Journal of Educational Research, LXIV, No. 2, (1970), p. 67.

Similarly to the problem of agreement on the validity of the instrument, the MTAI has also been the focal point of a constant disagreement over susceptibility to "fake good". The authors contend that attempts at "faking good" result in insignificant reliability changes while studies by Rabinowitz and Stein<sup>37</sup> reveal significant changes in test scores when students were given an attitude set prior to test administration.

Despite the disagreements on the validity or reliability of the instrument, the MTAI was chosen as the child-centered measure for this study because of its high definitional congruence with the author's concept of child-centeredness as well as the preponderance of positive data resulting from the many studies which have been conducted on it over the past decade.

#### The Personal Orientation Inventory

The Personal Orientation Inventory, the POI, is Everett Shostrom's attempt to measure those characteristics and values which are central to Abraham Maslow's theory of self-actualization. When a person is administered the instrument, he is asked to choose between two alternative answers for each of the hundred and fifty items which make up the test. The choices which he makes are seen as value judgements which tend to differentiate between self-actualizing behavior and a more rigid mode of operation in his life. Knapp sees a highly self-actualized individual as:

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<sup>37</sup>Gage, Op. Cit., pp. 520-3.

One who utilizes his talents and capabilities more fully, lives in the present rather than dwelling in the past or the future, functions relatively autonomously, and tends to have a more benevolent outlook on life and on human nature than the average person.<sup>38</sup>

The POI, like Maslow's theory of self-actualization, is unique in that it is seen as a measure of positive mental health as opposed to a measure of mental disorder, as do most of the theories and instrumentation which preceded it. The POI was designed to differentiate between degrees of positive functioning. Scores on the POI are reported in terms of a continuum ranging from more self-actualizing to less self-actualizing. That the theory which underlies the instrument is congruent with Maslow's own cannot be argued when Abraham Maslow himself states:

. . . There is today a standardized test of self-actualization (The POI). Self actualization can now be defined quite operationally, as intelligence used to be defined, i.e., self-actualization is what the test (POI) tests.<sup>39</sup>

The one hundred and fifty items which are used to make up the POI are utilized in two separate ways. First the total is divided between two major scales. The T<sub>c</sub> (time-competent) scale uses twenty-three of the items while the I (inner-direction) scale uses the remaining one hundred and twenty-seven. The combined scores on the two major scales yield an overall measure of self-actualization.

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<sup>38</sup>Robert Knapp, The Measurement of Self-Actualization and Its Theoretical Implications, (A report of research based on the Personal Orientation Inventory (POI), Educational Testing Service, San Diego, 1971), p. 1.

<sup>39</sup>Ibid.

The second use of the 150 item pool is to provide questions for use in each of the ten subscales. These yield data on specific factors or facets of self-actualization. In all, the number of items used in the ten sub-scales is 219, indicating that many items are used more than once. For the most part, those items which are used in the subscales are drawn from that pool used by the inner-direction measure, leaving only twelve to be shared with the time competent scale (see Appendix F).

The POI, then, yields data on general self-actualization as well as specific characteristics of the self-actualized person. Aside from these straight numerical scores, ratios for the major scales are also computed. These ratios are interpretable as portions of a day which the subject lives in a self-actualizing fashion. Example: A  $T_c$  ratio of 1:3 means that the subject is time competent, that he lives in the present three out of four hours in the day. Similar to the  $T_c$  ratio is that computed for inner directedness, where the 1:3 ratio means that the subject relies on his own feelings for direction three out of four hours in his day.

In contrast to the  $T_i$  (time incompetent) person, the  $T_c$  (time competent) person lives primarily in the present, with full awareness, contact and full feeling reactivity. Because it is known that the self-actualizing person is not perfect, he is understood to be part  $T_i$  and partly  $T_c$ . His ratio is on the average, 1 to 8. His ratio shows that he therefore lives primarily in the present and only secondarily in the past or future.

. . . The self actualizing person is both (O) other directed, in that he is dependent upon and supported by other person's views and (I) inner directed in that he is independent and self-supportive . . . The O-I ratio of a self-actualized person is, on the average 1:3, which

means that he depends primarily on his own feelings and secondarily on the feelings of others in his life decisions.<sup>40</sup>

While scores on the  $T_c$  and I scales may be reported in ratios they, like the other ten subscales, are also reported as standard scores. The numerical mean standard score on any single scale is fifty with a standard deviation of ten points. Therefore, scores one standard deviation either side of the mean describe the average population; variance greater than this band becomes highly significant.

Validity of instrument. Utilizing the judgements of certified psychologists, Shostrom studied the validity of the POI. In his study he identified twenty-nine persons who were nominated as self-actualizing and thirty-four persons who were nominated as non-self-actualizing. Shostrom found that on eleven of the twelve scales, excepting the  $N_c$  scale, the POI discriminated between the self-actualized, who were above the mean on eleven of the twelve scales, and non-self-actualized persons, who were below the mean on all scales. Validity computations revealed ten of the twelve scales to indicate self-actualization of subjects at the .01 level of confidence, the  $F_r$  scale at the .05 level and the  $N_c$  scale below the .05 level.

Further correlational studies utilizing the Minnesota Multiphasic Personality Inventory as the criterion of judgment revealed all scales to be predictive at the .01 level.<sup>41</sup>

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<sup>40</sup>Everett L. Shostrom, Personal Orientation Inventory Manual, Educational and Industrial Testing Service, (San Diego, 1966), pp. 25-7.

<sup>41</sup>Ibid.

Reliability of instrument. Test re-test reliability studies done by Shostrom with a group of forty-eight college students yielded correlation coefficients ranging from .52 to .82 for each of the ten subscales and .71 and .77 respectively for the T<sub>c</sub> and I scales.<sup>42</sup> The time period between test sessions for this group was one week.

A second reliability study, utilizing nurses' scores, and a one year period between sessions, done by Ilardi and May in 1968, revealed reliability coefficients ranging from .32 to .14. The author concludes that the ranges reported in both studies were well within the expected limits for inventories of the genera of the POI.<sup>43</sup>

#### Testable Hypotheses

Relating to Rogers' concept of the teacher as a fulfilled-thus-fulfilling human being, the problem of operationally defining such people and then describing them in terms which might be useful to colleges and schools emerged.

Not only could a more precise definition of the "good" teacher be developed but it is also possible that, if that the characteristics of such people were known, programs might be devised to develop these traits. Indeed, research by Pearson (1966), LeMay and Domm (1968), Guinan and Foulds (1970) and Flanders (1969)<sup>44</sup> (all describing the use of group dynamics techniques with individual who had been

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<sup>42</sup>Ibid.

<sup>43</sup>Ibid.

<sup>44</sup>Knapp, Op. Cit., p. 7.

administered the POI) indicates that programs are already available for the educator to use should he see that self-actualization is a desirable quality for in-service teachers to possess.

It is the function of this dissertation to identify child-centered teachers and compare them to authoritarian or non-child-centered teachers. Each group will then be described in terms of self-actualization characteristics testing the following null hypotheses.

Ho<sub>1</sub> There is no difference between the child-centered group and the authoritarian group as measured by the two major scales of the Personal Orientation Inventory which yield a general measure of self-actualization.

Ho<sub>2</sub> There will be no significant differences between child-centered (Group I) and authoritarian teachers (Group II) on each of the ten subscales of the POI.

#### Hypotheses Study Design

To determine the groups of child-centered teachers and authoritarian teachers, results from the MTAI are utilized. Each of the seventy-four respondent scores is ranked from highest score to lowest. The middle third of this sample is dropped out of the study leaving the highest third child-centered, (n=25) and the lowest third authoritarian (n=25). These two groups then become the study groups for the investigation and it is these two groups which are compared on each measure of self-actualization.

Ho<sub>1</sub> design. The T<sub>c</sub> and I scales of the POI together yield an overall measure of self-actualization. Two groups have been

identified as high and low MTAI scorers. If  $H_{o1}$ , is to be rejected. Highs are not equal to lows on  $T_c$  and I ( $H_{o1} = H_i \neq L_o$ ) and there will be no group measure interaction (No  $G \times M$  interaction).

The "ideal" for the group/measure portion of the hypothesis, which could occur, would be that the high group's scores would be equidistantly high, on both scales when compared to the lower group. In effect, when graphically plotted both group's scores would describe parallel lines. Should these results occur then no group/measure interaction is evident. Should the groups' scores not describe parallel lines then interaction does occur and one of the self-actualization scales will account more heavily for the variance between groups. In either situation group means on both measure are reported for self-actualization scores and notations made indicating the quality of interaction discovered.

To research the hypothesis a repeated measures study utilizing the PROFIL program at the Michigan State University Computer Center was done. A second procedure utilizing multi-variate analysis will yield significance of findings utilizing both time and support measures together.

$H_{o2}$  design. The ten subscales of the POI yield subfactors of self-actualization scores. Two groups have been identified, high and low MTAI scorers. If  $H_{o2}$  is to be rejected then the scores of the high group will be significantly different than the low group on one or more of the ten subscales of the POI. To research the hypothesis a comparison of means is done and plotted graphically. A second procedure utilizing the t-test (1 way ANOVA) is done with each



factor (10) to determine the significance of the mean spread between the high group and the low group.

### Summary

Seventy-four post student teachers (teachers) were administered the Minnesota Teacher Attitude Inventory and the Personal Orientation Inventory. These teachers were a representative sample randomly selected from five hundred and three teachers enrolled for the final education class normally taken prior to graduation with a baccalaureate degree from Michigan State University. This sample is described in the chapter along with the selection methods and sample attrition rates. Supporting demographic data are included to give the reader an introduction to the sample composition.

The data gathering sessions and score reporting forms are described along with an analysis and description of both instruments utilized in the study. Not only are the instruments introduced but research supporting their use, validity and reliability is cited.

Concluding the chapter is a restatement of the two testable hypotheses upon which this study is based and a brief description of the statistical procedures which are utilized in testing their support or rejection.

## CHAPTER IV

### RESEARCH AND ANALYSIS OF RESULTS

#### Introduction to Chapter

The purpose of the present study is the identification of two differing groups of teachers and a description of each group in self-actualization terms. Using the self-actualization criteria for both groups allows comparisons and a visualization of group differences to be made, on any particular variable.

This chapter is designed to give the reader insight into how the study populations are compared and the results of those comparisons. Utilizing these results, acceptance or rejection of the hypotheses upon which the study is based can be decided. Together, these findings are intended to set the stage for the conclusions and implications which follow in chapter five.

#### Methodology of Group Assignment

Two differing groups of pre-service teachers are described in this chapter, those who are considered child-centered and those who are considered authoritarian in their approach to students. To establish this dichotomous population, the Minnesota Teacher Attitude Inventory was employed. The separation was accomplished by ranking all seventy-four teachers on the basis of MTAI scores. With the population thus ranked, it was divided into thirds. High (upper 1/3)

scorers (n=25) were considered to be child-centered and low (lower 1/3) (n=25), were considered to be authoritarian leaving the middle third of the population (n=24) to be dropped from further study.

#### Sample Results and the MTAI

The seventy-four randomly chosen teachers were administered both the MTAI and the POI in the same test session. The scores which each person in the population received on the MTAI determined his numerical rank in the population and into which study group he would be assigned. These placements were determined by ranking each participant's National Percentile Rank as determined by his raw score and modified by his indicated grade level and teaching major.

Table 4.1

Teaching Field Placement for Determination of MTAI  
Percentile Rank

Grade Level	Educational Field Chosen			
	Early Childhood Preschool - K	Elementary 1-6	Sec. Academic 7-12	Sed. Non-Academic 7-12
Subject Field Chosen			English	Music
			Mathematics	Art
	Early Childhood	Elementary Grade 1-6	Science	Physical Ed.
			Social Studies	Business
			Foreign Language	Ind. Arts
				Other

Utilizing the national percentile rank as the determinant for study group placement gives the study the added advantage of weighing the teacher MTAI scores on the basis of grade level and the

nature of subject matter taught. These ranks were determined by classifying each student according to his indicated grade level and subject matter preferences and then referring to the student table for graduating education seniors.<sup>45</sup> The four categories which are used are early childhood, elementary, secondary academic and secondary non-academic. A breakdown of the study group divisions appears below:

Table 4.2  
Study Group Divisions

	Population Study Groups		
	High MTAI	Middle MTAI	Low MTAI
Raw Score Range	105-68	83-50	57- -19
National Percentile*	94-52	50-25	24-01
Numerical Rank (for study)	74-50	49-26	25-01
Number of Teachers	25	24	25
*Rank determined by raw score weighted by grade level and Subject taught--See MTAI manual page of table for graduating education seniors. <sup>46</sup>			

With the group ranking established on the basis of MTAI percentile ranks, Group I (high-MTAI) was labeled child-centered and Group II (low MTAI) (excluding middle scorers from further study) was termed authoritarian.

<sup>45</sup>Cook; Leeds; and Callis, Op. Cit., p. 8.

<sup>46</sup>Ibid.

Table 4.3

## Study Group Composition

	n	Raw MTAI Range	National Percentile
Group I High MTAI (child-centered)	25	105-68	94-52
Group II Low MTAI (authoritarian)	25	57- -19	24-01

A further breakdown of the two study groups by teaching fields chosen reveals no significant differences in group composition.

Table 4.4

## Study Group Division by Teaching Field Placement

	Early Childhood	Elementary	Secondary Academic	Secondary Non-Academic
Group I (n=25) Child-Centered	0	9	7	9
Group II (n=25) Authoritarian	3	5	9	8

Study Sample and the POI

With the child-centered and authoritarian groups established on the basis of MTAI percentile ranks, the Personal Orientation Inventory by Shostrom was utilized to describe both population groups and to test the hypotheses which form the basis for this study. Generally, it was assumed that child-centered teachers would exhibit more of those characteristics associated with the self-actualized

person. The authoritarian teacher, in keeping with the assumption, would exhibit significantly fewer of these self-actualized traits.

In order to test the first general assumption, a testable hypothesis was developed. This hypothesis converts the general assumption into operations which can be measured.

#### Statistical Treatment of Research Assumption

Underlying the complete study is the research assumption that child-centered teachers are more self-actualized than their authoritarian counterparts. When looking at this assumption questions evolve; Are the child-centered teachers more self-actualized? In which areas of self-actualization are they significantly different than the authoritarian group?

To test question one (Are child-centered teachers more self-actualized than authoritarian teachers?) the two major scales of the Personal Orientation Inventory were used. These scales, Time Competent and Inner-Directedness, yield an overall measure of self-actualization

#### Null Hypotheses and Study Results

- Ho<sub>1</sub> There is no difference between the child-centered group and the authoritarian group as measured by the two major scales of the Personal Orientation Inventory which yield a general measure of self-actualization.

The repeated measures ANOVA was the statistical method chosen to test the hypothesis. This treatment as packaged in the PROFIL program available through the Research Division of the College of Education at Michigan State University and the Computer Center, allows the researcher not only the latitude of mean comparison but also

Chi Square analysis of variance-covariance. The results of the treatment are contained in the tables which follow.

Ho<sub>1</sub> Hi = Low on measures T<sub>c</sub> and I

Groups one and two exhibited no significant difference from each other or from a "normal" population on measure T<sub>c</sub>. When attention is focused on the Inner-directedness measure a significant difference is found to exist, at the .05 level of confidence, between Group I and Group II.

Table 4.5

Group I and Group II Overall Self-Actualization

Group	Mean Raw Scores by Measure	
	T <sub>c</sub>	I
Group I (child-centered)	17.96	92.04*
Group II (authoritarian)	17.92	88.74*
$\bar{x}$	17.94	90.39
Normal Population **	17.7	87.2

\*Significant at .05 level

\*\*As reported in the POI manual (p. 26).

The raw data were next subjected to a linear transformation to meet the assumption of the repeated measures treatment. The assumption that there are equal variances across measures was met after the transformation was accomplished.

Table 4.6

## Transformed POI Scores Across Groups

	T-Mean Scores		
	T <sub>C</sub>	I	Mean T <sub>C</sub> -I
Group I	5.9	9.3	7.6*
Group II	5.9	8.6	7.3
$\bar{x}$	5.9	8.9	7.4

\*Significance at .05 level (RM & G 5.584, df. 48)  
 Chi Square - pooled - matrix 0.0 (df. 1.0)

Relating these findings to null hypothesis one, it is concluded that Group I did score significantly higher on the self-actualization measure than Group II therefore, the null is rejected. There was found to be a significant difference between the child-centered and the authoritarian teacher on overall measures of self-actualization.

Though a significant difference between group mean scores was found, the variance in means was attributable to only one of the two measures utilized. After transformation both Group I and Group II received identical scores on the Time-Competence measure of the POI with the variance between groups accounted for solely by groups' scores on the Inner-Directedness measure.

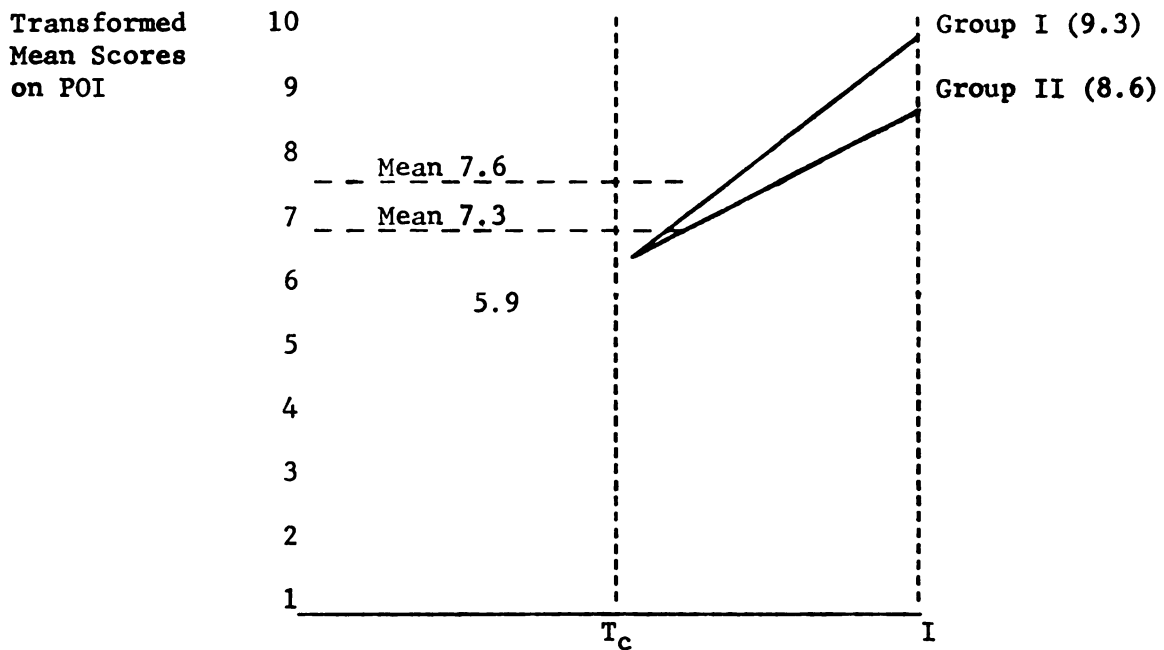
When the data are plotted graphically it is obvious that group measure interaction exists.

To test question two, on which factors of self-actualization is Group I significantly different from Group II, a second null hypothesis was developed.



Figure 4.1

Cell Means Post Transformation to Cause Equal Pooled Standard Deviations for Both Measures of Self-Actualization



$H_{o2}$  There will be no significant differences between child-centered (Group I) and authoritarian teachers (Group II) on each of the ten subscales of the POI.

The treatment of data which best lends itself to studying the group relationships along each of the ten POI subscales is the one way ANOVA or t-test. This treatment allows the researcher to make mean score comparisons and to derive the significance of those scores on each of the ten subscales of the POI for both of the study groups under investigation. The ten subscales used to compare Groups I and II and an explanation of each is included in the following table.

The one way ANOVA for group difference was applied to Group I and Group II results on each of the ten subscales of the POI (see Table 4.7 and Figure 4.2). It was found that Group I scored higher than Group II on all ten of the subscales of the POI. While it

Table 4.7

## Explanation of POI Subscale Symbols\*

Symbol	Higher Score (Above s.s.-50)	Lower Score (Below s.s.-50)
Self-Actualizing Value (SAV)	Holds Values of Self-Actualizing People	Rejects Values of Self-Actualizing People
Existentiality (Ex)	Flexible in application of values	Rigid in application of values
Feeling Reactivity (Fr)	Sensitive to own needs and feelings	Insensitive to own needs and feelings
Spontaneity (S)	Freely expresses feelings behaviorly	Fearful of expressing feelings behaviorally
Self-Regard (Sr)	Has high self-worth	Has low self-worth
Self-Acceptance (Sa)	Accepting of self in spite of weaknesses	Unable to accept self with weaknesses
Nature of man constructive (Nc)	Sees man as essentially good	Sees man as essentially evil.
Synergy (Sy)	Sees opposites of life as meaningfully related	Sees opposites of life as antagonistic
Acceptance of Aggression (A)	Accepts feelings of Anger and aggression	Denies feelings of anger and aggression
Capacity for intimate Contact (C)	Has warm interpersonal relations	Has difficulty with warm interpersonal relations

\*Excerpted from "Profile sheet for Personal Orientation Inventory" Copyright 1963 by Educational and Industrial Testing Service San Diego for more complete interpretation of scales see Everett Shostrom, Personal Orientation Inventory Manual, Educational and Industrial Testing Service, (San Diego, 1966), pp. 20-21.

scored higher on all of the scales, Group I scores were at the significant level for only two of the subscales and was considered operationally significant on a third.

The child-centered group realized significantly higher scores on scales (S) Spontaneity, and (Sa) Self-Acceptance with F scores of .003 and .026 respectively. A third scale (C) Capacity for Intimate Contact was considered operationally significant with an F score of .056. The results which were derived in this portion of the study cause the researcher to reject the null hypothesis that there will be no significant differences between Groups I and II on each of the ten subscales of the POI.

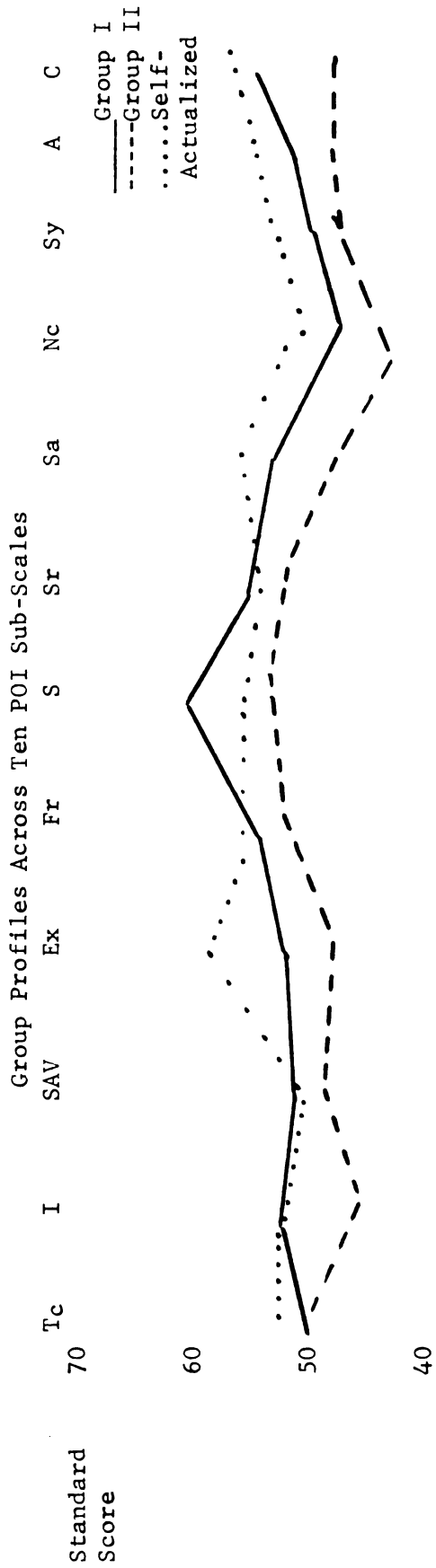
Table 4.8

Comparisons of Study Group Mean Scores on POI Sub-Scales

Group	Subscales of POI									
	Sav	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C
*Group I Child-Centered	21.4	22.8	17.6	14.6	13.1	17.9	11.5	7.4	16.5	20.1
* Group II Authoritarian	21.0	21.1	16.2	12.0	12.8	15.6	11.4	7.4	16.2	18.3
*Group I and Group II	21.2	22.0	16.9	13.3	12.9	16.7	11.4	7.4	16.3	19.2
-f Significance	.581	.090	.118	.003	.488	.026	.864	.919	.707	.056
Normal Population	20.2	21.8	15.7	11.6	12.0	17.1	12.4	7.3	16.6	18.8
S. A. Population	20.7	24.8	16.3	12.7	12.9	18.9	12.3	7.6	17.6	20.2

\*All scores rounded to first decimal place.

Figure 4.2




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\*Everett I. Shostrom, Personal Orientation Inventory Manual, Educational and Industrial Testing Service (San Diego, 1966), p. 26.

### Summary of Chapter

Proceeding from the research question (Are child-centered teachers are more self-actualized than authoritarian teachers?) a group of seventy-four senior education students were administered two tests. The first inventory, the Minnesota Teacher Attitude Inventory was used to separate the initial population of teachers into three experimental groups. Those twenty-five teachers who scored in the highest percentile ranks (94-52) on the MTAI were considered to be the most child-centered, those who scored in the lowest percentile ranks (24-01) were considered to be authoritarian in their approach to students. The middle group (n=24) was dropped from further study.

With the dichotomous grouping established, the groups were compared on the basis of scores received on the Personal Orientation Inventory. The repeated measures technique was used to make the first comparison. The intent of the comparison was to establish whether or not the Group I (child-centered) teachers were generally more self-actualized than the Group II (authoritarian) teachers. To test the assumption null hypothesis one was developed. The hypothesis stated:

Ho1 There is no difference between the child-centered group and the authoritarian group as measured by the two major scales of the POI

When the hypothesis was tested it was found that there was a difference between groups and that difference was significant at the .05 level of confidence. The child-centered teachers measured were more self-actualized than the authoritarian group. The null hypothesis one was rejected. It was also found that on the Time Competent major

scale the groups received identical scores leaving the Inner-Directedness score to account for all of the variance between groups.

A second hypothesis, in null form, stated that:

Ho<sub>2</sub> There will be no significant differences between Group I and Group II on each of the ten subscales of the POI.

The t-test or one way ANOVA was used to test this hypothesis. As a result of analysis it was found that Group I showed significantly greater self-actualization on two of the ten measures and operationally significant on a third measure of the ten.

Group I teachers scored significantly higher on the subscale items relating to Spontaneity and an Acceptance of Self (inspite of weaknesses) both at the .05 level of confidence or better. The third measure, (Capacity for Intimate Contact relations) was one of the variances between groups which was deemed operationally significant and is included here. The F score for this subscale was .056.

The data gathered relevant to null hypothesis Ho<sub>2</sub> causes the researcher to reject the null hypothesis. Group I did score significantly higher than Group II in three of the ten subscales.

In Chapter V these results are discussed and conclusions are drawn and discussed. Incorporated in this discussion are the limitations and unintended outcomes of the study. Concluding the chapter are proposals for future studies based upon the structure and results of the present investigation.

## CHAPTER V

### SUMMARY, CONCLUSIONS, DISCUSSION AND IMPLICATIONS FOR FURTHER STUDY

The present study is an outgrowth of the author's belief that there is a need for new approaches in the selection and education of teachers. These approaches would be aimed at the development of child-centered educators who would behave in such ways as to create personal growth relationships between student and teacher. The groundwork for this belief lies in the psychological theories of Carl Rogers and Abraham Maslow.

Both Maslow and Rogers state that persons who exhibit those qualities commonly associated with self-actualization will make the kind of teacher who can create the milieu or atmosphere for personal growth in the classroom. Rogers would term this a facilitative environment; one in which the student believes he has permission to grow and to learn.

The belief that new instruction techniques and emphasis are needed to achieve such relationships prompted the author to wonder just what such a training period would be intended to accomplish.<sup>1</sup>

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<sup>1</sup>It is not unusual for educators to adopt new teaching techniques on a "bandwagon" basis with little thought given to the goals of such implementation.



It was this latter question which gave rise to the present study. In order to develop programs which accomplish their goals, the goals need to be known beforehand.

This current investigation is based upon the assumptions that the child-centered teacher comes closest to the definition of a self-actualized-person and that he would be better able to establish a facilitative atmosphere in his classroom than his authoritarian counterpart. A corollary to this assumption is the belief that there are differences between child-centered persons and authoritarian persons in their self-actualization profiles. If these differences do exist, they can serve as initial goals and guidelines for the development of teacher education programs aimed at developing child (person) oriented educators.

Previous research lends a great deal of support to the assumptions which undergird this investigation. Studies by Dandes, Jourard, Combs, Snygg and Wilhelm support the theories of Rogers and Maslow in the educational sphere. Among the conclusions which are drawn from these studies is that the good teacher is first and foremost a good person. Scates and Rappaport describe the product of the child-centered classroom as exhibiting characteristics of creativity, spontaneity, initiative, belief in goodness of self as well as facility in social relationships.

Reversing the coin, the authoritarian teacher, studied by Heil,

. . . dominates the class by insisting on group conformity and tends to create an atmosphere which is highly competitive or apathetic and bored.<sup>48</sup>

Other adjectives are assigned to students who are housed in an authoritarian classroom by Anderson and Brewer<sup>49</sup> when they describe their actions as passive, rebellious, escaping or submissive and lacking in creativity.

Evolving from the assumption that child-centered teachers are effective educators and persons who facilitate desirable characteristics in their students, it was decided to compare the child-centered educator with the authoritarian type and to observe the characteristics of self-actualization which differentiate most between groups.

### The Study

The population which was chosen for study was a randomly selected group of senior education majors from Michigan State University. Of five-hundred and three students enrolled in Education 450, School and Society, a final study group of seventy-four was derived. Each of these post-student-teaching teachers participated in a testing session in which three instruments were administered.

A survey sheet yielded data on the teacher's educational background and personal feelings about self in order to provide more

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<sup>48</sup>Louis M. Heil, Modifying Behaviors (Self-Concept) of Certain Teachers, (Office of Testing and Research Brooklyn College, Brooklyn, 1962), p. 8.

<sup>49</sup>H. H. Anderson and J. E. Brewer, "Studies of Teacher's Classroom Personalities. ii. Effects of Teacher's Dominative and Integrative Contacts on Children's Classroom Behavior", Applied Psychology Monograph, 1946 as cited in Leon Rappaport, Personality Development, The Chronology of Experience, (Glenview, Illinois: Scott Foresman and Company, 1972), p. 226.

complete demographic data describing the study population. Next the Minnesota Teacher Attitude Inventory was administered which, for study purposes, ranked each participant on a continuum ranging from child-centered to authoritarian. The third instrument to be administered was the Personal Orientation Inventory which is designed to yield data on self-actualization and its various subfactors.

As a result of test scores and utilizing national norms the study group was divided into three groups. These groups were labeled high scorers, middle scorers, or low scorers. For the purposes of study the middle group was dropped from further investigation leaving a dichotomous population.

Once the child-centered group and the authoritarian group (Group I and Group II) were separated, the test results of Shostrom's Personality Orientation Inventory were applied. The statistical analysis of the groups' responses on the POI yielded the data intended to support or reject the hypotheses which were to be tested in this investigation.

The hypotheses which were phrased to test the research assumptions of the study were:

H<sub>01</sub> There is no difference between the child-centered group and the authoritarian group as measured by the two major scales of the Personal Orientation Inventory.

H<sub>02</sub> There will be no significant differences between Group I and Group II on each of the ten subscales of the Personal Orientation Inventory.

Null hypothesis one was tested by using Group I and Group II scores on the two major scales of the POI. These scales together

yield an overall measure of self-actualization. The groups were compared through the use of the repeated measures ANOVA technique. Both group mean scores for the measures were compared and Group I received a mean across the two measures, Time Competence and Inner-Direction, of 7.6, while Group II received a mean score of 7.3. The difference between the scores was significant at the .05 level. As a result of the first treatment, null hypothesis one was rejected, as Group I was found to rate significantly higher than Group II on the overall measure of self-actualization.

When the groups' scores on each major scale were plotted and compared it was found that Group I and Group II achieved identical results on the measure for Time Competence (5.9 transformed) and it was their performance on the second measure Inner-Directedness, which accounted for all of the variance between groups. On the second measure, Group One received a mean transformed score of 9.3 while Group II received a mean transformed score of 8.6.

Basically, the first assumption and the null hypothesis was designed to test whether or not the child-centered teacher was more self-actualized than the authoritarian. This was found to be true. These data yield little material for teacher educators to proceed from unless it could be found specifically in which areas these two groups differed.

The test to find these differences utilized the ten subscales of the Personal Orientation Inventory and compared the child-centered and authoritarian groups on each of the ten indices by way of the one way ANOVA or one-tailed t-test.

Employing the one way ANOVA, it was found that on two subscales, Spontaneity and Self-Acceptance, Group I and Group II differed significantly, again at the .05 level of confidence. On a third scale, Capacity for Intimate Contact, the group differences were considered to be operationally significant and are included in the discussion of results which follow.

Considering the groups' performance on the three subtests and the differences found therein, null hypotheses two was rejected. The groups did differ significantly on three of the ten subscales of the Personal Orientation Inventory; Spontaneity, Self-Acceptance and Capacity for Intimate Contact.

### Conclusions

Three conclusions are drawn from the data as revealed through the current study. These are:

1. The child-centered teacher is significantly more self-actualized according to Maslow's description of self-actualization than the authoritarian teacher.
2. Group I teachers are significantly more inner-directed than authoritarian teachers in Group II and it is this measure which accounts for the variance between groups on overall measures of self-actualization.
3. Child-centeredness is significantly related to three facets of self-actualization. These facets, here POI subscales, are:
  - A. Ability to freely express feelings in a behavioral manner.

- B. Acceptance of self in spite of weaknesses and deficiencies.
- C. Ability to form warm friendly relationships which are similar to the I--Thou relationships depicted by Martin Buber. This is opposed to the I--It relationship which is mechanical in nature.

### Discussion of Results

Considering Carl Rogers' statement that "only persons can grow persons",<sup>50</sup> the author became concerned about the relationship between "personhood" and child-centeredness. The question arose is Rogers' "person" a close relation of the child-centered teacher? What characteristics do they share? When one compares the characteristics of Rogers' "person"<sup>51</sup> with Maslow's "self-actualizing person"<sup>52</sup> one begins to see a great many similarities (Table 5.1 pg. 65).

The POI sub-tests for Spontaneity differentiate between groups and yield data which are deemed important to educational institutions, especially those which are engaged in the preparation of teachers. These differences, between groups, could be accounted for by trainees' personality orientation prior to enrolling in a college of education and also could be a result of the kind of educational goals and practices of that institution. Should either of these alternatives

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<sup>50</sup>Rogers, Educational Leadership, Op. Cit., p. 215.

<sup>51</sup>Rogers, On Becoming a Person, Op. Cit., pp. 111-123.

<sup>52</sup>Maslow, Op. Cit., p. 157.

Table 5.1

Comparison of Rogers' "Person" and Maslow's  
"Self Actualizing Person"

Rogers	Maslow
1. Openness to Experience	1. Openness to experience.
2. Trust in one's organism	2. Increased objectivity, detachment.
3. An internal focus of evaluation	3. Clearer more efficient perception of reality.
4. Willingness to be in process	4. Increased integration, wholeness and unity of the person.
5. Experiencing and expressing feelings.	5. A real self; a firm identity; autonomy uniqueness.
	6. Increased spontaneity, expressiveness.
	7. Democratic character structure.
	8. Ability to love.
	9. Ability to fuse concreteness and abstractness.
	10. Recovery of creativity.

hold true then the teacher education institution which sees child-centeredness as a positive attribute must evaluate their screening system for trainees, their educational program, the hiring criteria for teacher trainers or the milieu in which the trainers and trainees must function, or any combination of these program segments.

The colleges and universities which expect to aid in developing child-centered teachers must evaluate all features of their programs with an effort to establish an environment conducive to the development of those qualities which are indicative of self-actualization. Research by Melvin Foulds at Bowling Green State University, points toward the use of the group growth experience as one method of developing the students' self-actualization characteristics. Included in the Fould's studies is evidence that the growth in the three areas of particular concern; Self-Acceptance, Spontaneity, and Capacity for

Intimate Contact was significant. Foulds<sup>53</sup> reports the following data as a result of his study with college students who attended eight, four and a half hour Gestalt sessions.

Table 5.2

Foulds, Selected Pre and Post Test Data Across Groups

POI Scales	Experimental Group n=15		Control Group n=15	
	Pretest M	Post test M	Pretest M	Post test M
Spontaneity (S)	10.13	12.20**	12.00	11.40
Self-Acceptance (Sa)	14.93	16.33*	14.67	15.20
Capacity for Intimate Contact (C)	14.87	17.87***	16.67	16.33

\*p .05

\*\*p .01

\*\*\*p .001

Foulds also reported a similar change in the post test scores for I (Inner-Directedness) scale score from an M of 78.07 to an M of 84.00 for group participants which was also significant at the .001 level.

The study reported above as Foulds' latest investigation into self-actualization changes with college students replicated an earlier study done by him and reported in the Journal of Humanistic Psychology.<sup>54</sup> In this study, involving an experimental group of

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<sup>53</sup>Melvin L. Foulds, "Measured Changes in Self-Actualization as a Result of a Growth Group Experience, Psychotherapy Research and Practice, VIII, No. 4, (Winter, 1971), pp. 338-341.

<sup>54</sup>Melvin L. Foulds, "Effects of a Personal Growth Group on a Measure of Self-Actualization", Journal of Humanistic Psychology, X, (1970), pp. 33-38.



twenty college students, each of the subscale scores S, Sa and C as well as the Inner-Directedness scores, which differentiate the child-centered teacher from the authoritarian, were increased each with a p .001 using a one tailed t.

Foulds' investigations are duplicated in studies by Byrd<sup>55</sup> and Winborn and Rowe,<sup>56</sup> with varying degrees of replication but each showing a positive change in groups along the measures of concern. These studies were done utilizing similar group methods as were employed in the Foulds studies.

Self-study was the variable investigated by McClain<sup>57</sup> when he attempted to detect changes in teachers along self-actualization dimensions. He used one hundred and thirty teacher education students in his study. Incorporated in the self-study course were readings from Jourard's, The Transparent Self and Personal Adjustment; Maslow's Personality Motivation and, four theoretical chapters from Perceiving Behaving, Becoming and the use of many personal assessment instruments. McClain reports mean increase scores in each of the I, S, Sa and C categories significant at the .001 level.

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<sup>55</sup>Richard E. Byrd, "Training in a Non-Group", Journal of Humanistic Psychology, VII, (1967), pp. 18-27.

<sup>56</sup>Robert Winborn and Wayne Rowe, "Self-Actualization and the Communication of Facilitative Conditions--A Replication", Journal of Counseling Psychology, XIX, No. 1, (1972), pp. 26-29.

<sup>57</sup>Edward W. McClain, "Personal Growth for Teachers in Training Through Self-Study", Journal of Teacher Education, XXI, No. 3, (Fall, 1970), pp. 273-377.

The outcomes of Foulds and McClain's studies indicate that the personal characteristics of teachers may be amenable to change through the medium of the classroom. Whether these changes are durable or long lasting and whether the test results can be seen as actual behavioral change is yet to be investigated. There remains, however, the indication that changes in the educational approach can elicit changes in the future teacher's attitude toward self and therefore toward others.

Alternative methods of developing self-actualization characteristics in teacher trainees include Zen Meditation<sup>58</sup> and various aspects of Outward Bound programs. Though the relationship between educational media and self-actualization has not, to this researcher's knowledge, been researched, the goals of patience, confidence, and flexibility along with the methods employed should, as assumed, bring about the changes in teacher trainees in the direction of self-actualization.

#### Unpredicted Outcomes

An unpredicted relationship occurs when both group profiles are compared to the profile for self-actualization (see figure 4.2). On the Existentiality factor, both study groups fall far short of the self-actualized norm of 24.8 (see Table 4.7) and describe a profile similar to the normal population. This relationship is also found when

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<sup>58</sup>Terry V. Lesh, "Zen Meditation and the Development of Empathy in Counselors", Journal of Humanistic Psychology, VII, (1961), pp. 39-45.

both study groups are compared to the self-actualizing and normal norms on the Acceptance of Aggression factors.

Table 5.3  
Comparison of Study Groups, Self-Actualized and  
Normal Means

	Existentiality	Acceptance of Aggression
Group I	22.8	16.5
Group II	21.1	16.2
Sa Norm	24.8	17.6
Normal Norm	21.8	16.6

It is possible then that lower Existentiality and Acceptance of Aggression are characteristics of persons who have either elected to go through the teacher training process or occur as a result of the process itself. Should further research occur with teachers on these two factors it would yield valuable data for the teacher education institutions which are concerned with developing more self-actualized personnel or increasing the value of the student teacher relationship.

#### Limitations of the Study

In considering the methodology and results of the present study, one must be aware of the limitations which circumscribe the data. It is for this reason that the author now states the limitations which he sees as effecting the application and usefulness of the investigation data.

1. The study group, though initially a random sample grouping, initially took on the characteristics of a self-select group with unknown effect on the results of the investigation.
2. There is little known about the relationship between a student teacher's perception of his future relationships with students and his approach once he is in actual charge of the classroom.
3. As stated in the text of Chapter II, the MTAI, used in classifying teachers into either study group, is the subject of some discussion in regard to its validity and susceptibility to "faking good", thus limiting the behavioral predictability of the instrument.
4. The mean age of the population studied was twenty-two and Maslow states ". . . that self-actualization of the sort I found in older subjects was not possible in our society for young developing people."<sup>59</sup>
5. Self-actualization characteristics which neither of the two studied groups possessed Existentiality, and Acceptance of Aggression were not pursued in this investigation and should yield further data for schools who are concerned with the development of self-actualizing persons.

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<sup>59</sup>Maslow, Motivation and Personality, Op. Cit., p. 200.

6. To what extent are the items on the MTAI, child-centeredness scale equivalent to the high self-actualizing (Shostrom) measures is unknown at this point, thus presenting a possible limitation to the current study as being descriptions of redundant similarities and differences.

#### Suggestions for Further Research

Through the process of investigating the current problem, a number of interesting questions arose. Each of these, by themselves gives rise to additional studies. These questions are here reformulated and included as suggestions for further study. Some of these questions are related to limitations in the current investigation while others are intended to extend the scope and to further describe characteristics of the child-centered teacher.

1. Replication studies with larger populations are seen as useful to yield additional data for support or rejection of the current study results.
2. Utilizing the current design but substituting principal's ratings, or some other method of measuring child-centeredness, would yield validity data to support or reject MTAI Group placement and increase the significance of the POI results reported in this study.
3. Follow-up studies with the current population once they have established themselves as in-service teachers would yield data concerning changes in attitude and self-actualization. These changes might result from aging experience, and changes which occur as involvement in "real world" classrooms.

Suggestions as an Outgrowth of the Current Study

1. As a method of developing the self-actualization characteristics of Inner-Direction, Capacity for Intimate Contact, Spontaneity and Self-Acceptance, non-standard teaching techniques could be tested. These could include interpersonal group activities, Zen meditation, self-study, Outward Bound and various adventure programs.
2. The self-actualization characteristics of Existentiality and Acceptance of Aggression might be pretested at an early entry level into the teacher education program and post-tested at the senior level to investigate whether these lower results are a product of the program or are characteristics of persons who enter the program.
3. The Existentiality and Acceptance of Aggression sub-factors may be amenable to one of the non-standard teaching methods or specific types of group dynamics techniques such as Gestalt groups or controlled confrontation situations.
4. Various methods may be utilized to investigate whether the college program for teachers has a positive or negative effect on teacher educators.
5. In-service programs could be identified which aid in the development of those self-actualization characteristics which differentiate child-centered teachers from authoritarian. These programs could also be evaluated on the basis of their effect on Existentiality and Acceptance of Aggression.

6. Personalities of teacher educators as well as school administrators and school faculties could be evaluated to determine their effect on self-actualization characteristics of entering teachers and teacher trainees.

#### Summary

Child-centered teachers are generally more self-actualized than authoritarians. Specific characteristics such as Inner-Directedness, Spontaneity, Self-Acceptance, and Capacity for Intimate Contact account for all of the significant variance between groups. It was also interesting to find that neither group approached self-actualization levels on the two subscales of Existentiality and Acceptance of Aggression.

Throughout the total study it became increasingly evident to this author that there is a strong relationship between the mental health of the teacher and his capacity to build personal growth producing relationships with and for his students. To this point this author sees little movement by teacher training institutions to concern themselves with the mental health status of their trainees. It is hoped therefore, that the effect of this investigation will be to introduce institutions of higher learning to a new responsibility which they might assume; the development of more fully functioning persons to lead our nation's youth.

## CHAPTER VI

### REFLECTIONS

After the dissertation is complete and the oral examination is over there remains one glaring conviction and that is that educators must be persons in their own right. Their needs for dominance, attendance, dependency and subordination of students ought to rank low in their list of priorities. At the apex of such a list should be the joy of seeing their students become increasingly independent thinkers. Persons who are increasingly able to plan, discover and evaluate their own progress toward their self-chosen goals.<sup>60</sup>

Relating this conviction to the present study, I have begun to wonder what the universitie's role can be in developing personhood in teachers. Can schools of education be expected to wield much influence over a teacher's classroom manner and personality? Some studies have been cited in the present dissertation which indicate that a single class can influence a future teacher's self-growth and personhood a great deal. For the most part, these have been pre and

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<sup>60</sup>I am aware that a great deal of debate exists at this point. Some persons argue that my educator would then be willing to allow his students to become more adept Hitlers than Hitler himself and that educators ought to be willing to help bomb builders become even expert at their chosen goals. My response to these arguments lies in the belief that Hitlers and bomb builders exist only as a reaction to the frustration of more socially accepted goals.



post test, paper and pencil studies. Such studies often fall short when the pre condition is compared with actual classroom performance in the real world of the school.

My friend Chuck can point to incidents in his background as an elementary student which influence the way in which he approaches his graduate students at the university. Personally I can identify aspects of my early childhood which have a decided bearing on my approach to undergraduates. If it is common that teachers like us approach our students with perceptions and manners learned in early childhood, can these be changed when deemed personally inappropriate? I have begun to wonder what it takes to create, in a person, a sense of fulfillment so that he may in turn facilitate that same sense in his own students. Now I have a reserve of guesses and perhaps in the future these may be tested.

It is my belief that the relational characteristics which have been advanced in the earlier paragraphs can only occur in an association when at least one party possesses enough confidence and self-actualization to be relatively non-defensive and accepting with enough enthusiasm to explore the concern at hand. Hopefully, that party will be the teacher in the classroom, whether it is situated in the highest floor of the university ivory tower or the ground level of kindergarten classrooms.

Even though I see the teacher model as the most important, long lasting influence on personal attitudes and self-actualization there are a variety of class structures which seem well worth investigating. These include programs which involve Outward Bound (adventure education) techniques, sensitivity classes, open

curriculum (student chosen subject matter) practical, real life classes in the social sciences as well as chances to explore ones philosophical and value systems.

I realize that each student is in a unique place in his life exploration and to try and funnel the class through a standard curriculum only satisfies a small part of the group and, of that portion, only a small section of their need is fulfilled. We must be willing to have enough faith in our students to allow them to chose their own curriculum and to facilitate their progress as best as our wisdom allows.

To complete the circle then is the conviction that teachers who like their own process, who are excited about their own growth and who are happy moving along the continuum of self-actualization will be free to allow that process in their own students.

The question then remains to be answered by future experimentation, just how we as "seasoned educators can best facilitate this process in our successors.

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## APPENDIX A

301C Erickson Hall

Curriculum Department

Dear

Beginning January 29 and extending through Saturday, February 3, 1973, we are conducting a research study with a selected group of Education 450 students. Your name is one of those randomly selected from this group.

The study is part of my doctoral dissertation and is aimed at gathering data to provide a basis for educational changes in the College of Education.

The part of the study which I am asking you to participate in is a survey-testing situation. During the hour and a half session, you will be asked to fill out a very short survey and take two inventories. None of these: will have any bearing on your 450 class evaluation. The reporting of scores will never be reported for individuals but as group statistics only. There is one exception to this rule and I hope it is exciting to you: February 12 - 16 are days when, if you would like to have your test scores, you and you only can pick them up in 301C Erickson Hall. Since one test is of teacher attitude and the other a personal orientation inventory, the results should be interesting to you as post student teachers.

Soon you will be receiving a phone call asking for your participation in our study and we would very much appreciate your cooperation and help. The dates and times set up are as follows:

Monday 1/29	3:30-5:00 p.m.,	7:30-9:00 p.m.
Tuesday 1/30	9:30-11:00 a.m.,	2:30-4:00 p.m., 7:30-9:00 p.m.
Wednesday 1/31	3:30-5:00 p.m.	
Thursday 2/1	3:00-4:30 p.m.,	7:00-8:30 p.m.
Friday 2/2	9:30-11:30 p.m.,	10:30-12:00 a.m., 3:15-4:45 p.m.
Saturday 2/3	10:30-12:00 a.m.	2:00-3:30 p.m.

We hope that one of these time segments will be convenient for you to participate. I hope that your reply to our phone call is positive and you have both fun and gain some further insight by your participation.

Yours truly,



Norman Sterchele

## **APPENDIX B**

APPENDIX B

Dear \_\_\_\_\_

We appreciate your interest and willingness to participate in our research project involving Ed. 450 class students.

The date you have agreed to meet is \_\_\_\_\_.

The time of the meeting is \_\_\_\_\_.

The room of the meeting is \_\_\_\_\_.

Please remember that your results will be available to you and to you only the week of February 12-16 in room 301C Erickson Hall.

Thank you, \_\_\_\_\_ Research Asst.

NOTE: The above instrument was mailed via postcard.

## APPENDIX C

## APPENDIX C

### Table of Sample Attrition

I	Population from which sample derived	N = 503
II	Samples randomly selected	$n_1 = 126$
III	Attrition due to following sources	
	a. letters of invitation returned to sender . .	11
	b. no phone contact made . . . . .	14
	c. negative responses . . . . .	14
	d. non-attendance at sessions . . . . .	<u>16</u>
	Attrition total	55
		<u>- 55</u>
		$n_2 = 71$
IV	Group session attendance added attendance due to second phone contact (individual sessions).	3
		<u>+ 3</u>
V	Total population in sample	$n_3 = 74$
VI	Percentage return from $n_1$ population	59 percent

## APPENDIX D


- DO NOT WRITE BELOW THIS LINE, PLEASE

**MATI Pro**

R	W	T	PER

Table Desc:  
Ec- \_\_\_\_\_ El \_\_\_\_\_ Sa \_\_\_\_\_  
Sn \_\_\_\_\_ Ot \_\_\_\_\_



## APPENDIX E

## APPENDIX E

### Table I

#### Demographic Treatment of Sample (n<sub>3</sub>)

1. Number of respondents by age

20 years (2)	24 years (3)
21 years (35)	25 years (2)
22 years (20)	26 years (2)
23 years (6)	Over 26 years (4)

2. Number of respondents by Sex--Percent of Total in ( ).

Female 59 (80)	Male 15 (20)
----------------	--------------

3. Number of respondents by class in school--Percent of Total ( ).

Seniors 73 (98.6)	Juniors 1 (1.4)
-------------------	-----------------

4. Number of respondents by level of student teaching--Percent total ( ).

Early Childhood 0 (0)	Junior High 22 (26)
Kindergarten 3 (04)	Senior High 26 (31)
Primary 15 (18)	Total Secondary 48 (57)
Intermediate 8 (09)	
Upper Elem. 4 (05)	No Student Teaching 6 (07)
Total Elementary 36 (37)	

Total 84<sup>1</sup>

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<sup>1</sup>Twelve students reported: (2) two student teaching terms  
(8) split responsibility in grade levels of student teaching.

Table II

## Student Teaching Assignments and Number of Students

	Number of Respondents	Percent n3
English	3	3.4
Foreign Language	4	4.6
Home Economics	4	4.6
Physical Education	2	2.4
Driver Education	1	1.2
Math/Science	7	8.2
Psychology	2	2.4
Agriculture	1	1.2
Special Education	2	2.4
Art	4	4.6
Social Studies	7	8.2
Industrial Arts	5	5.8
Speech Therapy	4	4.6
Business	1	1.2
General Elementary	33	38.3
No Response	6	6.9

12 students reported: (2) two student teaching terms (10) split responsibilities and grade level assignments.

Table III

Student Teaching Center and Number of Students  
(Sample Centers Only)

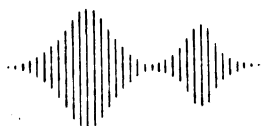
Area	Number
Lansing	11
Grand Ledge	1
Berrien Springs	1
Bay City/Saginaw	4
Detroit	6
Foreign	1
Lowell	1
Macomb County	5
Williamston	1
Niles/Benton Harbor	3
Pontiac	4
Westland	1

## APPENDIX F

## POI MAJOR SCALE SOURCES OF SUB-SCALE ITEMS

POI Sub-Scale Symbol		Sav	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C
Major Scale Symbol	T I M E	1	3	0	0	1	2	0	1	0	0
	T <sub>c</sub>										
	T <sub>1</sub>	0	0	0	0	0	0	0	0	0	0
	D I R E C T I O N	25	29	22	18	15	23	16	8	23	28
	I	0	0	1	0	0	1	0	0	2	0
Number of Items in Scale		26	32	23	18	16	26	16	9	25	28

## APPENDIX G



**EDUCATIONAL AND INDUSTRIAL TESTING SERVICE**

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June 1, 1973

Norman Sterchele  
301 C. Erickson Hall  
Michigan State University  
East Lansing, MI 48823

Dear Mr. Sterchele:

Thank you for your letter regarding inclusion in your dissertation of the POI Profile sheet containing plotted profiles of mean scores for samples in your research and Figure 1 from the POI Manual.

This will grant you such permission provided that should the sheet be reproduced, the copyright notice remain and the words added "Reproduced with permission." It is understood that University Microfilms may supply single copies of your dissertation upon request. Copies of the test booklet itself may not be bound with dissertations.

I look forward to seeing the results of your research and to receiving a copy of your dissertation or, abstract and copies of your data analysis and results.

Sincerely,

  
Robert R. Knapp

RRK/bbn

