

AN ABSTRACT OF THE THESIS OF

ROBERT CHARLES WILEY for the DOCTOR OF EDUCATION  
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Title: SELF ACTUALIZATION OF STUDENTS PARTICIPATING IN THE JUNIOR  
BLOCK EDUCATION PROGRAM AT OREGON STATE UNIVERSITY

Abstract approved: \_\_\_\_\_

Redacted for privacy

Jack V. Hall

Purpose of the Study

The purpose of this study was to determine if upper division, undergraduate, elementary education students would demonstrate a significant change in self-actualization as measured by the Personal Orientation Inventory following instruction in five (5) communication skills (paraphrasing, behavior description, description of own feelings, perception checking, feedback of information).

Procedures

A total of 136 students participated in experimental and control groups during the Fall and Winter terms of 1972-1973. All students were placed in two field practicum blocks, four and one-half days per week. Staff Associates (superior students selected each term) served approximately three days per week as liaisons in participating public elementary schools, and participated in staff planning meetings and methods seminars.

The experimental students and Staff Associates participated in five communication skills seminars facilitated by the investigator. In addition, all experimental students participated in five building meetings facilitated by the Staff Associates. Each phase of experimental procedure was held on alternating weeks each term of the investigation.

A pre- and post administration of the Personal Orientation Inventory was completed by all participants. The I (Inner-Directed) Scale was utilized in a one way analysis of variance and covariance with results significant at the .05 level. An investigator devised Descriptive Data Opinionnaire was also utilized to obtain subjective data from each participant.

### Results and Implications

From the results of the study, the following implications were drawn:

1. The five communication skills seminars and building meetings were not effective suggesting additional existing measuring instruments being utilized, a new measurement instrument be devised, and encounter group procedures be introduced into the program.
2. Earlier introduction of self development and follow up application in each participant's program was needed to allow student confirmation and maximum chance for statistical significance.

3. Strong support existed for preparation in communication skills. This suggested procedures utilized were purposeful, meaningful to the individual, and perhaps a necessary tool to be included in future curriculum planning.
4. In order to maintain and expand personalization and individualization of the Junior Block, additional time, faculty effort, and affective programming was needed.

### Recommendations

From the implications of the study, the following recommendations were offered to further assist research in this area:

1. Individual building meetings and communication skills training should become an integral part of the Junior Block program.
2. Schools of Education should introduce or continue to develop teacher preparation programs that focus on affective as well as cognitive curricula.
3. Additional research should be implemented into the use of communication skills training as a significant influence in development toward self-actualization.
4. A replication of this investigation be done with a new investigator and a larger sample utilizing the same experimental design, to affirm or negate findings.

5. All present participants be administered the measuring instrument at the conclusion of student teaching to measure additional post-test gains.
6. Additional analysis of present data be completed to determine strengths and weaknesses of individual students in particular areas of self-actualization.
7. Additional analysis of present data be completed to determine any correlation between students and Staff Associates post-test score and grades received, and recommendations by teachers.

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Self Actualization of Students Participating In  
The Junior Block Teacher Education Program  
At Oregon State University

by

ROBERT CHARLES WILEY

A THESIS

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APPROVED:

Redacted for privacy

\_\_\_\_\_  
Professor of Education  
in charge of major

Redacted for privacy

\_\_\_\_\_  
Dean of School of Education

Redacted for privacy

\_\_\_\_\_  
Dean of Graduate School

Date thesis is presented

July 16, 1973

Typed by Mrs. Mary Syhlman for ROBERT CHARLES WILEY

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SELF ACTUALIZATION OF STUDENTS PARTICIPATING IN  
THE JUNIOR BLOCK TEACHER EDUCATION PROGRAM  
AT OREGON STATE UNIVERSITY

CHAPTER I

Introduction

Need for the Study

A dominant concern among educators is the design of teacher preparation programs which systematically develop the growth and understanding of self and relationships with others. Many psychologists and educators believe that for children to develop more of their potential and function in a self-actualizing way, they should have contact with adults who are functioning as mentally healthy and productive individuals. Since teachers have considerable influence over students, it becomes imperative that teachers exhibit characteristics identified with self-actualization - not only for their own benefit, but for the benefit of students.

The importance of teacher as a self-actualizing person is illustrated by Combs (1971) when he states that "the giving of self called for in the helping professions is probably possible only in the degree to which the helper himself feels basically fulfilled." (p. 13) Jersild (1955) indicates that the teacher's understanding and acceptance of himself is the most important requirement in any effort he makes to help students to know themselves and to gain healthy attitudes of self-acceptance.

Comb's (1969) recently published ten year study suggests that differences between effective and ineffective teachers are not a question of knowledge or pedagogy, but rather a question of self-concept. The teacher who perceives himself and others in essentially positive ways is more effective than one who sees himself and others in negative ways. Rogers (1969), Moustakas (1966), Smith (1969), and Schaffer (1964), have obtained similar findings.

The above findings suggest that teacher preparation programs have planned experiences that enable teacher candidates to explore their own uniqueness, feelings, and emotions in such a way that positive understanding of self occurs.

Since 1969, Oregon State University Elementary Education Division has steadily progressed toward a competency based, field centered, teacher education program . In addition to the established Student Teaching experience, the Junior Block classroom practicum was added during the 1968-69 school year. Since then, teacher candidates have had systematic experiences observing and participating in actual classroom situations in local public elementary schools.

This investigation focused on the Junior Block Program which was characterized by (A) the selection and utilization of superior Junior Block students from the previous quarter as Staff Associates; they served as liaison to Junior Block students, university staff, and cooperating public school personnel. These associates were selected because of superior pedagogical and academic ability plus effective communication skills with adults and students, (B) four days of public elementary school classroom practicum, (C) one day each week in off-

campus seminar emphasizing theoretical and pedagogical foundations in language arts, social science, mathematics, science, and instructional media, and (D) university professors instructing block seminars plus coordinating classroom practicums of five to ten Junior Block students.

A personalized program involving Staff Associates was initiated Fall term 1972. This provided a communication link with Junior Block students in the field practicum, and fulfilled a commitment by the education staff to involve students in the decision making process. During the past two years, Staff Associates implemented get acquainted parties, telephone contact, group meetings, informational bulletin boards in elementary schools, suggestion boxes, and newsletters as options to develop a personal contact with each Junior Block student. These options were published in a Staff Associate Handbook (Berry, 1972) designed to be periodically updated. (See Appendix A for complete handbook.)

Students who served as Staff Associates were assigned weekly responsibilities which included (A) contacting each Junior Block student in assigned elementary schools, (B) participation in staff planning meetings and weekly methods seminars, and (C) assisting university staff coordinators in evaluating assignments completed by each Junior Block student.

#### Statement of the Problem

The purpose of this investigation was to determine if upper division undergraduate elementary education students would demonstrate a significant change in self-actualization as measured by the Personal

Orientation Inventory after: (A) instruction in five communication skills, (paraphrasing, behavior description, description of own feelings, perception checking, feedback of information) and (B) participation in five individual building meetings.

This investigation was designed to test the following null hypotheses Fall term 1972, and Winter term 1973:

- H<sub>1</sub> There will be no significant change in self-actualization of those Junior Block students receiving instruction in specified communication skills as compared with control group students not receiving instruction in these skills.
- H<sub>2</sub> There will be no significant change in self-actualization of those Junior Block Associates receiving instruction in specified communication skills as compared with control group associates not receiving instruction in these skills.

### Assumptions of the Study

The following assumptions were recognized in this investigation:

1. The inventory used in this study measures what it proposes to measure, a valid construct of positive mental health.
2. Man is constantly striving toward the highest level of human functioning of which he is capable or toward self-actualization; a basic tenet of



humanistic psychology.

3. The students in this study are a representative sample of other students enrolled in teacher preparation programs and this university in general.

### Limitations of the Study

The following limitations were recognized in this investigation:

1. The Personal Orientation Inventory is a relatively new instrument and needs to undergo further research in areas of reliability and validity.
2. The sample of regularly enrolled Oregon State University Elementary Education Division students eligible for participation in the Junior Block Field Experience Program, Fall and Winter terms 1972-1973.
3. Time has been an important factor in affective growth. Five small group meetings of two hours each, plus five individual building meetings over a ten week period, Fall and Winter term, may have had a limiting influence on the study.

### Definition of Terms

SELF-ACTUALIZED PERSON: Shostrom (1963) suggests that this is a person who lives a more enriched life than the average person. He is one who develops and utilizes all of his unique capabilities or potentialities, free of inhibitions and emotional turmoil of those less self-

actualized. Self-actualized individuals are seen as more fully using their talents and capabilities.

Shostrom's (1966) individual scale definitions were used and are represented in Appendix B.

SELF-CONCEPT: For the purpose of this study, self-concept is defined as a person's knowledge and understanding of himself, that which a person conceives himself to be.

PERSONALIZATION: For the purpose of this study, personalization is defined as the planned, systematic interaction between Junior Block students and Junior Block Staff Associates emphasizing personal growth or self-concept and self-actualization potential.

COMMUNICATION SKILL SEMINAR: For the purpose of this study, communication skill seminar is defined as a minimum of five (5) two-hour instructional sessions involving the investigator and the experimental Junior Block Associates and students focusing upon five (5) specific communication skills, Fall and Winter terms, 1972-1973.

COMMUNICATION SKILL PROCESS LESSONS: For the purpose of this study, communication skill process lessons are those defined by Schmuck (1971), and will be limited to the following:

1. Paraphrasing - Restating what another person has said, using one's own words.
2. Behavior Description - Noting overt actions of another person, but without impugning motives, and without trying to place psychological meaning on his actions or making generalizations about his actions.

3. Descriptions of Own Feelings - A direct expression of one's own feelings. An example being "I feel embarrassed" or "I feel pleased" as opposed to indirect expression of blushing or saying nothing.
4. Perception Checking - Describing in a tentative fashion what one perceives as the other's psychological state. It is similar to paraphrasing except that it involves interpreting feeling and internal processes rather than the words and overt behaviors of others.
5. Feedback - The giving or receiving of information concerning the effect that several persons have on one another. It may involve any of the four previous communication skills.

INDIVIDUAL BUILDING MEETINGS: For the purpose of this study, individual building meetings are defined as five meetings held during Fall and Winter terms in each public elementary school where Junior Block students were regularly assigned. Junior Block Associates served as facilitators and focused on follow-up activities of communication skills seminar and individual-group needs, as brought out during the term.

JUNIOR BLOCK STUDENTS: Enrolled Oregon State University students who have been admitted to Teacher Education and are eligible to participate one quarter during the academic year in the Junior Block Field Experience Program.

JUNIOR BLOCK ASSOCIATES: Those post Junior Block students selected by individual education staff coordinators to serve as liaison between cooperating public elementary schools, Junior Block students, and Education Department. Associates were selected on the basis of (A) superior pedagogical and academic achievement, (B) superior skill in communication with staff, students, and public school personnel, and (C) flexible schedule to include one and one-half days per week working in the program.

EDUCATION STAFF COORDINATOR: Full time employed Elementary Education professors or part time graduate assistants serving as instructional leaders on one of two teams, (D or G) and assigned responsibility of coordinating the practicum activities of five to ten Junior Block students participating in cooperating public elementary schools.

JUNIOR BLOCK FIELD EXPERIENCE PROGRAM: The Junior level public elementary school classroom practicum involving all eligible elementary teacher education students enrolled in the School of Education, Oregon State University. Students are registered for 15 units of undergraduate credit comprising language arts, social studies, science, mathematics, and instructional media.

JUNIOR BLOCK SECTIONS D-G: The Junior Block Field Experience Program divided so as to include an equal number of education staff coordinators, student Staff Associates, and Junior Block students for each section. The letters D-G are arbitrary.

### Summary

Recent writings in education have focused upon the need for increased emphasis on teacher preparation programs designed to increase awareness of self-actualizing potential. Combs, Jersild, Smith, Rogers, Moustakas, and Schaffer exemplify efforts of authorities in the helping professions to publicize this need. Five years ago, Oregon State University's Elementary Education Division implemented the Junior Block classroom practicum. Three years later, student Staff Associates were added allowing a greater opportunity to develop student self-actualizing characteristics through personal student to student contact. The purpose of this investigation, therefore, became the measured increase in self-actualization of both students and Associates following participation in communication skills seminars and individual buildings.

Chapter II is devoted to a review of related literature and research.

## CHAPTER II

### Review of Related Literature

The purpose of this chapter is to summarize the research related to (A) the emergence of humanistic psychological theory, (B) characteristics of self-actualization, (C) self development and personality characteristics of "good" teachers, and (D) the use of the Personal Orientation Inventory as a measurement of the self-actualizing concept relating to teachers.

This chapter is organized to include viewpoints of authorities and summarizations of appropriate research.

#### Emergence of Humanistic Psychological Theory

As each generation of people attempt to improve itself, there have been new views of man and new models for his education. The addition of a "third force" or humanistic psychology to the existing behavioristic and psychoanalytic theories of behavior places man as the central concept of psychological study. Combs and Snygg (1949), (1959), Maslow (1943a), (1943b), (1962) indicated that the science of psychology had been approaching an additional interpretation for a number of years. Historically, this approach seems to have had its beginnings through the work of Freud and his followers. The contributions of Lewin (1931), (1935), (1936), (1943) identifying the phenomenological field of the self is recognized as a forerunner to the current self-actualizing concept.

Many investigators in psychology were either directly or indirectly related to a humanistic approach in the study of human behavior. Contributors such as Erickson, Allport, Sullivan, Fromm, Rogers, Rank, Horney, Cantril, Adler, Mead, Cooley, and James (Hamachek, 1971) have made significant contributions to the humanistic point of view.

This historic theme has variously been called the "phenomenological", "perceptual", "existential", "interactional", or "humanistic" approach. It is a point of view which seeks to understand man in terms of how he views himself. It looks at human beings not only through the eyes of an outsider, but through the eyes of the person doing the behaving. It is a psychology searching to understand what goes on inside a person in terms of how his needs, feelings, values, and unique ways of perceiving, influence him to behave as he does.

Chenault (1968), Bugental (1964), Combs and Snygg (1959), Gale (1969) and Hamachek (1971) suggested that the premise underlying humanistic orientation is broader than learning theory, personality theory, and educational theory. It attempts to supplement these orientations and introduce further perspectives and insights.

This psychology of human beings concedes that man is the process that goes beyond the sum of his part functions; implying that it is a psychology of non-interchangeable units. This approach to human behavior emphasizes the free, responsible, creative, and autonomous nature of man. He is constantly striving to discover himself and his relation to the world around him while working toward becoming

the fully functioning person with the self-actualization of his unique capacities and potentialities.

### Characteristics of Self-Actualization

Maslow's unique contribution to the humanistic psychological viewpoint lies in his study of mentally healthy rather than sick people. He indicates that studies of these two groups generate different types of theories and results. Maslow has offered a theory of human motivation which assumes that needs are ordered along a hierarchy of priority and prepotency. When the needs having the greatest priority are satisfied, the next need in the hierarchy emerges and presses for satisfaction. He assumes that each person has five basic needs which are arranged in hierarchical order from the most potent to least potent. These needs are: (A) physiological, (B) safety, (C) love and belonging, (D) esteem, and (E) self-actualization.

In order for any individual to move in the direction of self-actualization, the higher potency "basic" needs have to be fulfilled. Individuals operating in this direction exhibit "peak experiences" indicating that all needs are fluid and are experienced repeatedly depending upon inner fulfillment.

Maslow (1954) and Shostrom (1967), have conducted extensive investigations into what they term self-actualizing people; people who were moving in the direction of achieving their highest potential. A summary of characteristics described by both authorities indicate that self-actualized people exhibit; (A) acceptance of self and others,



(B) spontaneity, (C) affection for mankind, (D) autonomy, (E) problem centeredness, (F) honest feelings, (G) awareness, (H) freedom, and (I) trust in self.

There was no evidence suggesting disagreement in theory of the two selected authorities. Each pursued independent investigations and elected to list separate discernable characteristics (Maslow), and group characteristics (Shostrom). A complete representation of both authorities is contained in Appendix C.

#### Self Development and Personal Characteristics of Teachers

Rogers (1967a), (1967b), (1969), Combs (1971), Ryans (1960), Jersild (1955), Weinstein and Fantini (1970), and Gardner (1961) suggested that emphasis on cognition be met with an equal emphasis on self-concept, positive mental health, and self-actualization. If the main goal of education is individual growth and development, then one of the best ways to teach this to future educators is for them to experience its application in their own lives. One method to achieve this goal would be to allow persons to confront society's image of man and allow him to develop in free dialogue with it. This image would never be identical with that of the teacher or of the society it represents. It can at best be a creative response to that image.

Many personal and interpersonal problems arise not from disagreements about reality, but from distortions and misconceptions of reality. In order to become as accurate as possible in individual

perceptions, people must develop as much insight as possible into the self and the ways in which needs, values, and beliefs influence perceptions.

It is quite possible for two teachers of approximate intelligence, training, and grasp of subject matter, to differ in the extent to which they are able to encourage student motivation and learning. Part of the difference may be accounted for by the effect of a teacher's personality on the learner.

Research by Hart (1934), Witty (1947), Jersild (1940), Sears and Hilgard (1964), Cogan (1958), Reed (1962) Heil, Powell and Feifer (1960) and Ryans (1961) were selected specifically because they suggested teacher personality and behavior did have definite potential in the sense that students could be influenced for better or worse by a teacher's personal characteristics. A summary of findings from the above investigators revealed similar characteristics of "good" teachers as described by students of various age groups. These included (A) cooperative, democratic attitudes, (B) sympathetic, cheerful and good tempered, (C) sensitive, (D) relating well to students on either a one-to-one or group basis.

The investigations by Ryans (1964) and Combs (1965) were specifically selected to represent the question of how "good" teachers view themselves. A summary of many findings revealed "good" teachers saw themselves as: (A) identified with people, (B) basically adequate, (C) trustworthy, (D) wanted, and (E) worthy.

In the broadest sense of the word, "good" teachers saw themselves as "good" people. Their self-concepts were positive with some

optimism and colored with tones of healthy self-acceptance.

The need for knowing oneself was basic and universal in human experience. It was basically a need for an image of oneself that was accurate enough to be workable and acceptable so a person could enjoy experiencing and expressing it.

### Personal Orientation Inventory as Measure of Teacher Self-Actualization

The investigations of Dandes, Flanders, Murray, and Smith were selected because they purported to demonstrate the efficacy of the concept of self-actualization with teachers. These researchers separated experienced teachers into self-actualizing and non-self-actualizing groups through utilization of the Personal Orientation Inventory and other measuring instruments.

Dandes (1966) utilized four instruments to investigate the attitudes and value dimensions of 128 teachers in central New York State. The instruments were the Minnesota Teacher Attitude Inventory for the measurement of permissiveness or warmth or student-centeredness; the California F-scale, Form 40 and 45, for the measurement of authoritarianism; and the Dogmatism Scale, Form E, for the measurement of openness-closedness of belief systems. He then correlated the results of the four instruments with scores from the Personal Orientation Inventory.

Dandes results indicated that the more psychologically healthy a teacher was, the more apt he was to hold values and attitudes that were associated with:

1. Permissiveness, warmth and student-centeredness
2. Liberalistic education
3. An absence of authoritarianism
4. Openness of belief systems

From his findings, Dandes suggested that teacher educators modify the college curriculum to include experiences such as group counseling and T-groups. Such innovations would aid the potential teacher to grow and develop psychologically, which would then enable them to encourage this growth in their students.

Flanders, (1969) reported significant correlations between the POI and the Minnesota Teacher Attitude Inventory (MTAI) in a sample of 129 elementary and secondary teachers. The correlations were all positive ranging in magnitude from .12 to .47 against the Time Incompetence Scale of the POI. The teachers were involved in a T-group experience conducted over the course of a year. The POI was administered at the beginning of the program, during the middle of the program, and again at the end. Significant changes in the direction of self-actualization were observed between the first and third administrations for eight of the 12 POI scales.

Murray (1968) investigated social values of teachers as they related to students' perception of teachers. The 261 subjects were randomly chosen home economics teachers employed in Pennsylvania during the 1967-68 school year. Each subject was administered three tests, the Personal Orientation Inventory and the Study of Values which were used to discriminate between self-actualized and non-self-actualized teachers, and the Student Estimate of Teacher Concern

which was used to identify the students' perception of teachers. For purposes of hypothesis testing, 20 teachers were identified as possessing scores in the self-actualized and non-self-actualized ranges of the POI and the Social Value scale of the Study of Values. The scores of the self-actualizing teachers were 19.6 for the time competent scale and 99.8 for the Inner Directed Scale. The non-self-actualizing teachers' scores were 12.4 for the Time Competent Scale and 58.4 for the Inner-Directed Scale. These scores, when compared with the clinically judged sample, did differentiate between the self-actualized and the non-self-actualized teachers. The t-test findings were significant at less than the .0001 level, and Murray concluded that self-actualizing teachers were perceived by their students as more concerned than non-self-actualizing teachers. Teachers with high social values were also perceived by their students as more concerned than teachers with low social values. Factors of teacher's age and years of experience were unrelated to the major variables of self-actualization, social values, and student perceptions of teachers.

Smith (1968) investigated the facilitation of student self-directed learning as perceived by teachers with high and low levels of self-actualization and dogmatism. The teacher personality variable in the classroom and the ability of the student to accept responsibility for his own learning were studied within the framework of Maslow's self-actualizing person, and Rogers' self-directed learning. The Personal Orientation Inventory (POI), the Dogmatism Scale, and the Teacher Facilitation of Self-Direction Inventory were the measuring instruments. The subjects were 164 home economic graduates from

Pennsylvania State University during 1957-1966 who had a minimum of one year teaching experience. For hypothesis testing a total of 84 teachers were selected representing the highest and lowest quartiles.

All three hypotheses tested were significant at the .01 level when analyzed by correlational analysis and t-tests. A total score was utilized for the POI with a score of 97.976 for the upper and 74.707 for the lower quartile which significantly differentiated between the more highly and less highly self-actualizing teachers. Smith concluded from her study that a significant relationship existed between teacher level of self-actualization, degrees of dogmatism, and perception of use of teaching behaviors relevant to the development of student self-directed learning. These were independent of teachers' years since graduation and years of teaching experience. The more highly self-actualizing teachers perceived themselves as using a significantly greater amount of teaching behaviors which encouraged the development of self-directed learning among students than did the less self-actualizing teachers. This finding was independent of respective years since graduation and years of teaching experience. The more highly self-actualizing teachers were significantly more open-minded than the less self-actualizing teachers regardless of the respective years since graduation and years of teaching experience.

### Summary

The purpose of this chapter was the review of the literature relating to (A) the emergence of the humanistic psychological theory,

(B) characteristics of self-actualizing persons, (C) self-development and characteristics of "good" teachers, and (D) the use of the Personal Orientation Inventory in the measurement of teacher self-actualization.

The emergence of humanistic psychological theory placed man in the center of psychological study. His needs, values, feelings, and attitudes were viewed from within each individual rather than from an outside observer.

The research of Maslow and Shostrom indicated that self-actualizing people were those who listen to their own voices, who were involved fully and vividly in experiencing, and who took the responsibility for their own actions.

The person who wants to function effectively as a teacher must also function from within, relying on the same creative resources from which flows self-actualization. Selected research seemed to indicate that teacher personality could be a direct influence on students. This influence could be positive or negative.

Research involving the Personal Orientation Inventory suggests that it has value as an effective instrument for discriminating between persons with respect to their level of interpersonal functioning.

Chapter III will be devoted to the design of this investigation.

## CHAPTER III

### DESIGN OF THE STUDY

This chapter deals with seven topics related to the design of the investigation: (A) population and sample, (B) experimental design, (C) measuring instrument, (D) student-Associate placement, (E) student-Associate assignment, (F) descriptive data opinionaire, and (G) proposed treatment of the data.

#### Population and Sample

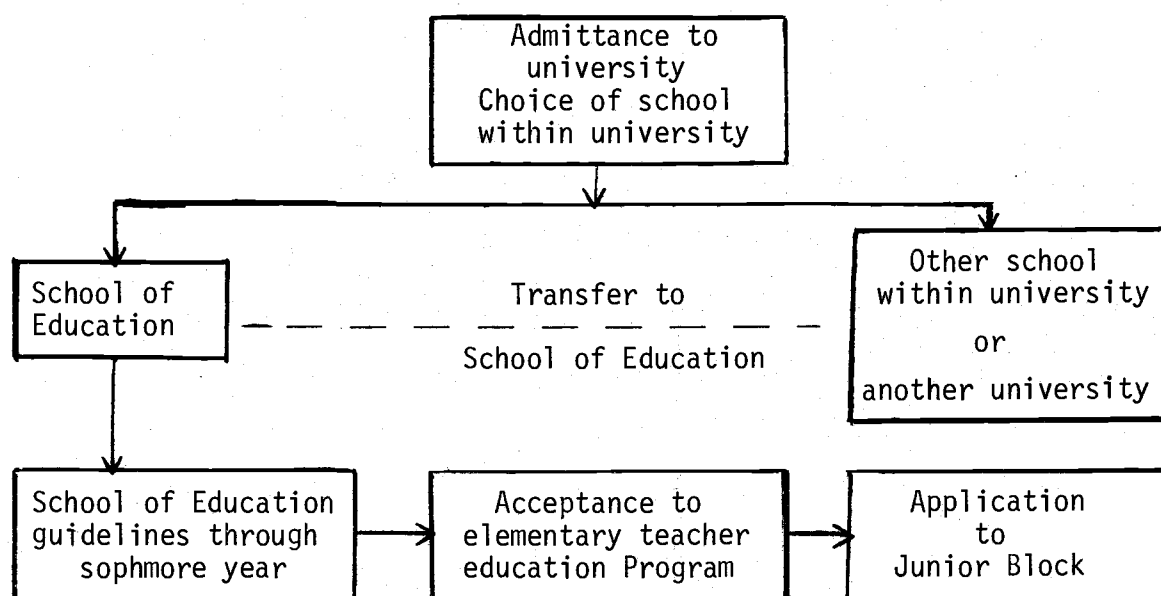
The population consisted of approximately 730 students registered in upper division, undergraduate elementary teacher education courses in the School of Education at Oregon State University during Fall and Winter term of the 1972-1973 school year. The School of Education is one of thirteen schools within the university, and serves approximately 14 percent of all undergraduate students in the university. The Division of Elementary Education is one of five divisions within the School of Education and serves approximately 30 percent of all undergraduate students enrolled in the School of Education. Appendix D indicates total enrollment in the Elementary Education Division, Fall and Winter term, 1972-1973.

The original sample consisted of 142 Teacher Education candidates comprising the Elementary Education Junior Block Program. Four students Fall term and two students Winter term were not included in the final sample because of failure to complete the Junior Block Program, or pre-post administrations of the measuring instrument. The



adjusted sample, therefore, became 136 elementary teacher education candidates both Fall and Winter term, 1972-1973.

All students and Associates enrolled in the elementary teacher education program completed the following requirements:



#### Selection of Staff Associate Sample

The Staff Associate sample, both Fall and Winter term, comprised those selected superior students completing the Junior Block Program the previous term. Staff Associates were selected by participating Junior Block Staff-Coordination who used the following criteria:

1. Demonstrated competency in communicating and working effectively with children, students, school personnel, and staff-coordinators.
2. Demonstrated competency in application of course methodology to the classroom.

3. Sufficient required coursework completed to allow participation in the program.
4. Sufficient flexibility in schedule of classes to allow participation in staff planning sessions, seminars, and school visitations.

### Experimental Design

The student and Associate sample assigned to Block D Fall term, and Block G Winter term, participated in the experimental treatment. One upper division credit for S-U was offered both terms to all experimental participants. Experimentals electing to register for the one credit were required to attend the five scheduled bi-weekly seminars facilitated by the investigator.

### Designation of Block D - G, Experimental - Control

Designation of blocks as to control and experimental was determined by a flip of a coin by the investigator. Control and Experimental assignments were made as follows:

Fall term	- 1972	Block D - Experimental
		Block G - Control
Winter term	- 1973	Block D - Control
		Block G - Experimental

Designation of cooperating public schools comprising Block D and G was dependent on (A) location of schools, and (B) other supervisory assignments delegated to staff-coordinators. Staff coordinators were assigned to each block according to competency in required block courses so as to include an equal representation

in language arts, social studies, mathematics, science and instructional media. Both cooperating schools and staff-coordinators assignments remained the same during both terms of this investigation.

#### Experimentals - Fall and Winter Term

There were a total of sixty-eight experimental subjects comprising both Fall and Winter term. Block D consisted of twenty-seven students and eleven Staff Associates. Block G consisted of thirty students and eleven Staff Associates (Table 1).

#### Controls - Fall and Winter Term

There were a total of sixty-eight control subjects comprising both Fall and Winter term. Block D consisted of twenty-seven students and eleven Staff Associates. Block G consisted of thirty students and eleven Staff Associates.

A further deliniation as to male and female, for the experimental and control groups, Fall and Winter term, is represented in Table 1.

TABLE 1. Male and Female Composition of Control and Experimental Subjects, Fall and Winter Terms, 1972-1973.

	Fall Experimental Block D	N = 68 Control Block G	Winter Experimental Block G	N = 68 Control Block D
Female Students	22	23	28	24
Male Students	5	4	2	6
Female Associates	5	5	3	6
Male Associates	1	0	2	0

### Experimental Group Participation

The experimental group students and Staff Associates, Fall and Winter term, participated in two phases of activities. Phase one comprised five bi-weekly investigator facilitated communication seminars consisting of, (A) paraphrasing, (B) behavior description, (C) description of own feelings, (D) perception checking, and (E) feedback of information. Phase two consisted of five bi-weekly individual building meetings facilitated by each Staff Associate. These meetings focused on (A) follow-up of communication seminars, and (B) discussions of individual and group needs. Individual building meetings were scheduled the week following each communication seminar.

### Pre-Post Testing Procedures

The Personal Orientation Inventory was administered to all Junior Block students and Associates who participated in this investigation during the Fall and Winter term of 1972-1973. The pre-administration was completed during the first regularly scheduled Block D and G seminars of each term. The post administration was completed during the last regularly scheduled block seminar of each term.

Students selected from Block D and G, Fall term 1972 to serve as Winter term 1973 Staff Associates, were not administered the pretest beginning Winter term, 1973. Post administration scores Fall term, 1972, were transferred and recorded as pre-administration scores Winter term 1973, for all newly selected Staff Associates.

Test-retest reliability coefficients reported on pages 29-30 by Shostrom (1964), (1966), Klavetter and Morgar (1967), and Illardi and May (1968) served as the research base for the transfer of post administration scores of all selected Winter term Staff Associates.

Table 2 describes participation of all experimental and control subjects in the planned experimental treatment, Fall and Winter term, 1972-1973.

TABLE 2. Participation of All Subjects, Fall and Winter Term.

	Experimental Participants	Control Participants
Pre Test	Yes	Yes
Communication Seminar by investigator	Yes	No
Individual Bldg. Mtgs. by Associates	Yes	No
Post Test	Yes	Yes

### The Measuring Instrument

The Personal Orientation Inventory (POI) developed by Shostrom (1964), (1966) utilizing scores of relative time competence, relative inner and other-directedness, and ten additional sub-scales served as the basic data gathering instrument. The instrument was designed to be a comprehensive measure of an individual's current

level of positive mental health or self-actualization. The Personal Orientation Inventory consists of a 150 paired opposite, forced-choice statements. The Inventory is self-administering and the items are scored twice, first for the two basic scales of personal orientation, inner-directed and time competent; and second, for ten sub-scales each of which measures a conceptually important element of self-actualization. (See complete test in Appendix E)

The Personal Orientation Inventory yields scores for fourteen scales which purport to assess aspects of positive mental health or self-actualization and is the only available published instrument discovered by this writer which purports to measure self-actualization at the time of this study. A very desirable factor present in this instrument is the clearly stated particular continuum end poles of the dichotomy in question in each value statement. Instead of assuming that the reader understands the opposites of each statement in question, the Personal Orientation Inventory states each of the items in two different ways in order to make explicit the continuum or dichotomy of each item in the inventory. Definitions for each scale are presented in Appendix B of this study.

One example of the interpretation of high or low scale scores on the Personal Orientation Inventory is presented below:

Self-actualizing value: A high score indicates that the individual holds and lives by the values of self-actualizing people, and a low score indicates he rejects these values.

Interpretations of all scales are presented in Appendix F.

Profiles which indicate the way that various types of individuals or groups would score on the Personal Orientation Inventory are portrayed in Appendix G.

While it is possible to obtain profile scores on the inventory as demonstrated above, for purposes of hypotheses testing in this study, the I (inner-directed) scale was utilized to indicate the level of self-actualization. The I-scale contains 127 of the 150 items of the Personal Orientation Inventory. It has a high correlation with the other sub-scales. Knapp (1965) contends that it is the single most representative overall measure of self-actualization. The I scale has been utilized as the measure of self-actualization in studies by Groeneveld (1969), LeMay (1969), Russell (1968), and Watson (1972), and was developed around value concepts having broad personal and social relevance. The I-scale measures whether behavior is oriented toward self or toward others.

An illustration of the paired items in the I-scale is:

21a. I do what others expect of me.

b. I feel free to not do what others expect of me.

41a. I must justify my actions in pursuit of my own interests.

b. I need not justify my actions in the pursuit of my own interests.

46a. Reasons are not needed to justify my feelings.

b. Reasons are needed to justify my feelings.



### Reliability

Investigations by Shostrom (1964), (1966), Klavetter and Morgar (1967), and Illardi and May (1968) are representative of reliability studies of the Personal Orientation Inventory.

Shostrom (1964) reported that test-retest reliability coefficients of .93 for the Support Ratio and .91 for the Time Ratio were obtained from fifty-eight normal adults retested after a lapse of eleven to fifteen weeks. Shostrom (1966) also obtained test-retest reliability coefficients from forty-eight undergraduate college students who took the test a week apart. The results were .84 for Inner Directed, .71 for Time Competence, and a range of .55 to .85 on the sub-scales.

Klavetter and Morgar (1967) administered the Personal Orientation Inventory twice with a one-week interval to a sample of forty-eight college students. All correlations ranged from .52 to .82. The scales of Time Competence and Inter-Direction had reliability coefficients of .71 and .77 respectively.

Illardi and May (1968) tested forty-six student nurses finding reliability correlations of the various sub-scales were nearly identical with reliability studies related to the Edward's Personal Preference Scale.

### Validity

Investigations by Shostrom (1964), Shostrom and Knapp (1966), and Fox, Knapp, and Michael (1968) are representative of studies focusing on the validity of the Personal Orientation Inventory.

Shostrom's 1964 study was an attempt to demonstrate the validity and effectiveness of the Personal Orientation Inventory as a discriminating instrument. He tested two groups, one judged to be relatively self-actualized and one judged to be relatively non-self-actualized. The subjects in each were nominated by practicing clinical psychologists. Findings of the analysis indicated that means for the self-actualized group were above those of the normal adult group means on eleven of the twelve scales, and means for the non-self-actualized group were below the normal means of all scales. The critical ratios were significant at the .01 level of significance on the two basic scales, and on eight of the sub-scales at the .05 level of significance on another sub-scale. It was concluded that the inventory significantly discriminated between clinically judged self-actualized and non-self-actualized groups on eleven of the twelve scales.

Shostrom and Knapp (1966) in a study concerned with out-patients, found that all the Personal Orientation Inventory scales differentiated significantly on a sample of out-patients beginning therapy from those in advanced stages of therapeutic process. The Personal Orientation Scales were correlated with MMPI scales for the male and female out-patient samples. Correlations ranged from .00 to .67, the latter being in the male sample between the Personal Orientation Inventory spontaneity scale and the MMPI Social I.E. Scale (Si). The highest average correlation for both sexes was with the major Personal Orientation Inventory Scale, interdirected.

Shostrom and Knapp concluded that the high correlation with the MMPI Social I.E. scale supported the contention that the Personal Orientation Inventory measures attributes important in the development of harmonious interpersonal relationships within "normal" populations. They also stated that their results supported the contention that the Personal Orientation Inventory was sampling areas of psychological well being.

In a series of studies examining responses of hospitalized psychiatric patients, Fox, Knapp and Michael (1968) reported that a sample of 100 hospitalized patients were found to be significantly lower on all Personal Orientation Inventory scales than the nominated self-actualized sample reported by Shostrom (1965). While the major scales of Time Competence and Inner Direction significantly differentiated the hospitalized sample from the clinically nominated non-self-actualized sample, there was less differentiation among these samples on the sub-scales.

#### Block D - G Student - Associate Placement

The total adjusted sample, volunteering to participate in the investigation, were assigned to either Block D or Block G, and to public elementary classrooms in Corvallis and Philomath, Oregon. The placement was determined by the Junior Block Director who used the following procedures:

1. Public school principals requested Junior Block students each term.

2. Junior Block students indicated desired grade level, type of classroom organization, area of concentration, previous field experience, and special individual needs on application which was honored if possible.
3. Program Director distributed assignments evenly as possible and equalized number of participants comprising D and G Blocks.
4. Cooperating school principals, classroom teachers, and Program Director determined final placement by matching teacher requests with Director's placement.

All students and Associates assigned to Blocks D and G, Fall and Winter term, were assumed by the investigator to be approximately balanced as to distribution of age, sex, marital status, previous child experience, previous field experience, and years of schooling. Statistical randomization procedures were replaced by regular Junior Block placement procedures previously listed. Table 3 shows the distribution by categories of demographic data collected at the beginning of Fall and Winter terms in support of the assumed balance.

Table 3. Selected Demographic Data of Students and Associates Fall and Winter Term 1972-1973.

	Fall Cont. Student N=27	Fall Exper. Student N=27	Winter Cont. Student N=30	Winter Exper. Student N=30	Fall Cont. Assoc. N=5	Fall Exper. Assoc. N=6	Winter Cont. Assoc. N=6	Winter Exper. Assoc. N=5
Mean Age	22.0	21.9	21.4	20.9	21.0	20.8	22.6	20.8
Sex	F=23	F=22	F=24	F=28	F=5	F=5	F=6	F=3
	M=4	M=5	M=6	M=2	M=0	M=1	M=0	M=2
Marital Status	S=17	S=19	S=25	S=26	S=4	S=6	S=4	S=4
	M=10	M=8	M=5	M=4	M=1	M=0	M=2	M=1
Two or more child experiences	27	27	30	30	5	6	6	5
Pre. Prof.	11	8	4	5	1	2	1	2
Soph. Block	7	13	19	16	2	2	4	3
neither	9	6	7	9	2	2	4	3
Mean years in school	14.8	14.8	14.9	14.6	14.7	15.1	14.3	14.4

### Block D - G Student - Associate Regular Assignment

In addition to the treatment completed by the experimentals, all students, control and experimental, Fall and Winter term, completed (A) four days per week in an elementary school classroom practicum, and (B) one day per week in Block D or G methods course seminar.

Staff Associates in both Fall and Winter term, control and experimental groups, (A) were assigned as liaison to their respective elementary school buildings, (B) participated in weekly staff planning meetings, (C) participated in Block D or G weekly methods course seminar, and (D) completed specific assignments given by their respective staff coordinator.

### Descriptive Data Opinionnaire

All participants, Fall and Winter term, completed an opinionnaire at the time of each post administration of the Personal Orientation Inventory. The opinionnaire focused on (A) communication skills seminars, (B) individual building meetings, and (C) gain in knowledge of self, other students, and staff Associates. Each participant answered yes or no and stated opinions regarding each inquiry. Separately worded opinionnaires were completed by control and experimental students and Associates, allowing focus on individual student and Associate roles. Results of all opinionnaires are reported in Chapter IV. Each opinionnaire is presented in detail in Appendix H.

## CHAPTER IV

### Presentation of the Data

This study was conducted during the Fall and Winter term of 1972-1973 for the purpose of investigating whether five communication seminars and five individual building meetings would change growth in self-actualization of experimental participants when compared with control participants not involved in seminars and building meetings. The Personal Orientation Inventory developed by Shostrom (1964), (1966) served as the statistical data gathering instrument. A Descriptive Data Opinionnaire served as the basic descriptive data gathering instrument.

This chapter presents (A) test scoring and analysis procedures, (B) analysis of data - Fall term, with separate emphasis on experimental-control students and Staff Associates, and (C) analysis of data - Winter term, with separate emphasis on experimental-control students and Staff Associates. Presentation of statistical data results are followed by results of the Descriptive Data Opinionnaire in each section of this chapter.

#### Test Scoring and Analysis Procedure

The pre-administration of the Personal Orientation Inventory for all participants both Fall and Winter term, was completed during the first scheduled Junior Block methods seminar. The post-administration was completed during the last scheduled methods seminar each of the two terms. Answer sheets from the pre-tests and post-tests

were hand scored. If a subject chose both or neither alternate answers for more than fifteen items on the pre- or post-test, the subject's answers were considered invalid and he was excluded from the sample.

The Descriptive Data Opinionnaire was administered to all participants at the same time of each post-administration of the Personal Orientation Inventory. Separate opinionnaire were administered to control students, experimental students, control Associates, and experimental Associates. (See Appendix H for complete opinionnaire) Results from each opinionnaire were hand scored. Total group raw scores were calculated as percentages for total group response to each statement. If participants failed to respond to five or more of the opinions, they were excluded from the sample.

For the purpose of statistical analysis, hypotheses I and II were stated in the null form. The I (Inner-Directed) Scale of the Personal Orientation Inventory was utilized as the measure of self-actualization for statistical testing of each hypothesis each of the two terms.

An analysis of variance and covariance in a one way classification design was completed on the pre-test and post-test scores for all participants each term. Pre-test and post-test scores were used as covariants. The .05 level of significance was selected as the acceptance level of statistical significance.



### Analysis of Data - Fall Term

#### Experimental - Control Students

Results of tests for hypothesis I, Fall term, are described below:

- H<sub>1</sub> There will be no significant change in self-actualization of those Junior Block students receiving instruction in specified communication skills as compared with control group students not receiving instruction in these skills.

A one-factor analysis of variance was completed on pre-test and post-test score differences. The results (Table 4) revealed a non-significant F value of .0669.

Table 4. One-Factor Analysis of Variance - Experimental - Control Students - Fall Term.

N = 27 (Experimental)		N = 27 (Control)		
Source of Variance	D.F.	S.S.	M.S.	F
Treatment	1	3.6296291	3.62962961	.0669
Error	52	2821.18519	54.2535613	
Total	53	2824.81481		

F .05; 1, 52 = 4.03

A one-factor analysis of covariance was also completed using pre-tests and post-tests as covariants. Table 5 revealed that the control group (treatment 1) obtained a pre-test mean score of 85.22, a post-test mean score of 89.81 with an adjusted post-test mean score of 89.10. The experimental group (treatment 2) obtained a pre-test mean score of 83.40, a post-test mean score of 88.51 with an adjusted mean score of 89.22. The analysis of covariance revealed a non-significant F value of .0042.

Table 5. One-Factor Analysis of Covariance: Experimental Control Students - Fall Term.

N = 27 (Experimental)  
X = Pre-test

N = 27 (Control)  
Y = Post-test

Source of Variance	D.F.	X*X	X*Y	Y*Y
Treatment	1	44.4629593	31.7592545	22.6851807
Error	52	6751.18519	5284.40741	6638.81482
Total	53	6795.64815	5316.16666	6661.50000
		S.S.	M.S.	F
Treatment	1	20.6976652	20.6976652	.0042
Error	51	2502.50973	49.0688182	
Total	52	2502.71670		
F .05; 1,51 = 4.08				
Treatment	Obser.	Mean X	Mean Y	Adj. Mean Y
1 - Control	27	85.22222	89.81481	89.10455
2 - Experim.	27	83.40741	88.51852	89.22878

Based on the above analysis of variance and covariance, null hypothesis I, Fall term, was accepted indicating that no significant changes in self-actualization occurred with experimental student participants when compared with control student participants.

The results of the Descriptive Data Opinionnaire (Table 6) administered to all experimental students, Fall term, revealed that 77% of all participants favored the communication seminar as a means of knowing themselves as well as others in the group; 4% did not favor; 19% did not respond. Seventy-seven percent of the experimental participants indicated that the communication seminar provided a good introduction to the five communication skills; 4% did not favor this participation; 19% did not respond. Responses to the statement that the communication seminar should become a part of the regular Junior Block program revealed that 77% were in favor; 4% rejected the opinion; 19% did not respond.

Ninety-three percent of experimental participants indicated that individual concerns could be expressed at building meetings; 7% indicated they could not. Eight-eight percent of experimental participants indicated that consistent contact with Staff Associates was helpful; 12% indicated it was not. Ninety-six percent of experimental participants indicated individual building meetings should become a regular part of the Junior Block program; 11% <sup>7</sup> 107% indicated they should not.

Table 6. Descriptive Data Opinionaire: Experimental Students - Fall Term.

N = 27

Questions (abbreviated)	Yes	%	No	%	No Response	%
1. Comm. seminar helped me know myself as well as others in group.	21	77	1	4	5	19
2. Comm. seminar provided intro. to five comm. skills.	21	77	1	4	5	19
3. Comm. seminar should become regular part of Junior Block.	21	77	1	4	5	19
4. Individual bldg. mtgs. helped me know self and others in group.	25	93	2	7		
5. I was able to express concerns during individual bldg. mtg.	25	93	2	7		
6. Consistent contact with Staff Assoc. helped in reaching goals.	24	88	3	12		
7. Individual bldg. mtg. should become regular part of Junior Block.	26	96	1	4		

The Descriptive Data Opinionaire administered to Fall term student participants in the control group (Table 7) revealed that 74% of participants favored more consistent contact with Junior Block colleagues; 26% did not. Seventy-four percent of control participants indicated additional total group meetings would have

been helpful to focus on individual and group concerns; 26% did not. Ninety-three percent of control participants indicated that individual building meetings would have been helpful in gaining a closer rapport and working relationship with both colleagues and Staff Associates; 7% did not.

Table 7. Descriptive Data Opinionnaire: Control Students - Fall Term.

N = 27

Questions (abbreviated)	Yes	%	No	%	No Response	%
1. More consistent contact with J. B. colleagues to ident. prob. & ideas.	20	74	7	26		
2. More consistent contact with Staff Associates.	20	74	7	26		
3. Additional total group meetings to know individuals and group.	20	74	7	26		
4. Individual building meetings to increase rapport.	25	93	2	7		

#### Experimental - Control Staff Associates

The results of tests for hypothesis II, Fall term, are described below:

- H<sub>1</sub> There will be no significant change in self-actualization of those Junior Block Staff Associates receiving instruction in specified

communication skills as compared with control group Staff Associates not receiving instruction in these skills.

A one-factor analysis of variance was completed on pre-test and post-test score differences. The results (Table 8) revealed a non-significant F value of 3.3117.

Table 8. One Factor Analysis of Variance - Experimental - Control Associates - Fall Term.

N = 6 (Experimental)      N = 5 (Control)

Source of Variance	D.F.	S.S.	M.S.	F.
Treatment	1	197.045455	197.045455	3.3117
Error	9	535.500000	59.500000	
Total	10	732.545455		

F .05; 1,9 = 5.12

A one-factor analysis of covariance was also completed using pre-test and post-test as covariants. Table 9 revealed that the experimental group (treatment 1) obtained a pre-test mean score of 70.67, a post-test mean score of 81.17, with an adjusted post-test mean score of 82.62. The control group (treatment 2) obtained a pre-test score of 86.00, a post-test mean score of 88.00, with an adjusted post-test mean score of 86.25. The analysis of covariance revealed a non-significant F value of .4505.

Table 9. One-Factor Analysis of Covariance: Experimental - Control Associates - Fall Term.

N = 6 (Experimental)  
X = Pre-test

N = 5 (Control)  
Y = Post-test

Source of Variance	D.F.	X*X	X*Y	Y*Y
Treatment	1	641.212122	285.757576	127.348484
Error	9	441.333334	92.3333340	278.833334
Total	10	1082.54546	378.090910	406.181818
		S.S.	M.S.	F
Treatment	1	14.6135468	14.6135468	.4505
Error	8	259.515861	32.4394827	
Total	9	274.129408		
F .05; 1,8 = 5.32				
Treatment	Obser.	Mean X	Mean Y	Adj. Mean Y
1 - Exper.	6	70.66667	81.16667	82.62483
2.- Control	5	86.00000	88.00000	86.25021

Based on the above analysis of variance and covariance, null hypothesis II, Fall term, was accepted, indicating that no significant changes in self-actualization occurred with experimental Staff Associate participants when compared with control Staff Associate participants.

The results of the Descriptive Data Opinionnaire (Table 10) administered to all experimental Staff Associates Fall term, revealed that 100% of all participants favored the communication seminar as a means of knowing themselves and others in the group. Also, 100% of the Associate participants indicated the communication seminar provided a good introduction to the five communication skills. The response to the statement that the communication seminar should become a regular part of the Junior Block program revealed that 83% were in favor; 17% rejected the opinion.

Eighty-three percent of the experimental participants indicated that students were free to discuss concerns and ask questions during the quarter; 17% responded negatively. One-hundred percent of the experimental participants indicated individual buildings helped them know themselves as well as others in the group. Eighty-three percent of experimental participants indicated they were able to deal effectively with problems and concerns by arranging consistent building meetings; 17% responded negatively. One-hundred percent of experimental participants indicated individual building meetings should become a regular part of the Junior Block program.



Table 10. Descriptive Data Opinionnaire: Experimental Staff Associates - Fall Term.

N = 6

Questions (abbreviated)	Yes	%	No	%	No Response	
1. Comm. seminar helped me know self and others.	6	100				
2. Comm. Seminar provided good intro. to five comm. skills.	6	100				
3. Comm. seminar should become part of prog.	5	83	1	17		
4. Students free to express concerns.	5	83	1	17		
5. Individ. bldg. mtgs. helped self-others.	6	100				
6. Individ. bldg. mtgs. arranged consistently helped solve st. prob.	5	83	1	17		
7. Individ. bldg. mtgs. become reg. part of J. B. prog.	6	100				

The Descriptive Data Opinionnaire administered to Fall term Staff Associate participants in the control group (Table 11) revealed that 80% of participants indicated they would like to have had more consistent contact with their Junior Block students; 20% indicated they would not. Eighty percent of control participants indicated additional large group meetings would have been helpful to gain insights and improve communication skills; 20% registered a negative response. One-hundred percent of control participants indicated

that individual building meetings would have been helpful in gaining consistent contact and further rapport with Junior Block students.

Table 11. Descriptive Data Opinionaire: Control Staff Associates-Fall Term.

N = 5

Questions (abbreviated)	Yes	%	No	%	No Response	%
1. More consistent contact with students to help ident. concerns and problems.	4	80	1	20		
2. Additional large group meetings would have helpful to improve comm. skills.	4	80	1	20		
3. Indiv. bldg. meetings held weekly would be helpful in gaining consistent contact.	5	100				

### Analysis of Data - Winter Term

#### Experimental - Control Students

Results of tests for hypothesis I, Winter term, are described below:

- H<sub>1</sub> There will be no significant change in self-actualization of those Junior Block students receiving instruction in specified communication skills as compared with control group students not receiving instruction in these skills.

A one-factor analysis of variance was completed on pre-test and post-test score differences. The results (Table 12) revealed a non-significant F value of .8012.

Table 12. One-Factor Analysis of Variance - Experimental - Control Students - Winter Term.

N = 30 (Experimental)      N = 30 (Control)

Source of Variance	D.F.	S.S.	M.S.	F
Treatment	1	123.266667	123.266667	.8012
Error	58	8923.46667	153.852874	
Total	59	9046.73333		

F .05; 1,58 = 6.41

A one-factor analysis of covariance was also completed using pre-tests and post-tests as covariants. Table 13 revealed that the control group (treatment 1) obtained a pre-test mean score of 85.43, a post-test mean score of 89.10, with an adjusted post-test mean score of 89.77. The experimental group (treatment 2) obtained a pre-test mean score of 87.10, a post-test mean score of 87.90 with an adjusted mean score of 87.22. The analysis of covariance revealed a non-significant F value of .6384.

Table 13. One-Factor Analysis of Covariance: Experimental - Control Students - Winter Term.

N = 30 (Experimental)

N = 30 (Control)

X = Pre-test

Y = Post-test

Source of Variance	D.F.	X*X	X*Y	Y*Y
Treatment	1	41.6666641	-30.0000000	21.5999985
Error	58	675.406667	549.000000	13149.4000
Total	59	6795.73333	5460.00000	13171.0000
<hr/>				
		S.S.	M.S.	F
Treatment	1	97.3001390	97.3001390	.6384
Error	57	8686.88853	152.401553	
Total	58	8784.18867		
<hr/>				
F .05; 1,57 = 4.00				
<hr/>				
	Obser.	Mean X	Mean Y	Adj. Mean Y
1 - Control	30	85.43333	89.10000	89.77737
2 - Exper.	30	87.10000	87.90000	87.22263

Based on the above analysis of variance and covariance, null hypothesis I, Winter term, was accepted indicating that no significant changes in self-actualization occurred with experimental student participants when compared with control student participants.

The results of the Descriptive Data Opinionaire (Table 14) administered to all experimental students, Winter term, revealed that 73% of all participants favored the communication seminar as

a means of knowing themselves as well as others in the group; 7% did not favor; 20% did not respond. Seventy-six percent of the experimental participants indicated that the communication seminar provided a good introduction to the five communication skills; 3% did not favor this participation; 20% did not respond. Responses to the statement that the communication seminar should become a part of the regular Junior Block program indicated that 80% were in favor; none objected to the opinion; 20% did not respond.

Ninety-three percent of the experimental participants indicated that individual concerns could be expressed at building meetings; 7% indicated they could not. Eighty-seven percent of experimental participants indicated that consistent contact with Staff Associate was helpful; 13% indicated it was not. Ninety-three percent of experimental participants indicated individual building meetings should become a regular part of the Junior Block program; 7% indicated they should not.

Table 14. Descriptive Data Opinionnaire: Experimental Students - Winter Term.

N = 30

Questions (abbreviated)	Yes	%	No	%	No Response	%
1. Comm. seminar helped me know myself as well as others in group.	22	73	2	7	6	20
2. Comm. seminar provided intro. to five comm. skills.	23	76	1	3	6	20
3. Comm.seminar should become regular part of Junior Block.	24	80			6	20
4. Individual building meetings helped me know self and others in group.	24	80	6	20		
5. I was able to express concerns during individual building meetings.	28	93	2	7		
6. Consistent contact with Staff Associate helped in reaching goals.	26	87	4	13		
7. Individual building meetings should become regular part of Junior Block.	28	93	2	7		

The Descriptive Data Opinionnaire administered to Winter term student participants in the control group (Table 15) revealed that 83% of participants favored more consistent contact with Junior Block colleagues; 17% did not. Eighty percent of control participants

indicated that they favored more consistent contact with Staff Associates; 20% did not. Eighty-seven percent of control participants indicated that additional total group meetings would have been helpful to focus on individual and group concerns; 13% did not. Ninety percent of control participants indicated that individual building meetings would have been helpful in gaining a closer rapport and working relationship with both colleagues and Staff Associates; 10% did not.

Table 15. Descriptive Data Opinionaire: Control Students - Winter Term.

N = 27

Questions (abbreviated)	Yes	%	No	%	No Response	%
1. More consistent contact with J. B. colleagues to ident. prob. & ideas.	25	83	5	17		
2. More consistent contact with Staff Associate.	24	80	6	20		
3. Additional total group meetings to know self and others in group.	26	87	4	13		
4. Individual building meetings to increase rapport.	27	90	3	10		

#### Experimental - Control Staff Associates

The results of tests for hypothesis II, Winter term, are described below:

H<sub>1</sub> There will be no significant change in self-actualization of those Junior Block Staff Associates receiving instruction in specified communication skills as compared with control group Staff Associates not receiving instruction in these skills.

A one-factor analysis of variance was completed on pre-test and post-test score differences. The results (Table 16) revealed a non-significant F value of .7417.

Table 16. One-Factor Analysis of Variance - Experimental - Control Associates - Winter Term.

N = 5 (Experimental)      N = 6 (Control)

Source of Variance	D.F.	S.S.	M.S.	F.
Treatment	1	19.3939394	19.3939394	.7417
Error	9	235.333333	26.1481481	
Total	10	25.4727273		

F .05; 1,9 = 5.12

A one-factor analysis of covariance was also completed using pre-test and post-test as covariants. Table 17 revealed that the experimental group (treatment 1) obtained a pre-test mean score of 86.60, a post-test mean score of 94.60, with an adjusted post-test mean score of 94.78. The control group (treatment 2) obtained a pre-test score of 94.66, a post-test mean score of 100.00, with an



adjusted post-test mean score of 97.34. The analysis of covariance revealed a non-significant F value of .0235.

Table 17. One-Factor Analysis of Covariance: Experimental - Control Staff Associates - Winter Term.

N = 5 (Experimental)  
X = Pre-test

N = 6 (Control)  
Y = Post-test

Source of Variance	D.F.	X*X	X*Y	Y*Y
Treatment	1	177.466667	118.799999	79.5272713
Error	9	1032.53333	748.200000	699.200001
Total	10	1210.00000	867.000000	788.727272
		S.S.	M.S.	F.
Treatment	1	46.1505592	46.1505592	.0235
Error	8	157.035188	19.6293985	
Total	9	157.496694		
F .05; 1,8 = 5.32				
Treatment	Obser.	Mean X	Mean Y	Adj. Mean Y
1 - Exper.	5	86.60000	94.60000	97.78835
2 - Control	6	94.66667	100.00000	97.34304

Based on the above analysis of variance and covariance, null hypothesis II, Winter term, was accepted, indicating that no significant changes in self-actualizing occurred with experimental Staff

Associate participants when compared with control Staff Associate participants.

The results of the Descriptive Data Opinionnaire (Table 18) administered to all experimental Staff Associates Winter term revealed that 80% of participants favored the communication seminar as a means of knowing themselves and others in the group; none were opposed; 20% did not respond. Eighty percent of the experimental participants indicated that the communication seminar provided a good introduction to the five communication skills; none were opposed; 20% did not respond. The response to the statement that the communication seminar should become a regular part of the Junior Block program, revealed that 60% were in favor; 20% were not; 20% did not respond. One-hundred percent experimental participants indicated that students were free to discuss concerns and ask questions during the term. Eighty percent of experimental participants indicated that individual building meetings helped them know themselves as well as others in the group; 20% rejected the opinion. Eighty percent of experimental participants indicated they were able to deal effectively with student problems and concerns by arranging consistent building meetings; 20% rejected the opinion. One-hundred percent of experimental participants indicated they were in favor of building meetings becoming a regular part of the Junior Block program.

Table 18. Descriptive Data Opinionaire: Experimental Staff Associates - Winter Term.

N = 5

Questions (abbreviated)	Yes	%	No	%	No Response	%
1. Comm. seminar helped me know self & others.	4	80			1	20
2. Comm. seminar provided good intro. to five comm. skills.	4	80			1	20
3. Comm. seminar should become part of prog.	3	60	1	20	1	20
4. Students free to express concerns.	5	100				
5. Individ. bldg. mtg. helped self-others.	4	80	1	20		
6. Individ. bldg. mtg. arranged consistently helped solve st. prob.	4	80	1	20		
7. Individ. bldg. mtgs. reg. part of J.B. prog.	5	100				

The Descriptive Data Opinionaire administered to Winter term Staff Associate participants in the control group (Table 19) revealed that 100% of participants indicated they would like to have had more consistent contact with their Junior Block students. Sixty-seven percent of control participants indicated that additional large group meetings would have been helpful to gain insights and improve communication skills; 33% registered a negative response. Eighty-three percent of control participants indicated that individual

building meetings would have been helpful in gaining consistent contact and further rapport with Junior Block students; 17% registered a negative response.

Table 19. Descriptive Data Opinionaire: Control Staff Associates - Winter Term.

N = 6

Questions (abbreviated)	Yes	%	No	%	No Response	%
1. More consistent contact with students to help ident. concerns & prob.	6	100				
2. Additional large group mtgs. would be helpful to improve comm. skills.	4	67	2	33		
3. Indiv. bldg. mtg. held weekly would be helpful in gaining consistent contact.	5	83	1	17		

### Summary

This chapter presented (A) test scoring and analysis procedures, (B) analysis of data-Fall Term, with separate emphasis on experimental-control students and Staff Associates, and (C) analysis of data - Winter Term, with separate emphasis on experimental-control students and Staff Associates.

Chapter V will present a summarization, analysis of results, implications of results, and recommendations for further research.

## CHAPTER V

Summary, Analysis of Results, Implications of  
Results, and Recommendations

Chapter V will focus on (A) a brief summary of the total investigation, (B) analysis of statistical and descriptive results, Fall and Winter Term, (C) implications of results, and (D) recommendations for programming and further research.

Summary of Total Investigation

The basic problem for investigation was to determine whether five communication seminars and five individual building meetings would change growth in self-actualization of experimental students and Staff Associates when compared with control participants not involved in the above participation.

The null hypotheses tested separately, Fall and Winter term, were:

- H<sub>1</sub> There will be no significant change in self-actualization of those Junior Block students receiving instruction in specified communication skills as compared with control group students not receiving instruction in these skills.
- H<sub>2</sub> There will be no significant change in self-actualization of those Junior Block Staff Associates receiving instruction in specified communication skills as compared with control Staff Associates not receiving instruction in these skills.

The review of the literature relating to the emergence of humanistic psychological theory indicated that man was, and continues to be, placed in the center of psychological study. Needs, values, feelings, and attitudes are viewed from within rather than from outside observation of the individual.

As noted in the literature, and by definition, most educators and others in the helping professions seem in general agreement that self-actualizing people are; (A) those who are self-aware, (B) who are fully and vividly involved in experiencing, and (C) who take responsibility for their own actions. Also, effective or "good" teachers generally function from within, relying on the same creative resources from which self-actualization flows.

The results of research reviewed indicate that the Personal Orientation Inventory is the only known instrument to date that purports to measure self-actualization as defined in this investigation. This has value as an effective instrument for discrimination between persons with respect to their level of interpersonal functioning.

The population of this investigation consisted of approximately 730 students registered in upper division, undergraduate, elementary teacher education courses in the School of Education during the Fall and Winter terms of 1972-1973. The total student and Staff Associate sample consisted of 136 elementary teacher education candidates. The Fall term sample consisted of experimental students ( $N = 27$ ), experimental Staff Associates ( $N = 6$ ), control students ( $N=27$ ), and control Staff Associates ( $N=5$ ), Winter term sample consisted of experimental

students ( N = 30), experimental Staff Associates (N = 5), control students (N = 30), control Staff Associates (N = 6).

All Junior Block students, Fall and Winter term, were assigned to public elementary classrooms four days per week, and participated in a methods course seminar one day per week. All participating Staff Associates, Fall and Winter term, were responsible for liaison activities in assigned buildings, participating in methods seminars, participating in staff planning meetings, and completing tasks assigned by respective staff coordinators.

In addition to the above regular assignments, all experimental students and Staff Associates participated in (A) five bi-weekly communication seminars facilitated by the investigator which focused on paraphrasing, behavior description, description of own feelings, perception checking, feedback of information, and (B) five bi-weekly individual building meetings facilitated by Staff Associates focusing on follow-up of each communication seminar and individual and group development.

The Personal Orientation Inventory was the instrument used to measure growth toward self-actualization. The instrument was administered under pre- and post-test conditions to all experimental-control students and Staff Associates, both terms of the investigation. The I (Inner Directed) scale of the Personal Orientation Inventory was used as the measure of self-actualization for testing the statistical hypotheses.

A Descriptive Data Opinionnaire was the instrument used to obtain descriptive data concerning both the communication seminar and individual building meetings. The instrument was administered at the same time as the post administration of the Personal Orientation Inventory, each term of the investigation. Total group response and percentage of response to each opinion served as the basis of reporting and analyzing of results.

Hypotheses I and II, Fall and Winter Term were tested using (A) one-factor analysis of variance, and (B) one-factor analysis of covariance with pre- and post-tests serving as covariants. Both hypotheses were stated in the null form for statistical testing purposes. The .05 level of significance was selected as the acceptable level of statistical significance.

#### Analysis of Results: Fall Term

##### Experimental - Control Students

Analysis of table 4, page 37, and table 5, page 38, revealed that the experimental student group had a mean score of two points lower on the pre-test than did the control group. The experimental student group had a five point post-test mean gain as compared to a four point post-test mean gain with the control student group. The post-test mean gain between and within groups was so slight that no positive relationship could be drawn between participation in the communication seminar and individual building meetings, and the relationship to change in self-actualization.



An analysis of the results from the descriptive data reported by experimental and control students (table 6, page 40, table 7, page 41) however, revealed that at least 70% of the responses to all opinions were positive. The strong support for opinions concerning personal value derived from communication seminars and individual building meetings indicated a positive commitment by both groups to work toward (A) increased development of self concept, (B) working effectively with groups, (C) better understanding of self in relation to children and teaching, and (D) responding positively to efforts by Junior Block staff to personalize a field centered, competency based, teacher preparation program.

#### Experimental - Control Staff Associates

Analysis of table 8, page 42, and table 9, page 43, revealed that the experimental Staff Associate group had a mean score of seventeen points lower on the pre-test than did the control group. The experimental group had a post-test mean gain of eleven points as compared with a control group post-test mean gain of only two points. This gain did not prove to be statistically significant. It did however, indicate a substantial gain (experimental group, eleven points) compared to the control group gain (two points) which suggested the possibility that the experimental group may have benefited from the communication seminar and individual building meetings in growth toward self-actualization.

An analysis of results from the examination of the descriptive data reported by experimental and control Staff Associates, (table 10,

page 45, table 11, page 46) revealed that at least 80% of the responses to all opinions were positive. The strong support for opinions concerning personal value derived from communication seminars and individual building meetings, again indicated a positive commitment by both groups to work toward (A) increased development of self concept, (B) working effectively with groups, (C) helping Junior Block students understand themselves and others by meeting on a consistent basis, and (D) responding positively to increase the personalization and individualization of the Junior Block program.

#### Analysis of Results: Winter Term

##### Experimental - Control Students

Analysis of table 12, page 47, and table 13, page 48, revealed the experimental student group had a mean score of two points higher on the pre-test than did the control group. The experimental student group had only .09 post-test mean gain as compared to a four point mean gain with the control student group. Once again, the post-test mean gain between and within groups was so slight that no positive relationship could be made between participation in the communication seminar and individual building meetings, and the relationship to change in self-actualization. The control group mean gain was approximately four points more than the experimental group which indicated that with an absence of experimental participation, control group students were more effective without communication seminars and planned building meetings than were the experimentals who did participate in the experimental procedure.

An analysis of the results from the examination of descriptive data reported by experimental and control students, (table 14, page 50 table 15, page 51) revealed that at least 73% of the responses to all opinions were positive. The strong support for opinions concerning personal value derived from communication seminars and individual building meetings, indicated a positive commitment by both groups of work toward (A) increased development of self concept, (B) working effectively with groups, (C) understanding of self in relation to children and teaching, and (D) responding positively to efforts by Junior Block staff to personalize a field centered, competency based, teacher preparation program. A similar relationship exists between the Winter Term results and those reported on experimental - control students, Fall Term.

#### Experimental - Control Staff Associates

Analysis of table 16, page 52, and table 17, page 53, revealed that the experimental Staff Associate group had a mean score of eight points lower on the pre-test than did the control group. The experimental group had a post-test mean gain of eight points as compared with a control group post-test mean gain of six points. As reported in previous sections, the post-test mean gain between and within groups was so slight that no positive relationship could be made between participation in the communication seminar and individual building meetings, and the relationship to change in self-actualization.

An analysis of results from examination of the descriptive data reported by experimental and control Staff Associates (table 18,

page 55, table 19, page 56) revealed that at least 60% of the responses to all opinions were positive. The strong support for opinions concerning personal value derived from communication seminars and individual building meetings again indicated a positive commitment by both groups to work toward (A) increased development of self concept, (B) working effectively with groups, (C) helping Junior Block students understand themselves and others by meeting on a consistent basis, and (D) responding positively to increase the personalization and individualization of the Junior Block program. Consistent, positive support for the communication seminar and individual building meetings was observed upon examination of the results from both Fall and Winter term Staff Associate descriptive data.

### Implications of Results

Four implications were drawn from the analysis of data of this investigation.

1. The five communication seminars and building meetings defined in this investigation, were not effective experimental procedures in facilitating growth toward self-actualization as measured by the Personal Orientation Inventory. The lack of statistical significance indicated that both phases of the experimental procedure were too indirect as compared to encounter group procedures reported in related research. This indicated that (A) additional existing measuring instruments were needed, or (B) a new instrument be devised to more

accurately measure growth toward self-actualization using communication skill seminars and building meetings as the experimental procedure. Also, the statistical results suggested a need for encounter group procedures as a self and group diagnostic tool.

2. The descriptive data percentage report combined with investigator observation, supported writings reviewed in Chapter II (Maslow, 1954; Shostrom, 1967; Combs, 1971; Ryans, 1960; Jersild, 1955) that (A) teacher candidates need successful planned experiences to gain confidence in themselves before moving toward higher actualized experiences, and (B) self-actualization is very fluid allowing each teacher candidate to confront society and life experiences in a personal way; with an intensity most comfortable for the individual. The lack of statistical significance, however, indicated a need for an earlier introduction of self development and follow-up application in the participant's program to allow for personal confirmation and possible significance post-test gains.
3. The strong subjective support from all participants for the personalization and individualization component indicated the philosophical basis for initial implementation was educationally sound. Positive response toward the communication skills seminar and individual building meetings indicated the

appropriateness of these as viable procedures in working toward personalization and individualization.

4. The Junior Block was the only known program at the time of this investigation which implemented student Staff Associates as personalization agents. The strong subjective support reported by all participants indicated an effectiveness of the cognitive as well as the affective components of the field centered program. It appeared however, that in order to achieve measured statistical growth toward self-actualization, perhaps:  
(A) more time should have been allocated during each term to develop affective programming, (B) Junior Block faculty members should have devoted more time in working with students in specific communication skills and other affective procedures, and (C) more effort should have been given by faculty and students to maintain a continuous affective learning environment.

#### Recommendations for Programming and Further Research

The implications of this investigations, based on objective test data and subjective participants opinions combined with investigator opinions and observations, lead to the following recommendations to further assist research in this area.

### Recommendations for Programming

1. Individual building meetings facilitated by Staff Associates should be continued as a part of the regular assignment in the Junior Block.
2. Communication skills training should become an integral part of the Junior Block program.
3. Schools of education should introduce or continue to develop teacher preparation programs that focus on affective as well as cognitive curricula.

### Recommendations for Further Research

1. This investigation should be replicated using the same experimental design but with a different investigator and a larger sample, to affirm or negate results of statistical and descriptive reports.
2. Further research should be conducted into the use of communication skills seminar or encounter groups plus individual building meetings as variables influencing significant post-test mean gains of experimental participants.
3. A post-student teaching administration of the Personal Orientation Inventory should be given during 1973-1974 to all students and Staff Associates participating in this investigation

to determine if post-test mean gains increase with additional time and experience.

4. Analysis of statistical data from this investigation should be completed utilizing all scales on the inventory. This would allow all students and faculty to determine specific strengths and weaknesses which would enable a more functional curriculum and personal guidance before, during, and after the Junior Block practicum.
5. Analysis of statistical data from this investigation should be completed involving a correlation between self-actualization scores and (A) grades received before and during Junior Block, and (B) recommendations received prior to entering the Junior Block. This should be completed on students and Staff Associates.



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## APPENDICES

APPENDIX A

STAFF-ASSOCIATES HANDBOOK

Junior Block Program

## Staff-Associates Handbook Junior Block Program

Now that you have been singled out to participate in a unique role with the Junior Block Program, hopefully by reading this handbook you will get a headstart on your new duties.

Being a staff-associate can be a valuable experience but like anything else, you get out of it what you put into it. Your views and insights into the program will be sought after. Essentially you are the liaison between the school you are assigned to and the teaching team.

Communication can be your key word. The cooperating teachers in your building want to be kept up to date on what their junior block students are doing. When assignments are made in seminar they would like to know so that they can offer their help to their junior block student. Know the cooperating teachers and stop in to talk with them when you are in the building.

Principals are key people to get to know. Schedule an appointment with your building principal. Let him or her know about your responsibilities and give them a schedule of when you will be in their building each week. Sometimes the principal will want you to attend Wednesday afternoon faculty meetings. Some principals like to have group meetings throughout the term with their junior block students and probably they will want you to be there. If you have ideas that you would like to initiate in the building concerning this program, try them out on your principal first. Be flexible - your ideas may spark other ideas. Your principal will be very cooperative if you take the time to talk to him or her.

In your building you will have several block students that will be depending upon you. Get to know these block students early. Be sure they have your phone number and that they know when you will be in the building each week. Plan enough time each week to visit personally with each block student. Get to know them and the classroom they are assigned to, it will help in the long run in answering their questions. You are the person they can take a problem they might have with one of the teaching team and you can do the follow through work without mentioning names. You will also be taking their ideas and concerns to the Wednesday staff meeting. Many times the supervisor in your building will ask you to read and help evaluate journals at mid-term and at finals. By really knowing these students you can add some valuable input to the evaluation.

Each Monday you will be attending the appropriate block seminar. Past staff-associates felt that the more time you can block out for attending the seminar and staff meetings, the more efficiently you will



be able to function. During seminar you will be available to participate in small groups, talk to the students and generally know what is going on so you can answer questions your block students may have.

Wednesday your time will be spent in two block staff meetings. The first is a general meeting of the staff and staff associates from both blocks. A variety of topics are discussed during this time. At this time anyone can voice an opinion. Here is where they try to keep the two blocks as similar as possible. You will find a new relationship between yourself and the teaching staff developing. You will soon find out that they want to hear what you have to say just as much as they want you to listen to them.

The second staff meeting is held after the general meeting. This is where each block team meets separately. You will meet with your appropriate block. During this time you can have a very direct influence on seminars. Each Wednesday the following Mondays seminar is planned. The input you put forth here carries much weight because you have just experienced the seminars as a block student and you know what was effective and what was not.

The following suggestions were made by past staff-associates. Most of these ideas were used and worked very well. You may wish to make use of these ideas or they might help you create your own.

Get acquainted Party. During the first week of school, invite your block students over for light refreshments. You might like to do it with another staff-associate and their block students. It is a great chance to break barriers and get to know each other.

Journal and Independent Project. Make your journal and independent project available for viewing. This could help answer many questions. A word of caution - do not let them actually read it, they should skim through. You must avoid the danger of having anything of you reflected in their individualized journal.

Phone Call. As soon as your principal has the list of block students for that building, obtain a copy and give each block student a personal call. This extra effort will show them that you are concerned. Let them know when you will be visiting them in the classroom.

Bulletin Board. Ask your principal if there is a bulletin board you may use to post junior block news. There might be one in the faculty room or close to the office. Make the bulletin board attractive and by all means keep it current. It can provide an extremely valuable communication aide for the junior block students, cooperating teacher, and principal. One of the things that should be posted here is any assignments made at seminar.

Note Box. Cover an old shoe box and cut a hole in the top. Place the box, pencil and paper on the faculty table. Make it known that anyone can write a note and have it directed to a staff member, note problems down, a message to you or whatever, and that you personally will check the box periodically.

Newsletter. Write a newsletter with information that you have gathered from seminar and staff meetings that is important. Pass it out to block students, teachers and the principal.

Handouts. When possible, get extra handouts for the cooperating teachers and principal.

Group Meetings. Schedule group meetings with your block students and have a rap session.

Mailbox. Ask your principal if you could have your own mailbox (some schools have extra boxes) and teachers and block students can leave you messages.

And by all means, SHARE your ideas with fellow Staff-Associates. With your help, we can continue to make the Junior Block Program a growing and worthwhile course.

## APPENDIX B

### INDIVIDUAL SCALE DEFINITIONS

### Individual Scale Definitions

TIME COMPETENCE (Tc): The idea of whether or not the person is oriented to living in the present and not predominantly in the past or future.

INTER-DIRECTEDNESS (I): Concerns whether reactivity orientation is basically toward others or towards self.

SELF-ACTUALIZING VALUE (Sav): The affirmation of a primary value known to be present in self-actualizing people.

EXISTENTIALITY (Ex): The ability to situationally react with a rigid adherence to principles.

FEELING REACTIVITY (Fr): The sensitivity of responsiveness to a persons own needs and feelings.

SPONTANEITY (S): The freedom to react spontaneously, or to be oneself.

SELF-REGARD (Sr): The affirmation of self because of worth or strength.

SELF-ACCEPTANCE (Sa): The affirmation of self in spite of weaknesses or deficiencies.

NATURE OF MAN (Nc): The degree of the constructive view of the nature of man, masculinity, femininity.

SYNERGY (Sy): The ability to transcend dichotomies.

ACCEPTANCE OF AGGRESSION (A): The ability to accept a person's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression.

CAPACITY FOR INTIMATE CONTACT (C): The ability to develop intimate relationships with other human beings, unencumbered by expectations and obligations.

## APPENDIX C

SELF-ACTUALIZATION CHARACTERISTICS AS DESCRIBED  
BY MASLOW (1954) AND SHOSTROM (1956)

Maslow

1. A more efficient perception of reality and more comfortable relations with it.
2. Acceptance of self, others, and their own human nature.
3. Spontaneity.
4. Problem-centered rather than self-centered.
5. The quality of detachment; the need for privacy.
6. Autonomy; independence of culture and environment.
7. Continued freshness of appreciation.
8. The mystic experience; the oceanic feeling.
9. An affection for mankind.
10. Deeper and more profound interpersonal relations.
11. A democratic character structure.
12. Discrimination between means and ends.
13. Philosophical, unhostile sense of humor.
14. Creativeness.
15. Resistance to enculturation.
16. The imperfections of self-actualizing people -- they show many of the lesser human failings.
17. Values and self-actualization - a firm foundation for a value system is furnished to the self-actualizer by his philosophic acceptance of the nature of his self, of human nature, of much of social life, and of nature and physical reality.
18. A resolution of dichotomies in self-actualization. (pp. 203-234).

Shostrom

1. Honesty: (transparency, genuineness, authenticity) The actualizer is able honestly to be his feelings, whatever they may be. He is characterized by candidness, expression, and genuinely being himself.
2. Awareness: (responsiveness, aliveness, interest) The actualizer fully looks and listens to himself and others. He is fully aware of nature, art, music, and the other real dimensions of living.
3. Freedom: (spontaneity, openness) The actualizer is spontaneous. He has the freedom to be and express his potentials. He is master of his life, a subject and not a puppet or object.
4. Trust: (faith, belief) The actualizer has a deep trust in himself and others to relate to and cope with life in the here and now. (pp. 23-44)

APPENDIX D

OREGON STATE UNIVERSITY  
ENROLLMENT IN EDUCATION PROGRAMS



OREGON STATE UNIVERSITY  
ENROLLMENT IN EDUCATION PROGRAM

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Elementary Education	Fr.	So.	Jr.	Sr.	PBAC	School Total	Division Total
<hr/>							
Fall Quarter 1972	152	149	162	199	11	673	673
Winter Quarter 1973	121	172	148	197	15	653	653

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## APPENDIX E

### PERSONAL ORIENTATION INVENTORY

### Personal Orientation Inventory

1. a. I am bound by the principle of fairness.  
b. I am not absolutely bound by the principle of fairness.
2. a. When a friend does me a favor, I feel that I must return it.  
b. When a friend does me a favor, I do not feel that I must return it.
3. a. I feel I must always tell the truth.  
b. I do not always tell the truth.
4. a. No matter how hard I try, my feelings are often hurt.  
b. If I manage the situation right, I can avoid being hurt.
5. a. I feel that I must strive for perfection in everything that I undertake.  
b. I do not feel that I must strive for perfection in everything that I undertake.
6. a. I often make my decisions spontaneously.  
b. I seldom make my decisions spontaneously.
7. a. I am afraid to be myself.  
b. I am not afraid to be myself.
8. a. I feel obligated when a stranger does me a favor.  
b. I do not feel obligated when a stranger does me a favor.
9. a. I feel that I have a right to expect others to do what I want of them.  
b. I do not feel that I have a right to expect others to do what I want of them.
10. a. I live by values which are in agreement with others.  
b. I live by values which are primarily based on my own feelings.
11. a. I am concerned with self-improvement at all times.  
b. I am not concerned with self-improvement at all times.
12. a. I feel guilty when I am selfish.  
b. I don't feel guilty when I am selfish.
13. a. I have no objection to getting angry.  
b. Anger is something I try to avoid.
14. a. For me, anything is possible if I believe in myself.  
b. I have a lot of natural limitations even though I believe in myself.
15. a. I put others' interests before my own.  
b. I do not put others' interests before my own.
16. a. I sometimes feel embarrassed by compliments.  
b. I am not embarrassed by compliments.
17. a. I believe it is important to accept others as they are.  
b. I believe it is important to understand why others are as they are.
18. a. I can put off until tomorrow what I ought to do today.  
b. I don't put off until tomorrow what I ought to do today.
19. a. I can give without requiring the other person to appreciate what I give.  
b. I have a right to expect the other person to appreciate what I give.
20. a. My moral values are dictated by society.  
b. My moral values are self-determined.
21. a. I do what others expect of me.  
b. I feel free to not do what others expect of me.
22. a. I accept my weaknesses.  
b. I don't accept my weaknesses.
23. a. In order to grow emotionally, it is necessary to know why I act as I do.  
b. In order to grow emotionally, it is not necessary to know why I act as I do.
24. a. Sometimes I am cross when I am not feeling well.  
b. I am hardly ever cross.

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25. a. It is necessary that others approve of what I do.  
b. It is not always necessary that others approve of what I do.
26. a. I am afraid of making mistakes.  
b. I am not afraid of making mistakes.
27. a. I trust the decisions I make spontaneously.  
b. I do not trust the decisions I make spontaneously.
28. a. My feelings of self-worth depend on how much I accomplish.  
b. My feelings of self-worth do not depend on how much I accomplish.
29. a. I fear failure.  
b. I don't fear failure.
30. a. My moral values are determined, for the most part, by the thoughts, feelings and decisions of others.  
b. My moral values are not determined, for the most part, by the thoughts, feelings and decisions of others.
31. a. It is possible to live life in terms of what I want to do.  
b. It is not possible to live life in terms of what I want to do.
32. a. I can cope with the ups and downs of life.  
b. I cannot cope with the ups and downs of life.
33. a. I believe in saying what I feel in dealing with others.  
b. I do not believe in saying what I feel in dealing with others.
34. a. Children should realize that they do not have the same rights and privileges as adults.  
b. It is not important to make an issue of rights and privileges.
35. a. I can "stick my neck out" in my relations with others.  
b. I avoid "sticking my neck out" in my relations with others.
36. a. I believe the pursuit of self-interest is opposed to interest in others.  
b. I believe the pursuit of self-interest is not opposed to interest in others.
37. a. I find that I have rejected many of the moral values I was taught.  
b. I have not rejected any of the moral values I was taught.
38. a. I live in terms of my wants, likes, dislikes and values.  
b. I do not live in terms of my wants, likes, dislikes and values.
39. a. I trust my ability to size up a situation.  
b. I do not trust my ability to size up a situation.
40. a. I believe I have an innate capacity to cope with life.  
b. I do not believe I have an innate capacity to cope with life.
41. a. I must justify my actions in the pursuit of my own interests.  
b. I need not justify my actions in the pursuit of my own interests.
42. a. I am bothered by fears of being inadequate.  
b. I am not bothered by fears of being inadequate.
43. a. I believe that man is essentially good and can be trusted.  
b. I believe that man is essentially evil and cannot be trusted.
44. a. I live by the rules and standards of society.  
b. I do not always need to live by the rules and standards of society.
45. a. I am bound by my duties and obligations to others.  
b. I am not bound by my duties and obligations to others.
46. a. Reasons are needed to justify my feelings.  
b. Reasons are not needed to justify my feelings.

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47. a. There are times when just being silent is the best way I can express my feelings.  
b. I find it difficult to express my feelings by just being silent.
48. a. I often feel it necessary to defend my past actions.  
b. I do not feel it necessary to defend my past actions.
49. a. I like everyone I know.  
b. I do not like everyone I know.
50. a. Criticism threatens my self-esteem.  
b. Criticism does not threaten my self-esteem.
51. a. I believe that knowledge of what is right makes people act right.  
b. I do not believe that knowledge of what is right necessarily makes people act right.
52. a. I am afraid to be angry at those I love.  
b. I feel free to be angry at those I love.
53. a. My basic responsibility is to be aware of my own needs.  
b. My basic responsibility is to be aware of others' needs.
54. a. Impressing others is most important.  
b. Expressing myself is most important.
55. a. To feel right, I need always to please others.  
b. I can feel right without always having to please others.
56. a. I will risk a friendship in order to say or do what I believe is right.  
b. I will not risk a friendship just to say or do what is right.
57. a. I feel bound to keep the promises I make.  
b. I do not always feel bound to keep the promises I make.
58. a. I must avoid sorrow at all costs.  
b. It is not necessary for me to avoid sorrow.
59. a. I strive always to predict what will happen in the future.  
b. I do not feel it necessary always to predict what will happen in the future.
60. a. It is important that others accept my point of view.  
b. It is not necessary for others to accept my point of view.
61. a. I only feel free to express warm feelings to my friends.  
b. I feel free to express both warm and hostile feelings to my friends.
62. a. There are many times when it is more important to express feelings than to carefully evaluate the situation.  
b. There are very few times when it is more important to express feelings than to carefully evaluate the situation.
63. a. I welcome criticism as an opportunity for growth.  
b. I do not welcome criticism as an opportunity for growth.
64. a. Appearances are all-important.  
b. Appearances are not terribly important.
65. a. I hardly ever gossip.  
b. I gossip a little at times.
66. a. I feel free to reveal my weaknesses among friends.  
b. I do not feel free to reveal my weaknesses among friends.
67. a. I should always assume responsibility for other people's feelings.  
b. I need not always assume responsibility for other people's feelings.
68. a. I feel free to be myself and bear the consequences.  
b. I do not feel free to be myself and bear the consequences.

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69. a. I already know all I need to know about my feelings.  
b. As life goes on, I continue to know more and more about my feelings.
70. a. I hesitate to show my weaknesses among strangers.  
b. I do not hesitate to show my weaknesses among strangers.
71. a. I will continue to grow only by setting my sights on a high-level, socially approved goal.  
b. I will continue to grow best by being myself.
72. a. I accept inconsistencies within myself.  
b. I cannot accept inconsistencies within myself.
73. a. Man is naturally cooperative.  
b. Man is naturally antagonistic.
74. a. I don't mind laughing at a dirty joke.  
b. I hardly ever laugh at a dirty joke.
75. a. Happiness is a by-product in human relationships.  
b. Happiness is an end in human relationships.
76. a. I only feel free to show friendly feelings to strangers.  
b. I feel free to show both friendly and unfriendly feelings to strangers.
77. a. I try to be sincere but I sometimes fail.  
b. I try to be sincere and I am sincere.
78. a. Self-interest is natural.  
b. Self-interest is unnatural.
79. a. A neutral party can measure a happy relationship by observation.  
b. A neutral party cannot measure a happy relationship by observation.
80. a. For me, work and play are the same.  
b. For me, work and play are opposites.
81. a. Two people will get along best if each concentrates on pleasing the other.  
b. Two people can get along best if each person feels free to express himself.
82. a. I have feelings of resentment about things that are past.  
b. I do not have feelings of resentment about things that are past.
83. a. I like only masculine men and feminine women.  
b. I like men and women who show masculinity as well as femininity.
84. a. I actively attempt to avoid embarrassment whenever I can.  
b. I do not actively attempt to avoid embarrassment.
85. a. I blame my parents for a lot of my troubles.  
b. I do not blame my parents for my troubles.
86. a. I feel that a person should be silly only at the right time and place.  
b. I can be silly when I feel like it.
87. a. People should always repent their wrongdoings.  
b. People need not always repent their wrongdoings.
88. a. I worry about the future.  
b. I do not worry about the future.
89. a. Kindness and ruthlessness must be opposites.  
b. Kindness and ruthlessness need not be opposites.
90. a. I prefer to save good things for future use.  
b. I prefer to use good things now.
91. a. People should always control their anger.  
b. People should express honestly-felt anger.

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92. a. The truly spiritual man is sometimes sensual.  
b. The truly spiritual man is never sensual.
93. a. I am able to express my feelings even when they sometimes result in undesirable consequences.  
b. I am unable to express my feelings if they are likely to result in undesirable consequences.
94. a. I am often ashamed of some of the emotions that I feel bubbling up within me.  
b. I do not feel ashamed of my emotions.
95. a. I have had mysterious or ecstatic experiences.  
b. I have never had mysterious or ecstatic experiences.
96. a. I am orthodoxly religious.  
b. I am not orthodoxly religious.
97. a. I am completely free of guilt.  
b. I am not free of guilt.
98. a. I have a problem in fusing sex and love.  
b. I have no problem in fusing sex and love.
99. a. I enjoy detachment and privacy.  
b. I do not enjoy detachment and privacy.
100. a. I feel dedicated to my work.  
b. I do not feel dedicated to my work.
101. a. I can express affection regardless of whether it is returned.  
b. I cannot express affection unless I am sure it will be returned.
102. a. Living for the future is as important as living for the moment.  
b. Only living for the moment is important.
103. a. It is better to be yourself.  
b. It is better to be popular.
104. a. Wishing and imagining can be bad.  
b. Wishing and imagining are always good.
105. a. I spend more time preparing to live.  
b. I spend more time actually living.
106. a. I am loved because I give love.  
b. I am loved because I am lovable.
107. a. When I really love myself, everybody will love me.  
b. When I really love myself, there will still be those who won't love me.
108. a. I can let other people control me.  
b. I can let other people control me if I am sure they will not continue to control me.
109. a. As they are, people sometimes annoy me.  
b. As they are, people do not annoy me.
110. a. Living for the future gives my life its primary meaning.  
b. Only when living for the future ties into living for the present does my life have meaning.
111. a. I follow diligently the motto, "Don't waste your time."  
b. I do not feel bound by the motto, "Don't waste your time."
112. a. What I have been in the past dictates the kind of person I will be.  
b. What I have been in the past does not necessarily dictate the kind of person I will be.
113. a. It is important to me how I live in the here and now.  
b. It is of little importance to me how I live in the here and now.
114. a. I have had an experience where life seemed just perfect.  
b. I have never had an experience where life seemed just perfect.
115. a. Evil is the result of frustration in trying to be good.  
b. Evil is an intrinsic part of human nature which fights good.

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116. a. A person can completely change his essential nature.  
b. A person can never change his essential nature.
117. a. I am afraid to be tender.  
b. I am not afraid to be tender.
118. a. I am assertive and affirming.  
b. I am not assertive and affirming.
119. a. Women should be trusting and yielding.  
b. Women should not be trusting and yielding.
120. a. I see myself as others see me.  
b. I do not see myself as others see me.
121. a. It is a good idea to think about your greatest potential.  
b. A person who thinks about his greatest potential gets conceited.
122. a. Men should be assertive and affirming.  
b. Men should not be assertive and affirming.
123. a. I am able to risk being myself.  
b. I am not able to risk being myself.
124. a. I feel the need to be doing something significant all of the time.  
b. I do not feel the need to be doing something significant all of the time.
125. a. I suffer from memories.  
b. I do not suffer from memories.
126. a. Men and women must be both yielding and assertive.  
b. Men and women must not be both yielding and assertive.
127. a. I like to participate actively in intense discussions.  
b. I do not like to participate actively in intense discussions.
128. a. I am self-sufficient.  
b. I am not self-sufficient.
129. a. I like to withdraw from others for extended periods of time.  
b. I do not like to withdraw from others for extended periods of time.
130. a. I always play fair.  
b. Sometimes I cheat a little.
131. a. Sometimes I feel so angry I want to destroy or hurt others.  
b. I never feel so angry that I want to destroy or hurt others.
132. a. I feel certain and secure in my relationships with others.  
b. I feel uncertain and insecure in my relationships with others.
133. a. I like to withdraw temporarily from others.  
b. I do not like to withdraw temporarily from others.
134. a. I can accept my mistakes.  
b. I cannot accept my mistakes.
135. a. I find some people who are stupid and uninteresting.  
b. I never find any people who are stupid and uninteresting.
136. a. I regret my past.  
b. I do not regret my past.
137. a. Being myself is helpful to others.  
b. Just being myself is not helpful to others.
138. a. I have had moments of intense happiness when I felt like I was experiencing a kind of ecstasy or bliss.  
b. I have not had moments of intense happiness when I felt like I was experiencing a kind of bliss.

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139. a. People have an instinct for evil.  
b. People do not have an instinct for evil.
140. a. For me, the future usually seems hopeful.  
b. For me, the future often seems hopeless.
141. a. People are both good and evil.  
b. People are not both good and evil.
142. a. My past is a stepping stone for the future.  
b. My past is a handicap to my future.
143. a. "Killing time" is a problem for me.  
b. "Killing time" is not a problem for me.
144. a. For me, past, present and future is in meaningful continuity.  
b. For me, the present is an island, unrelated to the past and future.
145. a. My hope for the future depends on having friends.  
b. My hope for the future does not depend on having friends.
146. a. I can like people without having to approve of them.  
b. I cannot like people unless I also approve of them.
147. a. People are basically good.  
b. People are not basically good.
148. a. Honesty is always the best policy.  
b. There are times when honesty is not the best policy.
149. a. I can feel comfortable with less than a perfect performance.  
b. I feel uncomfortable with anything less than a perfect performance.
150. a. I can overcome any obstacles as long as I believe in myself.  
b. I cannot overcome every obstacle even if I believe in myself.

## APPENDIX F

### SCHOSTROM'S INDIVIDUAL SCALE INTERPRETATION

## Shostrom's Individual Scale Interpretation

Time Competency and inner-directedness: If these scores or most of these scale scores fall above the mean standard score line based on the normal adult sample, the probability is that the person is one who is functioning relatively effectively and is comparatively competent in his development toward self-actualization.

Time incompetent and other-directed: The time incompetent person is one who lives in the past, with guilts, regrets, and resentment, and/or in the future with idealized goals, plans, expectations, predictions, and fears. The degree of inner-other directed is expressed in a ratio score. The I-O ratio of a self-actualizing person, on the average, is 1:3, which indicates that he depends primarily on his own feelings. A significantly higher ratio, i.e., 1:4 or above may indicate the need to appear "too self-actualized".

Self-actualizing value: A high score indicates that the individual holds and lives by the values of self-actualizing people, and a low score indicates he rejects these values.

Existentiality: Higher scores reflect flexibility in application of values. People who get low scores tend to hold values so rigidly that they may become compulsive or dogmatic.

Feeling reactivity: A high score indicates sensitivity to one's own needs and feelings. A low score indicates insensitivity to one's own needs and feelings.

Spontaneity: A high score indicates the ability to express feelings in spontaneous action. A low score indicates that one is fearful of expressing feelings behaviorally.

Self-regard: A high score indicates the ability to like oneself because of one's strength as a person. A low score indicates a low self worth.

Self-acceptance: A high score indicates accepting of self in spite of weaknesses. A low score indicates unable to accept self with weaknesses.

Nature of Man: A high score indicates that one sees man as essentially good. A low score indicates that one sees man as essentially evil or bad.

Synergy: A high score is a measure of the ability to see opposites of life as meaningfully related. A low score indicates that one sees opposites of life as antagonistic. When one is synergistic, one sees that work and play are not different; that lust and love and other opposites are not really opposites at all.

Acceptance of aggression: A high score indicates the ability to accept anger or aggression within one's self as natural. A low score indicates that one denies having such feelings.

Capacity for intimate contact: A high score measures the person's ability to develop meaningful, and tactful relationships with other human beings. Low scores indicate a difficulty with warm inter-personal relationships. Making contact may be defined as the ability to develop and maintain an "I-thou" relationship in the here and now, and the ability to meaningfully touch another human being.

## APPENDIX G

### PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

# PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY

(Reproduced from POI Manual, p. 23)

NAME A Poorly Functioning Youth

DATE TESTED \_\_\_\_\_

AGE \_\_\_\_\_ SEX \_\_\_\_\_

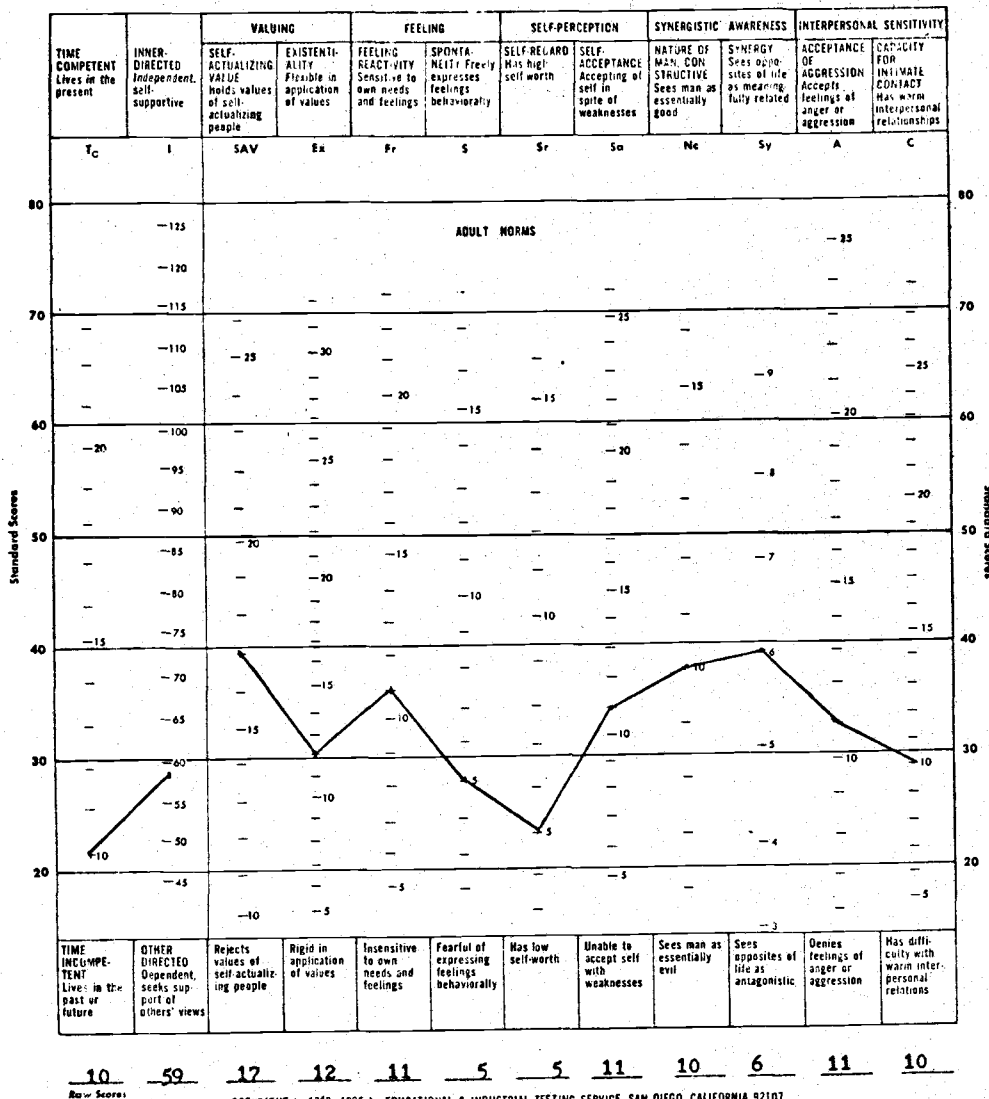
I  $T_1 - T_0$  (Time) Ratio:  
Self-Actualizing Average:  $T_1 : T_0 = 1 : 8$   
Your Ratio:  $T_1 : T_0 = 1 :$

1
1 2 3 4 5 6 7 8 9 10

OCCUPATION \_\_\_\_\_

II  $O - I$  (Support) Ratio:  
Self-Actualizing Average:  $O : I = 1 : 3$   
Your Ratio:  $O : I = 1 :$

1
1 2 3 4 5 6 7 8 9 10



**PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY**  
(Reproduced from POI Manual, p. 23)

NAME Well Adjusted Business Executive DATE TESTED \_\_\_\_\_

AGE \_\_\_\_\_ SEX \_\_\_\_\_

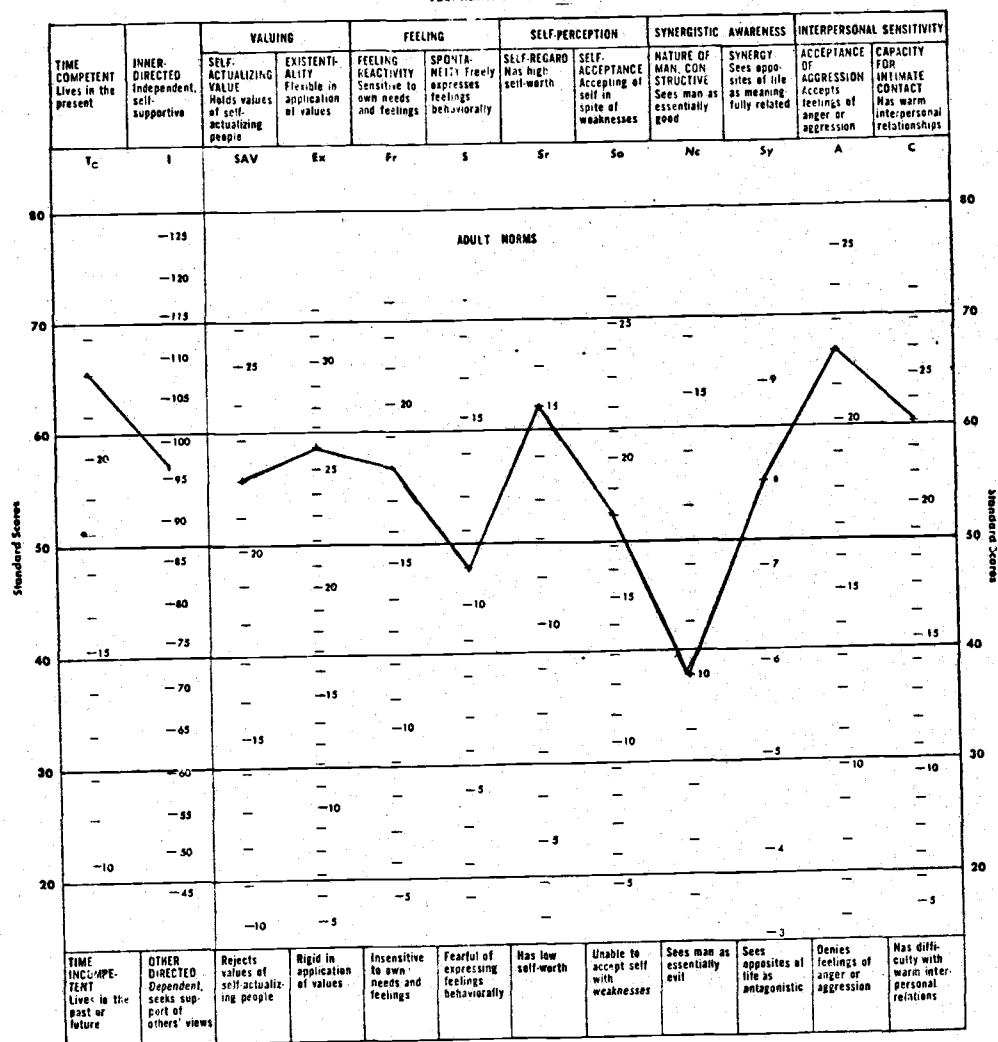
OCCUPATION \_\_\_\_\_

I  $T_1 - T_2$  (Time) Ratio:  
Self-Actualizing Average:  $T_1 : T_2 = 1 : 8$   
Your Ratio:  $T_1 : T_2 = 1 :$

1 2 3 4 5 6 7 8 9 10

II  $O - I$  (Support) Ratio:  
Self-Actualizing Average:  $O : I = 1 : 3$   
Your Ratio:  $O : I = 1 :$

1 2 3 4 5 6 7 8 9 10



22 96 22 26 18 11 15 18 10 8 22 23

Raw Scores

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PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY  
(Reproduced from POI Manual, p. 23)

NAME Comparison of Mean Scores For DAY 1  
Self-actualized and Non-Self-actualized  
T. I. (Time Ratio: 1)

DATE TESTED \_\_\_\_\_

AGE          SEX         

### OCCUPATION

**If-actualized**  
 $T_1 - T_C$  (Time) Ratio:  
 Self-Actualizing Average:  $T_1 : T_C = 1 : 2$   
 Your Ratio:  $T_1 : T_C = 1 :$

If O - I (Support) Ratio:  
 Self-Actualizing Average: O:I = 1:3  
 Your Ratio: O:I = 1:

TIME COMPETENT Lives in the present	INNER-DIRECTED Independent, self-supportive	VALUING		FEELING		SELF-PERCEPTION		SYNERGISTIC AWARENESS		INTERPERSONAL SENSITIVITY	
		SELF-ACTUALIZING VALUE Holds values of self-actualizing people	EXISTENTIALITY Flexible in application of values	FEELING REACTIVITY Sensitive to own needs and feelings	SPONTANEITY Freely expresses feelings behaviorally	SELF-REGARD Has high self-worth	SELF-ACCEPTANCE Acceptance of self in spite of weaknesses	NATURE OF MAN, CONSTRUCTIVELY Sees man as essentially good	SYNERGY Sees opposites of life as meaningfully related	ACCEPTANCE OF AGGRESSION Accepts feelings of anger or aggression	CAPACITY FOR INTIMATE CONTACT Has warm interpersonal relationships
T <sub>c</sub>	I	SAV	Ex	Fr	S	Sr	So	Nc	Sy	A	C
ADULT NORMS											
80	-125									-25	
70	-120										
60	-115										
50	-110	-25	-30					-25			-25
40	-105			-20		-15		-15	-15	-9	-20
30	-100										
20	-95		-25				-20		-8		-20
10	-90										
0	-85	-20		-15					-7		
	-80		-20		-10		-15			-15	
	-75							-10			-15
	-70		-15						-5		
	-65	-15		-10			-10			-10	-10
	-60				-5						
	-55		-10						-4		
	-50						-5				
	-45			-5							-5
	-40	-10	-5						-3		
TIME INCOMPETENT Lives in the past or future	OTHER DIRECTED Dependent, seeks support of others' views	Rejects values of self-actualizing people	Rigid in application of values	Insensitive to own needs and feelings	Fearful of expressing feelings behaviorally	Has low self-worth	Unable to accept self with weaknesses	Sees man as essentially evil	Sees opposites of life as antagonistic	Denies feelings of anger or aggression	Has difficulty with warm interpersonal relations
SA 18.7	92	20.8	24.8	16.5	12.8	12.5	18.9	12.4	7.8	18	20.9
NSA 15.7	76	18.1	19.3	14.4	9.8	10.3	14.5	11.3	6.2	14.8	16.8

Raw Scores

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**PROFILE SHEET FOR THE PERSONAL ORIENTATION INVENTORY**  
(Reproduced from POI Manual, p. 23)

NAME A "Pseudo-Self-Actualizing Person" DATE TESTED \_\_\_\_\_

AGE \_\_\_\_\_ SEX \_\_\_\_\_

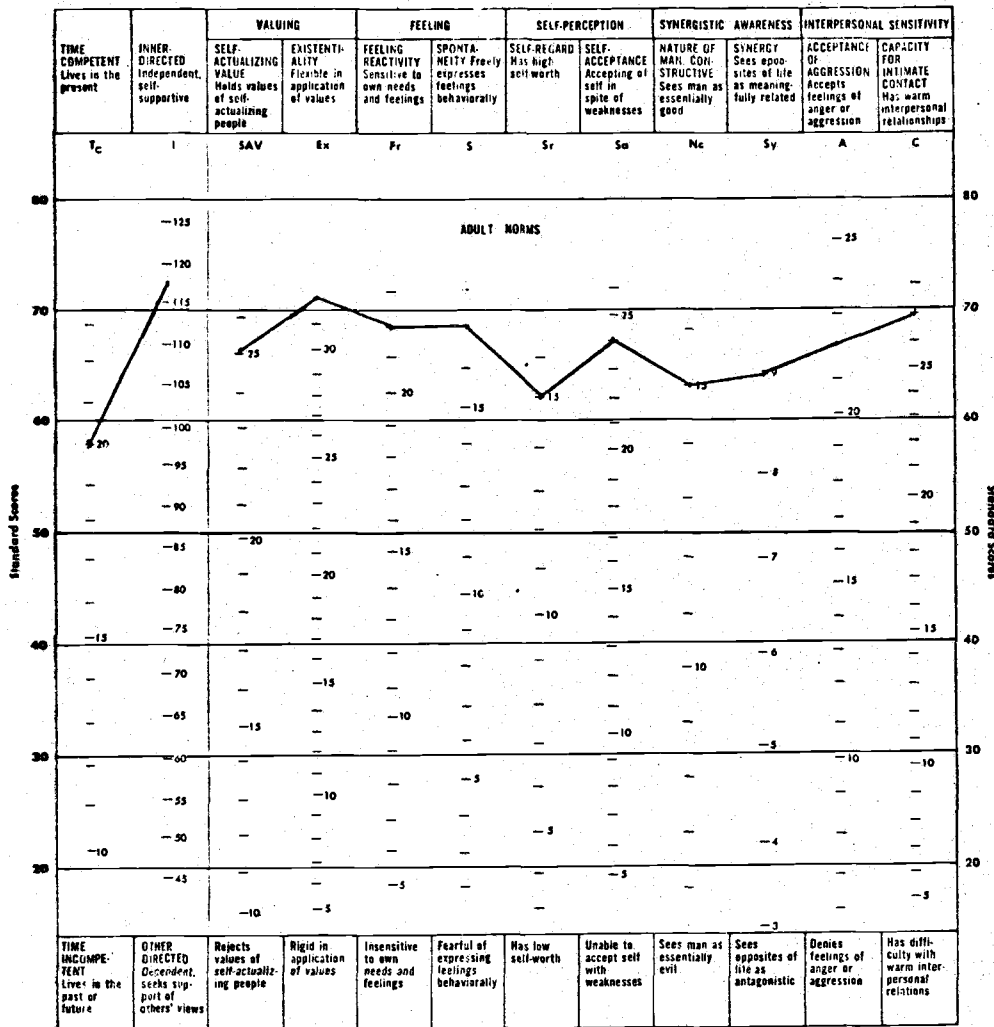
OCCUPATION \_\_\_\_\_

I T<sub>1</sub> - T<sub>2</sub> (Time) Ratio:  
Self-Actualizing Average: T<sub>1</sub>: T<sub>2</sub> = 1:8  
Your Ratio: T<sub>1</sub>: T<sub>2</sub> = 1: \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10

II O - I (Support) Ratio:  
Self-Actualizing Average: O: I = 1:3  
Your Ratio: O: I = 1: \_\_\_\_\_

1 2 3 4 5 6 7 8 9 10



20 118 25 32 22 17 15 24 15 9 22 27

Raw Scores

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## APPENDIX H

JR. BLOCK STUDENT AND ASSOCIATE OPINIONAIRES  
EXPERIMENTAL AND CONTROL - FALL AND WINTER 1972-1973

## Junior Block Student Opinionaire - Experimental

Fall - Winter - 1972-1973

Directions: React to the following statements. Please feel free to add any comments.

1. The Thursday evening communication seminars helped me know myself as well as others in the group.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

2. The Thursday evening communication seminar provided a good introduction to the five defined communication skills.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

3. The Thursday evening communication seminar should become a regular occurrence with Junior Block students in the future.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

4. The individual building meetings helped me know myself as well as others in the group.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

5. I was able to express my concerns during the individual building meetings.

\_\_\_\_\_ Yes    \_\_\_\_\_ No.    Comment:

6. Consistant contact from my Junior Block Associate was of help to me in attaining personal goals during the quarter.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

7. The individual building meetings should become a regular occurrence for Junior Block students in the future.

\_\_\_\_\_ Yes    \_\_\_\_\_ No.    Comment:

## Junior Block Student Opinionaire

Control Fall - Winter, 1972-1973

Directions: React to the following statements. Please feel free to add any comments.

1. I would like to have had more consistant contact with my Junior Block colleagues during the quarter in order to identify common problems and share ideas.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

2. I would like to have had more consistant contact with my Junior Block Staff Associate to help me work through my individual concerns during the quarter.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

3. Total large group meetings (addition to method seminar) would have been helpful to focus on individual and group concerns.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

4. Individual building meetings held weekly with Junior Block Associates and colleagues would have been helpful to gain additional rapport and a closer working relationship.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

Junior Block Associate Opinionaire  
Experimental - Fall - Winter, 1972-1973

Directions: React to the following statements. Please feel free to add your comments.

1. The Thursday evening communication seminars helped me know myself as well as others in the group.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

2. The Thursday evening communication seminars provided a good introduction to the five defined communication skills.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

3. The Thursday evening communication seminar should become a regular occurrence with Junior Block students and Associates in the future.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

4. I felt the students in my building were free to come to me with any concern, question, or comment during the quarter.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

5. The individual building meetings helped me know myself as well as others in the group.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

6. I felt I was able to deal effectively with problem and concerns of my students by arranging consistent building meetings throughout the quarter.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment:

7. Individual buildings should become a regular occurrence for Junior Block students and Associates in the future.

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Comment: