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# Growth Indicators as a Function of Cognitive & Affective Experiences in a Structured Classroom Setting

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1977

GROWTH INDICATORS AS A FUNCTION OF COGNITIVE AND AFFECTIVE  
EXPERIENCES IN A STRUCTURED CLASSROOM SETTING

A Thesis

Presented to

the Faculty of the Department of Psychology

Western Kentucky University

Bowling Green, Kentucky

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Michael Lewis Miller

April, 1977

GROWTH INDICATORS AS A FUNCTION OF COGNITIVE AND AFFECTIVE  
EXPERIENCES IN A STRUCTURED CLASSROOM SETTING

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## Table of Contents

	Page
Abstract .....	vi
Chapter I Introduction .....	1
Statement of Problem .....	3
Statement of Hypothesis .....	3
Chapter II Review of the literature .....	5
Humanistic Education .....	6
Self concept and education .....	7
Empathy, warmth, and genuineness and their relationship to education .....	8
Self-actualizing and education .....	13
Educational programs designed to increase self-actualizing .....	16
Summary .....	17
Chapter III Method .....	19
Design .....	19
Experimental class .....	19
Instrument .....	21
Chapter IV Results and Discussion .....	23
Shortcomings in the experimental class .....	23
Other possibilities .....	25
The instrument .....	26
Future research .....	26
References .....	28
Appendix .....	34

List of Tables

	Page
Table I .....	24

GROWTH INDICATORS AS A FUNCTION OF COGNITIVE AND AFFECTIVE  
EXPERIENCES IN A STRUCTURED CLASSROOM SETTING

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April 1977

41 pages

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Change in self-actualizing, assessed by the Personal Orientation Dimensions (POD), was examined for two sections of a sophomore level psychology class. The subjects were administered the POD at the beginning and the end of the semester. No significant differences were found in the amount of change in self-actualizing between the two groups. It was suggested that college may be a growth experience and that students at the sophomore level will not engage in growth exercises if they feel it is not related to their grades. It was further suggested that more research is needed on the POD and of ways to combine affective with intellectual components in educational settings.



## Chapter I

### Introduction

The University setting is ideally a place for personal as well as intellectual growth. This assumption is true also for lower level schools as well, but unfortunately, in the eyes of many, the schools have failed in this respect (Patterson, 1973; Peterman, 1972; Silberman, 1970). Silberman (1970) stated that "what is wrong with American education is its failure to develop sensitive, autonomous, thinking humane individuals" (p. 196). For the most part, there seems to be a feeling that affective aspects are well and good but that there is not time for specific training and energies to be devoted to both the affective and the more important cognitive aspects. This failure turns much of education into a meaningless chore for many students. An opportunity is missed to teach students social interaction and interpersonal relations skills which could benefit them in all aspects of their lives as long as they live.

Teacher education is one area that deserves special attention in dealing with affective aspects of education. The interpersonal functioning of teachers has been shown to be positively related to student achievement (Aspy, 1969), self concept (Purkey, 1970), and teacher effectiveness (Dandes, 1966). Not only do higher levels of interpersonal relations facilitate the intellectual development of the

student, but low levels tend to negate any gains from higher level teachers and actually retard the student (Aspy, 1969; Kratochvil, Carkhuff, & Berenson, 1969). Effective interpersonal skills have repeatedly been taught to teachers and teachers-in-training in as little as 20 to 25 hours (Berenson, 1971).

One construct that has been found to be related to positive mental health and teacher effectiveness is self-actualization (Dandes, 1966). The term "actualization" was originally used by Goldstein to describe the growing process of the organism, and the idea has been elaborated upon by Maslow, May, Perls, and others (Shostrom, Knapp, & Knapp, 1976a). Shostrom et al. (1976a) have defined self-actualizing as "an ongoing process of growth toward utilizing one's potential. 'Potential' is one's ultimate capacity for creative expression, interpersonal effectiveness, and fulfillment in living" (p. 1). Self-actualizing is further described as becoming increasingly inner-directed and integrated at levels of thinking, feeling, and body response. Shostrom et al. (1976a) have decided that actualizing rather than actualization better describes that this is an active and not a static state of being.

Encounter-sensitivity groups have been used by some in the schools in order to facilitate personal growth and self-actualizing (see Knapp, 1976, for a review). While this is a promising direction for education, the question of group casualties and the cost of trained facilitators currently

prohibits widespread application of the technique. There have been several successful attempts to deal with affective dimensions in education, some using groups (Mullins & Perkins, 1973; McClain, 1970; Peterman, 1972). There is, however, a real need to develop feasible methods of meeting students' emotional needs on a large scale basis. Since interpersonal factors have been shown to be an important part of teaching, it makes sense to incorporate such training into current teacher education programs.

#### Statement of Problem

A section of undergraduate educational psychology was taught that stressed personal growth through a focus on Self, emphasizing both the affective and the cognitive dimensions of awareness (see Appendix ). The effects of this approach were compared to another section of the same class taught in the traditional lecture method. Shostrom's Personal Orientation Dimensions (POD) (1975, 1976) was administered to determine the effects that the experimental class had on different aspects of self-actualizing.

#### Statement of Hypothesis

It was hypothesized that the experimental group would increase in the overall level of self-actualizing, that they would be more inner-directed in their lives, that they would have higher levels of self-awareness, especially in regard to the roles and games that they and others play, and that they would live more fully in the now. Since the college setting is ideally a place for personal growth and

exploration, it was recognized that the control group might also move in the actualizing direction. However, it was hypothesized that if this happened, the control group would not increase to the significant degree of the experimental group.

## Chapter II

### Review of the literature

Maslow (1968) stated that less than 1% of our population was self-actualizing. Peterman (1972) has become concerned with people's failing to meet their interpersonal needs due to deficient interpersonal skills, thus preventing them from self-actualizing. He proposed building training programs in interpersonal skills into our educational system, so that people generally become more competent at initiating and maintaining growth enhancing relationships. Patterson (1973) has added "Human relations will be the focus of the curriculum" (p. 16), and calls for a fourth R-relationships. "The purpose of education is to develop self-actualizing persons" (Patterson, 1973, p. 22). Birnbaum (1969) stated that "human relations training is capable, if properly employed, of producing substantial educational change. It holds tremendous potential for improving education by dealing with its affective components...and creating a revolution of instruction by helping teachers to learn how to use the classroom group for learning purposes" (p. 82). Rogers (1969) has gone as far as to project, "that unless we give strong positive attention to the human interpersonal side of our educational dilemma, our civilization is on its way down the drain" (p. 125).

### Humanistic Education

Humanistic or affective education has developed as a result of increasing attacks upon our educational system, along with the development of humanistic psychology. Lyon (1971) defines humanistic education as the integration of intellectual content with the affective aspects, i.e., a holistic approach. Patterson (1973) listed two aspects of humanistic education. One, is teaching in a more humane way, rather than in an atmosphere of fear. The second is educating the affective aspects of students.

"Affective education is concerned with the development of self-awareness. This development requires first that the individual be permitted and be able to express and disclose himself, so that he can see or perceive himself as he is. This requires that he feel free to be himself, to be open and honest in his expression of himself....Part of this process includes feedback from others on how he is perceived by them. These two procedures lead to self-awareness, to the development of a self-concept realistic because the individual's perceptions of himself are not greatly inconsistent with the perceptions of others....Affective education is also concerned with developing the awareness of others, exploration in interpersonal relationships characterized by empathic understanding, respect and warmth, and genuineness" (Patterson, 1973, p. 162-163).

Awareness has also been a concern to Moustakas and Perry (1973). They stated that "it is a necessary component

in the movement toward self-actualizing and toward becoming a person....self-responsibility grows out of self-awareness ....self-awareness is the first step toward genuine, enduring learning" (p. 3, 4, & 5).

#### Self concept and education

Self concept has long been considered to be related to performance and adjustment in school. The research clearly bears this out (Purkey, 1970). The relationship between self concept and academic performance appears quite strong for boys, but less so for girls (Campbell, 1965; Bledsoe, 1967). Irwin (1967) also found self concept to be related to academic achievement. He summarized his research by stating, "[I]t may well be that a more positive conception of one's self as a person is not only more important than striving to get ahead and enthusiasm for studying and going to school, but that it is a central factor when considering optimal scholastic performance" (p. 271). Studies by Shaw, Edson, and Bell (1960), Fink (1962), Brookover, Thomas, and Patterson (1964), and Williams and Cole (1968) have all shown that achievers have better self concepts than under-achievers. Caplin (1966) found that Black achievers also have higher self-concepts than Black under-achievers.

One interesting finding of Brookover (Purkey, 1970) was that while students who report low self concepts rarely perform at above-average levels of achievement, as would be expected, a significant proportion of those who profess high self concepts of ability, surprisingly, do not perform at comparable levels. He hypothesized that confidence in one's

academic ability is a necessary, but not sufficient, factor in determining scholastic success. These and other studies presented by Purkey (1970) clearly show the importance of fostering conditions under which students develop and maintain positive self concepts.

Self concept has also been shown to be related to student perceptions of teachers which in turn is related to student performance (Wolfe, 1976). Other factors Wolfe (1976) found related to the student perceptions of teachers were empathy, warmth, and genuineness.

Empathy, warmth, and genuineness and their relationship to education

Rogers (1961) stated that (1) significant learning is facilitated in a therapeutic relationship, (2) educators interested in significant learning might gain some worthwhile ideas from therapy, and (3) significant learning occurs more readily in reference to situations perceived as problems, and it therefore seems advisable that we allow students to be in actual contact with their problems of existence-problems they wish to resolve. He has found that the facilitative effect of an interpersonal relationship is related directly and significantly to the levels of empathy, congruence, and positive regard provided by the helper.

One of the early investigations of the effects of teacher-offered facilitative conditions upon students was conducted by Aspy (1969). The study involved six third grade teachers and their 120 students. He found that the levels of



empathy, unconditional positive regard, and congruence provided by teachers in the classroom were related positively to the cognitive growth of their students. This positive relationship was found for four subtests of the Stanford Achievement Test and also with the total gain. The spelling subtest revealed nonsignificant differences between students of high and low level teachers. Higher conditions seemed to enhance achievement while lower conditions retarded it. The difference between the means for the total gain by the two groups was 1.6 years.

Aspy and Hadlock (cited in Carkhuff & Berenson, 1967) also found that pupils of teachers functioning at the highest levels of warmth, empathy, and genuineness demonstrated higher levels of academic achievement than pupils of teachers functioning at the lowest levels. They reported that over the course of one academic year, the students of the highest level teacher gained an average of  $2\frac{1}{2}$  academic years while the students of the lowest level teacher gained an average of  $\frac{1}{2}$  of an academic year. They also discovered that pupils of teachers functioning at low levels in these dimensions were significantly more truant than pupils of high-level teachers.

In another study reported by Aspy (1972), a group of seventeen first-grade teachers took part in a training program designed to increase their levels of interpersonal skills. Before the training began, twenty-five students were randomly selected from among their classes and were

administered the Stanford-Binet Intelligence Test. This test was again administered after the teacher training. The students gained an average of nine IQ points, a significant increase. In addition, the inferred self concepts of the students were positively related to the improved interpersonal functioning of the teachers. No control group was used.

Aspy and Roebuck (1972) investigated the relationship between empathy, congruence, and positive regard with Flanders categories of interaction and with the students' level of cognitive functioning in relation to Bloom's Taxonomy of Educational Objectives. Bloom differentiates the cognitive domain into six levels: (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation. Forty teachers of grades three through six were assessed in their instruction of reading. Twenty of the teachers remained at level 1 (Group 1) while the other teachers (Group 2) attained one of the levels 2-6. The analysis indicated that only the levels of positive regard provided by the teacher were significantly different between Group 1 and Group 2. Combining these results with those of Aspy (1969), Aspy and Roebuck (1972) felt that the two studies indicated that all three interpersonal conditions facilitate cognitive gain but that once the cognitive processes move beyond level 1 (memory and recognition), positive regard is more directly facilitative of cognitive functioning as a process within the instructional situation.

Stoffer (1970) studied the effects that 35 adult female volunteers had on 35 children, grades 1-6, who were experiencing behavioral and academic difficulties. He also looked at the effects that genuineness, nonpossessive warmth, and accurate empathy had on the 35 students. First, he found that the mean levels of the facilitative conditions were relatively low for community helpers. However, nonpossessive warmth was found to be significantly related to gains in achievement (Wide Range Achievement Test, Gray Oral Reading Test, and teacher grades), reduction in teacher-rated behavior problems (Quay-Peterson Behavior Problem Checklist), and gains reflected from either the Stanford-Binet, Form L-M, or the Wechsler Intelligence Scale for Children, and motivation, from selected picture projectives). Similarly, accurate empathy was significantly related to gains in achievement and the combined index. Lack of agreement between judges as to level of genuineness offered by the helpers made it necessary to exclude the variable from the analysis. Stoffer's results tend to confirm Aspy's conclusions that higher levels of nonpossessive warmth and accurate empathy have a therapeutic effect upon children while children who receive low levels tend to remain unchanged or deteriorate.

The effects of empathy, genuineness, and nonpossessive warmth upon adjustment in preschool were studied by Truax and Tatum (1966). They found that empathy was significantly related to positive adjustments in the children to the

preschool setting and to their peers. The same results were found in relation to nonpossessive warmth. Genuineness was not found to be related to the children's adjustment.

The cumulative effects of parent- and teacher-offered conditions upon indexes of the students' physical, emotional, and cognitive functioning were investigated by Kratochvil, Carkhuff, and Berenson (1969). They established that while some of the high-level teachers had immediate positive effects upon student functioning, these effects tended to "wash out" after a series of neutral or debilitating experiences with other teachers. Such findings offer further evidence that low levels of interpersonal functioning not only retard, but also cancel out the positive effects of higher-level interpersonal functioning.

Hefele (1971) studied teachers of deaf children who both did and didn't receive systematic human relations training. He looked at the effects of this training upon the academic achievement of their students. After training, those teachers were found to have communicated with their classes at significantly higher levels of interpersonal functioning. Both the primary and secondary students of the trained teachers attained significantly higher levels of performance in language skills, reading skills, motivation for learning, and general achievement than the students of the untrained teachers.

A study of student teachers by Berenson (1971) compared a human relations training group and three control groups.

Specifically, training focused on the conditions of empathy, positive regard, genuineness, concreteness, immediacy, and confrontation. Following training, the human relations training group demonstrated the highest levels of interpersonal functioning. Classroom supervisors rated this group significantly higher than the other groups in total competency, classroom management, understanding children, and understanding the learning process on 31 different indexes of teacher competency and pupil learning. As in the studies cited by Aspy (1969, 1972), the systematically trained teachers were significantly more effective in bringing about changes on desired indexes than all other forms of traditionally trained or "educated" groups of teachers.

Taken together, the studies reviewed in this section show the important effects that empathy, genuineness, and positive regard have on intelligence, achievement, and adjustment in school children. The studies also provide considerable evidence that these conditions positively effect the child. Absence or low levels of the facilitative conditions also seem to adversely affect the child. These studies also demonstrate that teachers and students can be trained in relatively short periods of time (often around 20 hours).

#### Self-actualizing and education

Research comparing the relationship between self-actualizing and the facilitative conditions of empathy, respect, and genuineness has resulted in contradictory findings. Foulds (1969) found that for 30 graduate students

in counseling, empathy was significantly related to six POI scales, genuineness to ten POI scales, and respect was not correlated to any. He felt the results supported the idea that counselors who are more self-actualizing are better able to provide facilitative interpersonal processes in therapy than those who are not.

In an attempt to replicate Fould's findings, Winborn and Rowe (1972) found only one significant correlation: that between the POI Synergy scale and Carkhuff's Respect, Positive Regard scale. Their failure to replicate Foulds' findings leaves the question unanswered as to the relationship between self-actualization and the therapeutic conditions.

The relationship between student self-actualization and academic achievement is also unclear. Knapp (1976) stated: "In general, correlations computed between POI scales and the grade-point average criterion, when ability is partialled out, have been positive and of comparative low magnitude, although the conclusions reached in different studies seem to vary with the sample employed" (p. 19). While Coble and Hounshell (1972) found no relationship between teacher level of self-actualization and student achievement in biology, Coble (1973), in a more recent study involving 424 biology students and 18 teachers, found significant differences in self-actualizing between those teachers whose students showed significant gains in critical thinking with those who did not show gains.

A study by Boston (1973) examined teachers within

an Individually Guided Educational context. He identified the 25% most successful and the 25% least successful teachers by the Environmental Coping Measure. In comparing these two groups, he found that the successful teachers were significantly more self-actualizing as measured by the POI. His conclusion was that one can be accepting and nurturing to others only after one has come to accept one's self and to value the nurturing of self as that of others.

Studying the relative contributions of creativity and intelligence, Damm (1970) found a low, but significant, correlation between the Inner-Directed scale of the POI and creativity. He felt that this supported the hypothesis of a positive relationship between self-actualization and creativity. There was a significant interaction between intelligence and creativity in the students. Students who obtained high scores on both intelligence and creativity were more self-actualizing than those who obtained a high score only on intelligence or creativity. Furthermore, the high-intelligence/high creativity group was more self-actualizing than the low intelligence/low creativity group, as predicted.

Self actualization was examined in relation to teacher effectiveness, authoritarianism, dogmatism, and liberal-conservatism (L-C) of educational viewpoints by Dandes (1966). He predicted and obtained positive correlations of all the POI scales with the Minnesota Teacher Attitude Inventory and an Inventory of Opinions of Educational Issues (L-C) and obtained negative correlations with the California

F-Scale (authoritarianism) and the Dogmatism scale. Multiple correlation coefficients between the combined POI scores and each of the other scales were significant. He concluded that a large 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.

Educational programs designed to increase self-actualizing

Perhaps the major innovative change in the schools, to which the POI has been used for evaluation, is sensitivity-growth groups. Other innovative programs dealing with personal growth have been tried in the schools, some also using groups, some not.

Mullins and Perkins (1973) studied a program for non-science majors which stressed applications of biology to social problems and emphasized emotional as well as intellectual growth. The program lasted a semester and carried 16 units of academic credit; participants took no other classes that semester. Students took part in discussions, field trips, community projects, and encounter-process groups. Significant increases occurred on all POI scales except Time Competence, Self-Regard, and Nature of Man. Mullins and Perkins felt that the findings were particularly striking since the pretest scores were higher than the general population of college students. They also concluded that it is possible to meet emotional as well as intellectual needs, at least in college students.



However, no control group was used.

McClain (1970) studied the effects of a mental health course for teachers-in-training. Students read four books on healthy personality and humanistic psychology. There were no lectures other than a review of materials after examinations. Nearly all class time was devoted to the administration of personality tests and discussions of the meanings of the results. The students were required to synthesize the results with the readings for a term paper. The posttests were administered after the term papers were completed. All scales of the POI moved significantly in the self-actualizing direction. The McKinney Sentence Completion Blank Test also showed a significant increase in self-actualizing. Discrepancy between self concept and self and self concept and public self, as measured by the Bill's Index of Adjustment and Values, both decreased and indicated greater congruence and self-actualizing. McClain felt that classes such as the one he used provide a feasible method of meeting students' emotional needs in contrast to special programs and sensitivity training which restricts the number of students who can participate because of costs.

#### Summary

A review of the literature indicates the need to expand the educational system in a more humanistic direction and deal with affective factors. The findings indicate that facilitative skills which have been shown to be related to teaching effectiveness, can be taught in relatively short

periods of time. Stressing mental health and affective components of education also produce academic benefits. Low levels of interpersonal skills not only negate the positive effects from higher-level helpers, but can also actually retard the educational development of the child. Studies on self-actualization are related to all these areas. Increasing a teacher's level of self-actualizing seems to be a large component of making her more effective in the teaching role. It is important to develop effective methods to deal with affective components in education that can be applied to large numbers of students at reasonable costs. A logical starting point is to incorporate these methods into the teacher education curriculum.

## Chapter III

### Method

The subject pool consisted of 42 students in two sections of an undergraduate educational psychology class taught at Western Kentucky University. The students enrolled in the courses in the normal manner and were not randomly assigned to the the two classes. The experimental group contained 16 students while the control group contained 26 students.

### Design

A nonequivalent control group design was used. The dependent variable was defined as the students' scores on the Personal Orientation Dimensions. The independent variable was defined as the experimental instructional method which stressed affective as well as cognitive components of learning as opposed to the traditional lecture method which stressed the cognitive aspects only.

### Experimental class

The primary focus of the course was on Self, both as applied to the individual and to the role of teacher. Self-awareness, communication skills, and personal growth were stressed in addition to cognitive aspects. Both cognitive and affective aspects of education were dealt with simultaneously.

The focus on Self was in addition to, rather than a substitute for, traditional educational psychology material. Subjects covered were the three basic psychological approaches as applied to educational settings and methodology (i.e., psychoanalytic, behavioristic, and humanistic), learning theory, behavior modification, personality theory, motivation, discipline, cognitive development, humanistic education, actualizing theory, Reality Therapy, and communication skills. In addition to lectures, films, tapes, class discussions, and class meetings were utilized to reveal personal feelings and ideas, to encourage dialogue, and to increase self-awareness and self-disclosure.

Groups were formed at the beginning of the semester using non-verbal exercises directed by the instructor. Students formed their own groups of five and six students. In the first gathering, self-disclosure exercises were used to allow the students to get to know one another and to develop group cohesiveness. Subsequent exercises and discussions were both structured and unstructured in nature with the instructors providing general topics. Discussions involved the nature of man, human motivation, games played (T.A.), behavior modification, Reality Therapy, and course material. Class meetings (as described by Glasser, 1969) were used in discussing actualizing theory, Reality Therapy, empathy, and discipline. The discussions were aimed at getting the student more personally involved with the material as well as with the other students.

### Instrument

The Personal Orientation Dimensions (POD) (Shostrom, 1975, 1976) is a refinement and extension of Shostrom's earlier Personal Orientation Inventory (POI) (Shostrom, 1963, 1974). The POD was developed as a further measure of self-actualizing and positive mental health as opposed to psychopathology.

Thirteen scales, each with twenty items, contribute to a total of 260 items in the inventory. Each item is a two-choice, paired opposite statement. Each item is scored only once, unlike the POI, which lends the POD to more robust statistical procedures than the POI.

The content of several POD scales closely parallels that of the earlier instrument and many POI items were retained in these POD scales. This is particularly true for the POD scales of Time Orientation (POI Time Competence), Strength (POI Self-Regard), Weakness (POI Self-Acceptance), Potentiation (POI Existentiality), and Trust in Humanity (POI Nature of Man). POD scales of Creative Living, Mission, and Manipulation Awareness represent essentially new content. The first two reflect the later writings of Maslow (1971) while the third is based on Shostrom's (1967) concepts of manipulation.

Shostrom, Knapp, and Knapp (1976b) examined the validity of the POD for measuring changes following an inpatient alcoholic treatment program. Differences between pre and posttest raw scores were significant for nine of the thir-

teen POD scales. Eight of the changes were in the actualizing direction. They interpreted the negative change on the Potentiation scale to indicate that the patients were expressing greater social conformity which indicated further validity of the POD.

Test-retest coefficients based on the last research edition of the POD prior to the Published version have been reported. Scale composition varied only slightly from the research edition by adding one to two items to several scales to result in twenty items per scale.

Test-retest coefficients based on POD administrations three days apart have been reported by Walker (1975). He administered the POD as a pre and posttest for a weekend encounter experience and reported no significant differences based on independent t tests. Coefficients based on this data ranged from .53 to .79.

Bonk (Shostrom, 1976) administered the POD to a sample of 49 teachers and counselors in a training workshop experience. The analysis of variance indicated an overall significant increase from pre to posttest administration, a period of about three months. Bonk's data was combined with that of Jansen's to have a larger pool to base test-retest coefficients for a period of three months. The coefficients based on this data ranged from .55 to .72.

## Chapter IV

### Results and Discussion

Individual t tests were computed for the change scores for both groups on all thirteen scales of the POD. This was done realizing that there were high correlations between some scales and that there might not be thirteen separate factors. All t tests failed to reach significance ( $p < .05$ ), that is, the experimental class failed to increase self-actualizing as measured by the POD at levels significantly greater than the control group (see Table I). The general trend was that the experimental group started out at a higher level of self-actualizing than the control group and that they both moved equally in the direction of becoming more self-actualizing. The measured growth of both groups may have been due to exposure to some of the humanistic concepts presented in both classes or a general growth trend in the students tested. The latter possibility raises further questions as to whether college is, as one would hope, a growth experience. If this is so, it could be due to the nature of teachers-in-training, the education program, or the college as a whole.

#### Shortcomings in the experimental class

Failure in properly setting up class experiences may have contributed to the lack of growth. Responsibility to

Table I  
T scores, mean scale scores, and post minus pretest changes for each group

POD Scales	$t$ ( $p > .05$ )	Experimental		Control			
		Pretest $\bar{X}$	Posttest $\bar{X}$	Change	Pretest $\bar{X}$	Posttest $\bar{X}$	Change
Time Orientation	-.62	14.31	14.75	.44	13.19	14.19	1.00
Core Centeredness	-.84	13.56	14.38	.82	12.31	14.00	1.69
Strength	1.00	11.56	12.88	1.32	11.96	12.50	.54
Weakness	-.41	15.38	15.56	.18	12.96	13.46	.50
Anger	.17	13.06	13.44	.38	11.04	11.27	.23
Love	-.29	15.06	15.63	.57	13.54	14.27	.73
Synergistic Integration	.75	14.75	15.38	.63	12.27	12.38	.11
Potentiation	-1.34	11.50	11.38	-.12	10.27	11.00	.73
Being	1.62	15.44	16.44	1.00	14.23	13.92	-.31
Trust in Humanity	1.35	13.13	14.00	.87	13.31	13.46	.15
Creative Living	1.05	12.63	13.75	1.12	13.31	13.62	.31
Mission	.29	15.06	15.50	.44	15.42	15.65	.23
Manipulation Awareness	.67	12.00	12.13	.13	12.58	12.04	-.54



complete assignments was placed on the students. Students frequently admitted when they had not completed their reading assignments as requested for particular sessions. This was especially true for handouts that were designed primarily for the student to apply class materials to themselves. A good example of this was one instance when all students failed to read two handouts on empathy and concreteness which were to prepare them for a class discussion. Test responses indicated that a few students may never have read these materials. Many students were interested in doing only the work which they perceived they would be tested on. The loose structure of the class makes it impossible to know if the designed experiences were insufficient for personal growth or whether lack of growth was due to lack of involvement with experiences. This lack of involvement indicates that students at about the sophomore level may be interested in doing what work they need to for a grade. This idea is consistent with the sequential life-phase model (Martray, Cangemi, & Craig, in press) where teachers-in-training are concerned with self before they become concerned at an actualizing level about their impact on their students.

#### Other possibilities

Another possible explanation for a lack of immediate growth was suggested by Maier (1971). He suggested that motivation and practice are needed to develop these skills, implying that growth may not be an immediate result, but

one that takes time and that may be measured later.

In a similar study to this one, Goldman and Olczak (1976) found increase in self-actualizing and psychosexual maturity in their control group but not in students involved with a Living/Learning Center. In comparing their results with those of Mullins and Perkins (1973), they suggested that the growth reported by the latter may have been entirely the result of encounter groups used and not the innovative academic program.

#### The instrument

The nature of the POD may also have influenced the results. It may be that knowledge of humanistic concepts may influence scores on the POD. Shostrom et al. (1976a) talk of clients of Actualizing Therapy who can "talk the talk," but are not ready to "walk the walk." This suggests that the students may understand some of the humanistic concepts presented in class, but do not utilize them in their everyday living. Although test-retest reliability is fair, the figures are based on a research edition of the test and followed experiences designed to promote personal growth.

#### Future research

Clearly, more psychometric study of the POD is needed. First, good reliability studies are needed. The question as to how knowledge of humanistic concepts affect POD scores also needs to be explored. There is also the question as to whether the test is actually measuring thirteen separate

things. A factor analysis of the 42 subjects in this study resulted in only four factors. This must be interpreted cautiously due to the small sample size. It does however indicate a need for further research. Although the scales may be useful clinically, if there are not thirteen separate factors, then another way of looking at them is needed so as to avoid probability pyramiding.

Further research is also needed on ways to humanize education and deal with affective components. One might wish to refine this study by making class experiences more structured. It has been suggested that previous findings may have been the results of encounter group experiences rather than innovative educational programs. This suggests that in addition to the two groups used in this study, a third and a fourth group should also be used. By using an encounter group with an experimental class and with a traditional class, one could more fully understand the effects of both the experimental class and encounter groups. Ideally, one person would teach all sections.

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## APPENDIX A

The Actualizing Dimensions

## I Orientation

1. Time Orientation: the capacity to live primarily in the present with full feeling-reactivity rather than blaming one's past or depending on future plans.

2. Core Centeredness: the tendency to trust one's feelings within as a criterion for behavior, as balanced against looking to "shoulds" or "oughts" from authorities outside oneself; the willingness to trust one's own "inner Supreme Court".

## II Polarities

3. Strength: the capacity to experience and express a personal sense of power, security, worth, adequacy, or competence.

4. Weakness: the capacity to experience and express one's humanness, vulnerability, hurt, or helplessness; accepting one's occasional impotence and inadequacy to cope with life.

5. Anger: the capacity to experience and express one's feelings of anger in mild or in more intensive ways, as appropriate to the situation or in accordance with one's reactions to a situation.

6. Love: the capacity to experience and express feelings of warmth, tenderness, or affection to different

persons in different ways.

### III Integration

7. Synergistic Integration: the understanding that commonly held opposites, or polarities (strength-weakness, anger-love), are not really opposites, but rather are mutually complementary; realization that their power as a whole exceeds their summated power as parts (as the strength of an alloy exceeds the strengths of component metals).

8. Potentiation: the understanding that no one principle, such as honesty or fairness, can control one's total life as represented by thinking, feelings, or bodily sensations; and further the understanding that the organism's potentials operate more fully as a total gestalt when there is a flexibility in application of values and when all three aspects of being are working harmoniously.

### IV Awareness

9. Being: an orientation to life that includes the willingness to express whatever one feels, thinks, or senses within (such as joy, sorrow, helplessness, or boredom), as opposed to a "doing" orientation, which seeks to impress others by striving and pleasing.

10. Trust in Humanity: the ability to constructively view the nature of humanity as trustworthy and essentially good, as opposed to seeing human nature as essentially evil.

11. Creative Living: the capacity to be effective and innovative and become excited about decisions, judgements, or tasks; the utilization of unique or individual ways of problem solving.

12. Mission: a sense of dedication to a life task or mission; a belief in the importance of developing one's highest potentialities.

13. Manipulation Awareness: the capacity to recognize common manipulative, or controlling, patterns in others and also to admit that oneself, as well as others has a tendency to manipulate from time to time.

## APPENDIX B

Course description

This course will primarily stress self-awareness, communication skills, and personal growth. The focus on Self will be approached both as applied to the individual and to the self as a teacher. Application of psychological principles of personality, learning, cognitive development, and group processes will be presented as applied to educational settings.

There will be three exams that will combine objective and short essay questions. Class participation (of which attendance is a vital component!) will be rated independently by the two instructors and then weighted with the exams to determine the final grade.

## Required reading:

Patterson, Humanistic Education

Powell, Why am I afraid to tell you who I am?

Shostrom, Man the Manipulator

Hitt, Two models of man

Clark, Time out and 10-10-10

Tinsley and Ora, Catch the child being good

## APPENDIX C

Course outline

- August 27 The class was given the course description..
- August 30 The class was administered the Personal Orientation Dimensions.
- September 1 Non-verbal exercises were used for a group development laboratory to form three groups. After they were formed, self-disclosure exercises were used to facilitate group cohesiveness.
- September 8 & 10 Buscalia's love tapes were viewed and their application to education was discussed.
- September 13 A lab was used to discuss the concept of games and roles and what games the students played.
- September 15 The film Why human relations in education was shown and discussed.
- September 20 There was a lecture on psychoanalysis and Freud's view of the nature of man.
- September 22 Behaviorism and its view of man was lectured on.
- September 24 A lab was used to focus on the students perceptions of the nature of man.
- September 27 Humanism and its view of man was lectured on.

- September 29 The nature of man was contrasted from the three major systems.
- October 4 The class listened to Murray Banks' tape on motivation and mental health.
- October 6 There was a review for the first exam.
- October 8 The first exam was administered.
- October 11 The class was given feedback on the exam.
- October 13 Classical conditioning was lectured on.
- October 18 Operant conditioning was lectured on.
- October 20 & 22 The application of learning models and techniques in education was lectured on.
- October 25 A lab was used to discuss learning theory and behavioral techniques in the classroom.
- October 27 There was a review for the second exam.
- November 1 The second exam was administered.
- November 3 The class was given feedback on the exam.
- November 5 Actualizing theory was lectured on.
- November 8 A lab was used to discuss empathy and to practice giving empathic responses.
- November 10 The internal-external personality variables were lectured on and discussed.
- November 15 The film The Identity Society was shown as an introduction to Reality Therapy.
- November 17 The class went to Jones-Jagger school and observed a special education class for time out.
- November 22 The film Glasser on discipline was shown.
- November 29 The film Roals and goals was shown which

- was again on Reality Therapy.
- December 1      The cognitive theories of Piaget, Bruner, and Gagne were lectured on.
- December 6      The film Reality Therapy in a high school was shown.
- December 8      The Personal Orientation Dimensions was administered.
- December 10     There was a review for the final exam.
- December 17     The final exam was administered.