THE UNIVERSITY OF MANITOBA

TEACHER SELF-ACTUALIZATION

AS RELATED TO PHILOSOPHIC ACCEPTANCE

OF HUMANISTIC EDUCATION

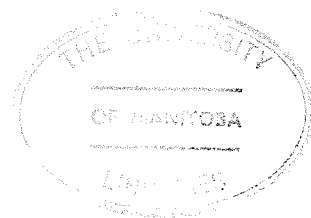

by

CHRIS JOHNSON

A Thesis

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ABSTRACT

The purpose of this study was to investigate empirically the relationship between teacher self-actualization and teacher philosophic acceptance of humanistic education.

The sample population was drawn from 390 teachers employed by Brandon School Division No. 40. In March, 1977, POI and ASG...CMS questionnaires were mailed to a teacher sample which was stratified by sex, grade level, age and subject specialty at the high school grade level. The final sample from which the data was collected consisted of 76 teachers.

To test the relationship between the POI scores and the ASG...CMS scores for the stratified teacher sample, a T-test of the Pearson product-moment correlation was used at the .05 level of significance. Analysis of variance and covariance using the SPSS procedure, ANOVA, at the .05 level of significance was used to test between-group comparisons and interactions of self-actualization and philosophic acceptance of humanistic education.

The results of T-tests revealed the existence of significant correlations between POI and ASG...CMS scores with teacher sex, grade level, age and subject specialty. F-test results showed significant differences between POI scores and teacher grade level, and that junior high teachers had significantly higher mean POI scores than senior high and elementary teachers. The age group 30 - 39 showed significantly higher ASG...CMS scores

than the age groups under 30 and over 40. At the senior high grade level, F-test results showed significant relationships between _POI_ scores and subject specialty and between _ASG...CMS_ scores and age and subject specialty. It was found that humanities teachers were significantly more self-actualized than science teachers, and that teachers in the age group 30 - 39 and humanities teachers were significantly more philosophically accepting of humanistic education.

For the entire teacher sample and at the senior high grade level, differences in the level of philosophic acceptance of humanistic education by age (30 - 39), sex (male for the entire sample only) and subject specialty (humanities) were attributable to the level of teachers' self-actualization.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

STATEMENT OF THE PROBLEM

The purpose of this study was to investigate empirically
the relationship between teacher self-actualization and teacher
philosophic acceptance of humanistic education. Self-
actualization was measured by the Personal Orientation Inventory
(Shostrum, 1966). Teacher philosophic acceptance of human-
istic education (theory and practice) was measured by the
A School is Good ... (Postman and Weingartner, 1973) and
Classroom Management Style (Curwin and Fuhrman, 1975) instru-
ments, which were adapted by the author for the purpose of
this study.

The following questions were considered in the study:

1. What is the general relationship between the scores on the
    POI and the scores on the ASG...CMS?

2. What is the correlation between the scores on the POI and
    the scores on the ASG...CMS for the following categories?

    a. Sex (males and females)?

    b. Grade level (elementary, junior high, senior high)?

    c. Grade level and sex?

    d. Subject specialty (humanities and sciences)?

    e. Subject specialty and sex?

    f. Age (40 and over, 30 - 39, under 30)?

3. Is there any difference between the mean scores on the POI
    and ASG...CMS that can be attributed to age, sex, or

grade level?

4. At the senior high level, is there any difference between the mean scores on the <u>POI</u> and <u>ASG...CMS</u> that can be attributed to age, sex, or subject specialty?

5. Is there any difference between the adjusted mean scores on the <u>POI</u> and <u>ASG...CMS</u> that can be attributed to age, sex, or grade level?

6. At the senior high level, is there any difference between the adjusted mean scores on the <u>POI</u> and the <u>ASG...CMS</u> that can be attributed to age, sex, or subject specialty?

I. CONCEPTUAL FRAMEWORK

This study is based on two important concepts, self-actualization and humanistic education. The problem involved investigating empirically the relationship that exists between these two concepts.

The studies conducted by Abraham Maslow (1954) led to the development of a description of the individual's personality known as the self-actualization concept. Maslow's interest in the rationale of psychological theory led him to study what a healthy person's psyche was like. For years, other personality theorists, notably Freud, had studied the sick and made inferences about the healthy. To simplify, it is as though Freud supplied to us the sick half of psychology and Maslow was trying to fill in the other half. Towards this end, Wilson (1972:171) states that, "Maslow studied habits, attitudes and characteristics of healthy, normal people who seemed well adjusted to society." Maslow studied great people and con-

cluded that the higher self-actualized a person is; i.e. the healthier his personality, the more human potentiality, awareness, time adjusted and reality oriented that person will become.

Maslow concluded that individuals must progress through a series of growth development stages in order to become a well-adjusted and "mature" person. These stages are described in his hierarchy of needs, and have been summarized by Cross (1971:80-92). The first of five levels of needs are physiological - water, food, sleep. These are followed by safety needs, characterized by the avoidance of pain and discomfort. When these needs are satisfied, the needs for belongingness become significant, and these, in turn, are superceded by needs for esteem, approval of others and self. Satisfaction of needs at a lower level creates a need at a higher level and makes possible the pursuit of these higher needs. Self-actualization is at the top of the needs hierarchy and is described by Maslow (Wilson, 1972:163) as "the need to become everything that one is capable of becoming". Self-actualization, however, does not necessarily follow when lower needs are met; according to Mussen and Rosenzweiz (1973:196), "Only when the individual's survival needs are satisfied - when he is not hung-up in their pursuit - can his actualization tendancies be expressed strongly."

Just as Abraham Maslow is regarded as a founder of the humanistic school of psychology, the recent origins of the humanistic movement in education can be traced to John Dewey. Dewey struggled against what he thought to be an overly

cognitive-oriented process of schooling. Attacking the institutionalization of the schooling process, Dewey stated that (Hook, 149:70) "The way out of scholastic systems (organization of knowledge into permanent disciplines, administrative hierarchies, children marching to assigned places, sitting in assigned places, bells ringing to announce changes in time) that make the past an end in itself, is to make acquaintance with the past a means of understanding and educating the whole child, meaning the cognitive as well as the affective domain." It is this emphasis on the individual learner's own feelings, human potentiality, hence movement toward self-actualization, that characterizes the humanistic movement. Humanistic education in this study implies the de-institutionalization of schooling and an emphasis on intrinsic learning approaches to education. Espousing similar philosophies of humanistic education are educational theorists, such as George Brown (1971), Douglas Heath (1971), Sidney Simon (1972), Mario Fantini and Gerald Weinstein (1968), and Hawley and Hawley (1972), all of whom have contributed to the development of methodologies to encourage students to become more self-actualized.

Educational theorists who espouse a humanistic orientation assume that there is a relationship between the process of the self-actualization of students in the classroom and the use of humanistic methodologies. Largely ignored in the controversial discussion of student self-actualization and humanistic approaches to teaching is the teacher's own level of self-actualization. Although research studies in teacher self-

actualization were conducted in relation to student creativity (Dauw, 1975) and pupil perceptions of teachers (Welling, 1974), surprisingly, there are no studies, to the author's awareness, that investigate empirically the level of self-actualization of teachers as it is related to the philosophic acceptance of humanistic education.

II. INSTRUMENTATION

Personal Orientation Inventory (POI). The POI was developed by Everett Shostrum (1966), and consists of 150 two-choice comparative value and behavior judgments. For clinical counselling purposes, the items are scored twice; first for two basic scales of personal orientation, Time Competence (Tc) (23 items), and Inner Directed support (I) (127 items), and second for ten subscales each of which measures a conceptually important element of self-actualization. For the purpose of this study, the operational definition of "level of self-actualization" is the combined Time Competence (measures the degree to which the individual lives in the here-and-now) and Inner Directed (measures the degree to which the individual is autonomous and self-supportive) scores. This is symbolically represented as Tc + I.

A School is Good ... Classroom Management Style (ASG...CMS). For the purpose of this study, the author adapted the A School is Good ... scale from Postman and Weingartner's The School Book (1973). Postman and Weingartner identified 35 items by which they deemed a school to be good in terms of humanistic approaches and self-actualized goals. The actual instrument to measure expressed acceptance of humanistic education consists

of 30 positive humanistic items to which participants responded choosing one of the following alternatives: Strongly Agree, Agree, Disagree, Strongly Disagree. Responses are scored by assigning values 4, 3, 2, 1 to the alternatives respectively. The sum of the values yields a level of philosophic acceptance of humanistic education. The Classroom Management Style instrument will be used to measure the level of acceptance of humanistic practices of classroom teachers. It was adapted by the author from Curwin and Fuhrmann's Discovering your Teaching Self (1975). The test consists of 46 items expressing both humanistic and non-humanistic practices. Respondents choose from the following alternatives: Very Characteristic, Sometimes Characteristic, Seldom Characteristic, Never Characteristic. Humanistic items are valued 4, 3, 2, 1 and non-humanistic items are valued 1, 2, 3, 4 respectively. The sum of the values yields a measurement of the level of practical acceptance of humanistic education. For the purpose of this study, the "level of philosophic acceptance of humanistic education" is operationally defined as the combined scores attained on the ASG...CMS. This is symbollically represented as ASG ... + CMS.

Setting and Procedure

The sample population was drawn from 390 teachers employed by Brandon School Division No. 40. In March, 1977, 130 POI and ASG...CMS questionnaires were mailed to a teacher sample which was stratified by sex, grade level, age and subject specialty. The final sample consisted of 76 teachers who returned the instruments completed in a usable form and within

a two-week deadline. The data collected from the POI and ASG...CMS were hand-scored by the author, and the hypothesis as derived from the research questions were tested using two-tailed T and F tests at the .05 level of significance.

III. THEORETICAL SIGNIFICANCE

This study was based on a theoretical framework relating teacher self-actualization and teacher philosophic acceptance of humanistic education. Thus, it serves to examine through empirical investigation aspects of this theory.

IV. LIMITATIONS AND WEAKNESSES

The following limitations and weaknesses of this study may be pointed out as follows:

1. Persons often have a fear of tests causing them to react abnormally to test items. In addition, subjects may become "test wise" or be influenced by "response sets".

2. Teachers may resent the time it takes to write the tests (90 minutes), thus causing concentration to wane.

3. There may be no connection between what people say they believe (theoretical acceptance) and what they do.

V. ASSUMPTIONS

This study was based on the assumptions listed below:

1. That the Personal Orientation Inventory is a valid and reliable test to measure levels of self-actualization.

2. That the A School is Good ... Classroom Management Style instrument accurately portrays acceptance of humanistic theory and practice and hence, measures teacher philosophic acceptance of humanistic education.

VI. DEFINITION OF TERMS

1. <u>Humanistic Education</u>: For the purpose of this study, humanistic education refers to those approaches to affective learning that assign to the emotional factor in education a role as important as traditional substantive content and skills. Humanistic education in this study implies the de-institutionalization of schooling and an emphasis on intrinsic learning approaches to education.

2. <u>Level of Self-Actualization</u>: For the purpose of this study, the operational definition of "level of self-actualization" as a major component of personality is the combined T_c and I score on the <u>Personal Orientation Inventory</u> (POI). This is symbolically represented as $T_c + I$.

3. <u>Level of Philosophic Acceptance of Humanistic Theory and Practice</u>: For the purpose of this study, the "level of acceptance of humanistic theory and practice" is operationally defined as the combined scores obtained on the <u>A School is Good ... Classroom Management Style</u> tests.

4. <u>Teacher</u>: For the purpose of this study, the operational definition of a teacher is an individual designated responsible for implementation of curriculum in Brandon School Division No. 40 classrooms in one of the following grade levels: elementary (K-6); junior high (7-9); and senior high (10-12).

5. <u>Subject Specialty</u>: For the purpose of this study, at the senior high grade level, teachers were classified by subject specialty as follows: humanities (involved nearly full-time in such subject disciplines as English, Com-

position and Literature, History, Human Geography, or Social Science); Sciences (involved nearly full-time in such subject disciplines as Mathematics, Physics, Chemistry and Biology).

VII. SUMMARY

Chapter I has shown that the purpose of the study was to investigate empirically the relationship between teacher self-actualization and philosophic acceptance of humanistic education. The sample population consisted of 76 teachers stratified by age, sex, grade level and subject specialty. The POI and the ASG...CMS were administered to the teacher group and the hypothesis generated by the theory were treated with T and F tests with significance set at the .05 level of confidence.

CHAPTER II

REVIEW OF RELATED RESEARCH

A search of the literature and research literature revealed
a lack of empirical inquiry into the relationship between
teacher self-actualization and teacher philosophic acceptance
of humanistic education.

I. NORMATIVE LITERATURE

Most of the literature which discusses humanistic education
deals with topics relating to the processes of self-actualizing
students and humanizing schools. The two concepts, teacher
self-actualization and teacher philosophic acceptance of
humanistic education are rarely discussed as interrelated
variables. References to teacher self-actualization and human-
istic education that do exist by inference in the literature
tend to be normative in style and peripheral to this study.
Although not relating directly to the problem of this study
in an empirical sense, it is nonetheless worthwhile to sample
the references, inferential as they may be, that do pertain to
the variables studied in this research.

Goldhammer (1969:365) speaking of the relationship between
teacher and student says, "it is the relationship that teaches
rather than the text." Many humanists are concerned that this
relationship has suffered due to the excesses of scientific
and technological approaches that seem to dehumanize the

individual. Brown (1971:8) claims that a society motivated by materialism and with conflicting values has with it an "educational system, with its overstress and overconfidence in the intellect as the exclusive way of knowing that produces generations befogged in illusion and fantasy, generations critically out of touch with the only reality available to them - the reality of each moment." Brown (1971:11) focuses on the teacher's personality when he equates reality and teacher effectiveness, "the more effective he becomes in work, in play, and in love."

Humanistic literature reveals a concern for the survival of the teacher's personality in the institutional setting of education. Teachers are both products and producers of educational systems. Postman and Weingartner (1969:13) claim that as individuals, teachers live in the past and thus our educational systems are as "if we are driving a multimillion dollar sports car, screaming 'Faster! Faster!' while peering fixedly into the rearview mirror." Still, on the theme of personality and the institution of education, Brown (1971:14) explains that "the shaping of an institution is obviously in the hands of the shapers. And if the shapers themselves are, in a sense, misshapen, they then will tend to create the institution in their own image. If we have learned well the lessons of denial, distortion, and expression of genuine feeling, it would follow that our institutions will reflect these avoidances in their structure, goals and operations." A point of interest is raised by the personality characteristics Heath (1971:135) ascribes to the teacher shapers of education:

"dignified, sober, controlled, stuffy, puritanical, straight, judicious and cool ... Let's abandon the role of playing teacher and learn how to be fully human."

To educational humanists, learning to be fully human implies discovery and expression of the self. Goldhammer (1969:365) states: "the teacher's emotional capacities, his cognitive styling, his views of life and the world, his values, the terms on which he has learned to meet anxiety, and altogether his relationship to himself represents his teaching essence. In other words, teaching is a personal expression of the self." Jersild (1955:3) touches the relationship between teacher personality and teaching methodology when he states, "the teacher's understanding and acceptance of his self is the most important requirement in any effort he makes to gain healthy attitudes of self-acceptance on the part of his students.

Abraham Maslow, upon whose theory this study is based, saw self-knowledge as a major means toward growth and self-actualization. According to Coble (1970:60), Abraham Maslow states "when a person understands himself, he will understand his basic needs and true motivation and will learn to behave in a manner which will satisfy these needs. Self-understanding will also enable one to understand and relate to other people more effectively. If the entire human species has the same basic needs, then it follows that self-understanding leads to understanding of the entire human species."

The strongest literary reference to the relationship of teacher self-actualization and acceptance of humanistic educa-

tion comes from Boy and Pine (1971:2) when they state "the teacher who can be the most whole person will make the most significant contribution to the development of students as self-actualizing persons." They postulate that "the whole person will use methodological approaches to encourage students to develop similar levels of humanness." Another humanistic writer, Douglas Heath (1971:134) clearly sees a relationship between teacher personality and methodology when he states, "the only way to humanize schools is to change the system so that teachers can become more educable and mature persons."

A search of the non-empirical literature revealed that there is very little information on teacher self-actualization and teacher acceptance of humanistic education. However, there have been several studies done on self-actualization and other variables that do have a bearing on this study.

II. RESEARCH LITERATURE

In general, the research related to this study focuses upon measuring the change in pre- and post-self-actualization POI scores after some treatment has been administered for establishing data on the reliability and validity of the POI. Coble (1973) investigated the relationship between the level of teacher self-actualization and student gains in critical thinking. This study is particularly relevant since it involved 424 biology students and their 18 teachers of Grade XI Biology. His approach measured directly the behaviour of students by administering the Watson-Glaser Critical Thinking

Appraisal Form ZM at the beginning of the school year and
again in April and recording the student responses. The
teachers were then divided into two groups based upon signifi-
cant and non-significant changes that occurred in their
students' critical thinking abilities. Group I was composed
of eight teachers selected on the basis of significant changes
and Group II consisted of ten teachers whose students evidenced
non-significant changes in critical thinking. Results showed
that Group I teachers were found to have scored higher overall
on Shostrum's POI than the teachers of Group II.

Pupil perceptions of self-actualizing and non-self-
actualizing teachers was studied by Welling (1974). Eleven
teachers were given the POI while 228 pupils were given a "My
Teacher" questionnaire. The top four teachers were matched
with the low four students' scores. A Chi square test was
used to determine significant differences. Results of this
study, linking self-actualization and methodology, showed
students to be perceptually aware of teacher attitudes and
rate self-actualized teachers in terms of teaching effective-
ness above non-self-actualizing teachers. An interesting
recommendation included in this study was that the POI be used
as a screening device on the grounds that self-actualizing
persons are the best teachers.

In a study where the major thrust was to determine whether
or not there is a relationship between a teacher's effective-
ness in the classroom and his acceptance of himself, Reed
(1953), interviewed the students of 104 secondary teachers.
He obtained results which showed teachers with higher levels

of self-acceptance were evaluated as more effective in the classroom by the students. Although the <u>POI</u> was not used, this study does infer a relationship between personality factors and approach to education. Another study into student perceptions of teachers with methodological implications was that done by Murray (1972). Ten teachers were selected from a random sample of 261 Pennsylvania home economic teachers. The <u>POI</u> was used as a basis for determining self-actualized teachers. Five were selected from the extremes of the distribution for comparison with student perceptions. Murray concluded through statistical analysis that students perceive self-actualizing teachers as more concerned about them than non-self-actualizing teachers.

A final research study which contains implications for this present study is that by Weinkach (1972). The <u>POI</u> measured school counsellor self-actualization utilizing the two basic scales and Wysong's Guidance Program Evaluation Student Survey was used to measure student perception. The sample consisted of 23 high school counsellors and respective eleventh grade pupils. Results showed that counsellors with a high self-actualization rating were perceived as most effective by students.

III. SUMMARY

Chapter II, a review of the literature pertaining to the relationship between teacher self-actualization and teacher philosophic acceptance of humanistic education, demonstrated that, although humanist authors are aware of the relationship

between teacher personality and humanism, the topic has been largely neglected and has been pursued without empirical foundation. A review of the research revealed that although no other study has been based on the same two variables as this present study, self-actualization and the use of the POI using similar sampling and data gathering procedures are relatively numerous and yield valid results.

CHAPTER III

RESEARCH PROCEDURES

The purpose of this study was to investigate empirically
the relationship between the level of teacher self-actualiza-
tion measured by a selected index of the Personal Orientation
Inventory (POI) and the level of teacher philosophic accept-
ance of humanistic education measured by the A School is Good...
Classroom Management Style (ASG...CMS) instrument.

I. DESCRIPTION OF THE SAMPLE

The sample consisted of 76 teachers derived from a total
population of 390 teachers employed by Brandon School Division
No. 40. The sample of 76 teachers was further stratified on
the basis of age, sex, grade level and subject specialty. The
rationale for the selection of the independent variables may
be best described as exploratory on the basis that they seemed,
to the author, to be the most obvious and promising variables
to study the relationship between teacher personality and
philosophical tendancy toward humanistic education. Table 3.1
provides a summary of the sample.

Table 3.1

Sample Stratification by Age, Sex,
Grade Level and Subject Specialty.

Stratified Variables	Stratification Categories	
Sex	Male (38)	Female(38)
Grade Level	Elem.(10),Jr.(10),Sr.(18)	Elem.(10),Jr.(10),Sr.(18)
Age	40(9),30-39(19), 30(10)	40(7),30-39(25), 30(6)
Subj. Specialty of Sr. High School Teachers	Humanities(10),Science(8)	Humanities(10),Science(8)

(Number of cases in each category indicated in parenthesis)

II. INSTRUMENTATION

Personal Orientation Inventory (POI). The Personal
Orientation Inventory (Shostrum, 1966) was selected for this
study because it measures mental health in a positive sense as
opposed to a more traditional and pathologically oriented
instrument such as the Minnesota Multiphasic Personality
Inventory. Furthermore, the items on the POI are least likely
to be taken by teachers as offensive or prying. On the other
hand, the 150 items of the POI when scored, yield merely a
generalized profile of certain personality characteristics and
tendancies believed to lead to self-actualization, and there-
fore the scores should be interpreted cautiously.

The Personal Orientation Inventory is conceptually related
to Maslow's writings on self-actualization as well as humanistic
education. Test-retest reliability as well as content and con-
current validity have been reported by Ihardy and May (1968),
Knapp (1971), McClain (1970), and Shostrum (1964, 1966).

According to Pellegreno (1968), reliability indices for the POI yield a correlation coefficient of .32 to .74 with the medion coefficient at .58.

The two basic scales of the POI, Time Competence (Tc) and Inner Directedness (I), can be reported in terms of either raw scores of ratios. The use of ratios is helpful when the POI is used in a counselling setting. Shostrum (1966:8) suggested that: "For correlational or other statistical analysis, it is recommended that scores from the Time Competence scale and the Inner Directed scale be used in preference to the ratio scores, due to the statistical complexities of ratio scores."

For these reasons, the writer decided to report the results of the POI in raw scores in preference to ratio scores. In several studies where the POI was used, the two basic scales have been combined to yield a single index of self-actualization (Foulds, 1967; Winbarn and Rowe (1972). Damn (1969:981) suggested that "an overall measure of the POI can probably be best obtained by using the raw scores of the I scale or by combining of the I and Tc scales." Knapp (1971:13) contended that "the highest average correlation between the overall indices studied and the POI scales was obtained by using a simple combination of raw scores from the Tc and I scales." Based on these references, the author has decided to use the combined Time Competence (Tc) and Inner Directed (I) score as a single index of the level of teacher self-actualization.

According to Shostrum (1966), the Time Competent person appears to fully live in the here-and-now. For such a person,

the past, present and future is tied in a meaningful continuity; appears to be less burdened by guilts, regrets, and resentments from the past. For the Time Competent person, the past is used for reflective thought and the future is tied to present goals. The Time Incompetent person may be excessively concerned with the past and in a state of disorientation with the present. A person who is future-oriented is an individual who lives with idealized goals, plans, expectations, predictions and fears; he is an obsessive worrier.

The Inner Directed person (Shostrum, 1966) goes through life apparently independent. The source of inner direction begins with internalized parental influences and is further developed by other authority figures. Inner direction is guided by a small number of principles that become guiding forces rather than external influences. The other-directed person may become over-sensitive to "others'" opinions in matters of external conformity. Such an individual does not seem to have an inner parental guidance and approval by others becomes the highest goal. For the other-directed individual, fear of lack of acceptance or approval by others becomes manifest as an obsessive, insatiable need for affection or reassurance of being loved.

A School is Good ... ASG. The ASG is adapted from Postman and Weingartner's The School Book (1973:28-44). It was modified by the author to measure teachers' philosophic acceptance of humanistic education. Postman and Weingartner state 35 items which portray humanizing trends in education. The items are broken down by Postman and Weingartner into

eight categories as follows: Time Structuring (4 items);
Activity Structuring (6 items); Defining Intelligence, Worth-
while Knowledge, Good Behaviour (6 items); Evaluation (6
items); Supervision (3 items); Role Differentiation (5 items);
Accountability to the public (3 items); Accountability to the
future (2 items). A sample of Postman and Weingartner's
items is shown as follows: A School is Good ... "when teachers
forego their role as sole authority figures, view themselves
as learners, and try to develop the idea of a learning
community in which the teacher functions more as a co-ordinator
or facilitator than a dictator. Such a role is particularly
suitable to junior and senior high schools, although it is
being widely accepted in elementary schools on the basis of
its success in the British Infant Schools." (page 39). Since
Postman and Weingartner's items tended to be either too long,
too numerous (35) or contained expressions offensive to some
teachers (dictator), the author of this study devised an
instrument based on 30 edited items from The School Book. A
sample of an edited version of the sample cited above is as
follows: A School is Good ... "when teachers forego their
role as sole authority figure, view themselves as learners,
and try to develop the idea of a learning community in which
the teacher functions as a co-ordinator or facilitator of
activities." The 30 items on the A School is Good ... test
cover the eight categories offered by Postman and Weingartner.
Participants responded to each item by choosing one of the
following characteristics: Strongly Agree; Agree; Disagree;
Strongly Disagree. The characteristics were weighted 4, 3, 2,

1 respectively. Because all items were positive expressions of humanistic education, the strongest expression of agreement for all 30 items totals 130. The summation of teacher responses yielded a measurement assumed by the author to reflect teachers' philosophic acceptance of humanistic education.

The Classroom Management Style (CMS). The CMS is an instrument based on Curwin and Fuhrmann's Discovering your Teaching Self (1975). Based on humanistic criteria, Curwin and Fuhrmann developed a program of self-improvement for teachers. The emphasis of the strategies described is on teacher self-awareness and self-knowledge. One of the strategies employed in Discovering your Teaching Self is the Classroom Management Style (47-49) test which consists of 46 items. The author of this study chose this instrument because it required participants in the study to reveal a measurement of a level of acceptance of practical classroom applications of humanistic education. Samples of the items are as follows:

 1. Desks in my classroom are usually arranged in rows;

 6. I usually follow and complete my lesson plans;

33. I laugh a lot in class;

41. I expect respect from my pupils;

43. I feel and act differently with students outside my class. Respondents chose from the following set responses, devised by the author for each item: Very Characteristic, Sometimes Characteristic, Seldom Characteristic, Never Characteristic. Items which expressed humanistic classroom approaches were numbered as follows: 2, 3, 8, 9, 16, 17, 21-23, 25, 28, 29, 32-34, 38-40, and 46. Responses to these items were weighted

4, 3, 2, 1 respectively. Items which expressed non-humanistic classroom approaches were numbered as follows: 1, 4-7, 10-15, 18-20, 24, 26, 27, 30, 35-37, 41-45. Responses to these items were weighted 1, 2, 3, 4 respectively. Teacher responses were summed yielding a measurement of teachers' level of acceptance of practical classroom applications of humanistic approaches to education.

Although the ASG...CMS instruments were designed by the author on the basis of humanistic education advocation by Postman and Weingartner and a teacher-growth exercise by Curwin and Fuhrmann in support of the theoretical framework of acceptance of humanistic education, this instrument has not been tested for reliability.

The measurement of the level of acceptance of humanistic education was the sum of the scores derived from the ASG...CMS. Symbollically this is represented by ASG ... + CMS.

III. RESEARCH PROCEDURES

The research procedures, which include the collection of data and treatment, can be summarized in the following steps:

1. The author obtained the POI in as many copies as were needed;

2. The ASG...CMS instrument was designed, tested on teachers for comments, redesigned and reproduced in as many copies as needed;

3. A list of all 390 teachers in Brandon School Division No. 40 was obtained. One hundred and thirty teachers were mailed the POI and ASG...CMS questionnaires. Self-

addressed enveloped were included. Initial stratification consisted of sex and grade level in the following numbers, males and females each comprising half the group: elementary (40), junior high (40), senior high (50). At the senior high level, of the 50 questionnaires mailed out, 30 surveys were sent to humanities teachers and 20 questionnaires were sent to sciences teachers, again with equal numbers of males and females. Age, which received no pre-consideration in the selection of the sample, was indicated by the participants who completed the survey by checking one of the following categories: under 30 _____, 30-39 _____, 40 and over _____. (Table 3.1 provides a summary of the sample);

4. The data for this study were collected in the last two weeks of March and the first week in April, 1977. Surveys were mailed to the 130 teachers representing the population. In addition to the instruments, each teacher received an introductory message followed by a personal phone call by the author. A time limit of two weeks was set to return the completed instruments. The instruments, with accompanying instructions, were self-administering;

5. Of the 130 surveys mailed out, 89 were returned. Of those returned, eight were spoiled and five exceeded the time limit for return. Extra phone calls were required to obtain the data for several teacher categories;

6. The data collected were hand scored by the author. With respect to the POI, the two basic scales, Time Competence and Inner Directedness, were combined and computed in raw

scores out of a possible total of 150. The ASG...CMS
instrument which yields a measurement of teacher philo-
sophic acceptance of humanistic education, was computed
in raw scores out of a possible total of 304;

7. For the purpose of hypothesis testing, the author obtained
   the services of the Brandon University Mathematics and
   Computer Science Department and treated the data collected
   as prescribed by (Nie, Hadlae, Jenkins, Steinbrunner, Bent:
   1974) The Statistical Package for the Social Sciences
   (SPSS);

8. The hypothesis derived from the theory and the statistical
   treatment can be stated as follows:
   Hypothesis I
   Ho: The correlation between the scores on the POI and
       the scores on the ASG...CMS does not differ from
       zero for teachers stratified by sex, grade level,
       subject specialty and age.

For the purpose of rejecting or not rejecting hypothesis I,
six sub-hypothesis were generated and are stated as follows:

1. Ho: The correlation between the scores on the POI and
       the scores on the ASG...CMS does not differ from zero
       for teachers category stratified by sex.

2. Ho: The correlation between the scores on the POI and
       the scores on the ASG...CMS does not differ from zero
       for teachers stratified by grade level.

3. Ho: The correlation between the scores on the POI and
       the scores on the ASG...CMS does not differ from zero
       for teachers stratified by grade level and sex.

4. Ho: The correlation between the scores on the POI and the scores on the ASG...CMS does not differ from zero for teachers stratified by subject specialty at the senior high grade level.

5. Ho: The correlation between the scores on the POI and the scores on the ASG...CMS does not differ from zero for teachers stratified by subject specialty and sex at the senior high grade level.

6. Ho: The correlation between the scores on the POI and the scores on the ASG...CMS does not differ from zero for teachers stratified by age.

In order to determine whether to reject or not to reject hypothesis I, each of the six sub-hypothesis was treated by a one-tailed T-test of the Pearson product-moment correlation at the .05 level of significance.

Hypothesis II

Ho: There is no difference between the mean scores on the defined levels on the POI and the ASG...CMS that can be attributed to age, sex, and grade level.

For the purpose of testing Hypothesis II, an F-test was used to test the significance of the difference between the variables independently at the .05 level of significance.

Hypothesis III

Ho: At the senior high grade level, there is no difference between the mean scores of the defined levels on the POI and ASG...CMS that can be attributed to age, sex, or subject specialty.

For the purpose of testing Hypothesis III, an F-test was used to test the significance of the difference between the variables independently at the .05 level of significance.

Hypothesis IV

Ho: There is no difference between the adjusted mean scores on the POI and ASG...CMS that can be attributed to age, sex, or grade level.

The difference between the adjusted mean scores for each variable was tested for significance using the F-test.

Hypothesis V

Ho: At the senior high grade level, there is no difference between the adjusted mean scores on the POI and ASG...CMS that can be attributed to age, sex, or subject specialty.

For the purpose of testing Hypothesis V, an F-test was used to test the significance of the adjusted mean differences between the two variables independently at the .05 level of significance,

IV. SUMMARY

Chapter III has described the sample and procedure using the POI and ASG...CMS instruments to test empirically the relationship between teacher self-actualization and philosophic acceptance of humanistic education. The data collected from the sample of 76 teachers stratified by age, sex, grade level and subject specialty was treated by T and F tests at the .05 level of significance.

CHAPTER IV

RESULTS AND DISCUSSION

The problem of this study was to investigate empirically
the relationship between the level of teacher self-actualiza-
tion and the level of teacher philosophic acceptance of
humanistic education. Teacher self-actualization was measured
by the POI which, when reported in raw scores using the two
most important subscales, Time Competence and Inner Directed-
ness, yield a measurement of self-actualization. Teacher
philosophic acceptance of humanistic education was measured by
the ASG...CMS which, when scored, provides a measurement of
the level of teacher philosophic acceptance of humanistic
education. To test the hypothesis derived from the theory,
the sample of 76 teachers was stratified on the basis of sex
(male, female), grade level (elementary, junior high, senior
high), subject specialty (humanities, sciences), and age (40
and over, 30-39, under 30). The hypothesis were treated by
T-tests and F-tests at the .05 level of significance in order
to determine whether or not to reject the hypothesis.

I. RESULTS

Hypothesis I

Ho: The correlation between the scores on the POI and the
scores on the ASG...CMS does not differ from zero for
teachers stratified by sex, grade level, subject
specialty and age.

Six sub-hypothesis were generated from Hypothesis I. Each sub-hypothesis was subjected to a one-tailed T-test of the Pearson product-moment correlation at the .05 level of significance. The results of the sub-hypothesis are reported as follows:

Sub-Hypothesis 1.

The correlation between the scores on the POI and the scores on the ASG...CMS does not differ from zero for teachers stratified by sex.

The results shown by Table 4.1 reject the hypothesis. Both male and female categories are significant beyond the .05 level. Since male and female teachers comprise the entire sample, it is not surprising that for all teachers the correlation is .69, beyond the .05 level of significance.

Table 4.1

Means, Standard Deviations and Significance
Between the POI and ASG...CMS with Sex

Teacher Category	Variable	Cases	Means	Std Dev	r	s
All Teachers	POI	38	101.60	17.44	.69	.001
	ASG...CMS	38	207.86	22.30		
Male Teachers	POI	38	102.44	10.54	.71	.001
	ASG...CMS	38	201.44	19.72		
Female Teachers	POI	76	102.02	14.32	.67	.001
	ASG...CMS	76	204.67	21.16		

Sub-Hypothesis 2.

The correlation between the scores on the POI and the scores on the ASG...CMS does not differ from zero for teachers stratified by grade level.

The results shown by Table 4.2 reject the hypothesis. The correlations between the POI and ASG...CMS for teachers stratified by grade level are significant beyond the .05 level.

Table 4.2

Means, Standard Deviations and Significance
Between the POI and ASG...CMS with Grade Level

Teacher Category	Variable	Cases	Means	Std Dev	r	s
Elementary	POI	20	97.25	12.67	.69	.001
	ASG...CMS	20	200.7	17.52		
Junior High	POI	20	107.55	10.10	.84	.001
	ASG...CMS	20	207.45	18.24		
Senior High	POI	36	101.61	16.32	.63	.001
	ASG...CMS	36	205.33	24.45		

Sub-Hypothesis 3.

The correlation between the scores on the POI and ASG...CMS does not differ from zero for the teachers stratified by sex and grade level.

Presented by Table 4.3, the six teacher groups categorized by sex and grade level show the correlation with the POI and ASG...CMS scores to be significant beyond the .05 level. Since the hypothesis was not supported by the data, it was rejected.

Table 4.3

Means, Standard Deviations and Significance
Between the POI and ASG...CMS with Sex and Grade Level

Teacher Category	Variable	Cases	Means	Std Dev	r	s
Elem. Male	POI	10	90.9	11.84	.87	.001
	ASG...CMS	10	202.4	13.2		
Elem. Female	POI	10	103.6	10.43	.93	.001
	ASG...CMS	10	199.00	21.58		
Jr. High Male	POI	10	109.4	41.71	.81	.002
	ASG...CMS	10	212.7	20.19		
Jr. High Female	POI	10	105.7	8.40	.87	.001
	ASG...CMS	10	202.2	15.28		
Sr. High Male	POI	18	103.2	20.24	.64	.002
	ASG...CMS	18	208.2	27.24		
Sr. High Female	POI	18	100.00	11.55	.62	.003
	ASG...CMS	18	202.4	21.71		

Sub-Hypothesis 4.

The correlation between the scores on the POI and the scores on the ASG...CMS does not differ from zero for teachers stratified by subject specialty at the senior high level.

The results presented in Table 4.4 do not support the hypothesis. The correlation between the POI and ASG...CMS for teachers stratified by subject specialty at the senior high grade level are correlated beyond the .05 level of significance.

Table 4.4

Means, Standard Deviations and Significance
Between the <u>POI</u> and the <u>ASG...CMS</u> with Subject Specialty
at the Senior High Grade Level

Teacher Category	Variable	Cases	Means	Std Dev	r	s
Humanities	POI	20	106.40	13.26	.70	.001
	ASG...CMS	20	212.95	26.70		
Sciences	POI	16	95.62	18.17	.50	.022
	ASG...CMS	16	195.81	17.85		

Sub-Hypothesis 5.

The correlation between the scores on the <u>POI</u> and the
scores on the <u>ASG...CMS</u> does not differ from zero for
teachers stratified by subject specialty and sex at the
senior high grade level.

The results presented in Table 4.5 show that the correla-
tion between the <u>POI</u> and <u>ASG...CMS</u> with male humanities
teachers and female sciences teachers are correlated beyond
the .05 level of significance. The correlations for male
humanities teachers and female sciences teachers reject the
hypothesis. However, the correlation between the <u>POI</u> and
<u>ASG...CMS</u> with female humanities teachers (r = .137) and male
sciences teachers (r = .061) was not significant. Thus, with
the exception of humanities female and sciences male teachers,
the hypothesis was rejected.

Table 4.5

Means, Standard Deviations and Significance
Between the POI and the ASG...CMS with Subject Specialty
and Sex at the Senior High Level

Teacher Category	Variable	Cases	Means	Std Dev	r	s
Humanities Male	POI ASG...CMS	10 10	106.3 215.6	17.6 33.73	.79	.003
Humanities Female	POI ASG...CMS	10 10	106.5 210.3	7.86 18.7	.83	.137
Sciences Male	POI ASG...CMS	8 8	99.37 199.00	23.8 12.82	.59	.061
Sciences Female	POI ASG...CMS	8 8	91.87 22.25	10.43 22.25	.62	.049

Sub-Hypothesis 6.

The correlation between the scores on the POI and the
scores on the ASG...CMS does not differ from zero for
the teachers stratified by age.

Table 4.6 shows that the correlation between the POI and
the ASG...CMS for teachers stratified by age is significant
beyond the .05 level for all three age categories. Based on
the analysis of the data, the hypothesis was rejected.

Table 4.6

Means, Standard Deviations and Significance
Between the POI and ASG...CMS with Age

Teacher Category	Variable	Cases	Means	Std Dev	r	s
40 and over	POI ASG...CMS	16 16	105.12 206.25	11.27 25.33	.83	.001
30 - 39	POI ASG...CMS	44 44	103.18 209.27	15.44 17.14	.64	.001
under 30	POI ASG...CMS	16 16	95.75 190.43	12.62 21.74	.67	.002

Hypothesis II

Ho: There is no difference between the mean scores of the defined levels on the POI and the ASG...CMS that can be attributed to age, sex or grade level.

The data in Table 4.7 shows no 3-way or 2-way interactions between POI mean scores with age, sex and grade level were significant. The main effects show that the mean differences between POI scores with grade level were significant beyond the .05 level. Table 4.8 shows that junior high teachers had mean scores significantly higher than elementary and senior high teachers. Sex and age were not found to have significantly different mean POI scores.

Table 4.9 shows that there were no 3-way or 2-way interactions between ASG...CMS mean scores with age, sex and grade level. The main effects reveal there is a significant mean difference between ASG...CMS mean scores with age beyond the .05 level. Table 4.10 reveals that teachers in the age group

30 - 39 have significantly higher <u>ASG...CMS</u> mean scores than under 30 teachers and 40 and over teachers. Sex and grade level showed no significant mean score differences.

Supported by the data that significant differences were found between mean <u>POI</u> and mean <u>ASG...CMS</u> scores with grade level and sex respectively, Hypothesis II was rejected.

Table 4.7

<u>POI Scores Classified by Age, Sex and Grade</u>

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
Main Effects	2132.885	5	426.577	2.134	0.074
Age	1046.719	2	523.360	2.618	0.082
Sex	0.036	1	0.036	0.000	0.990
Grade	1289.720	2	644.860	3.225	0.047
2-Way Interactions	1206.499	8	150.812	0.754	0.644
Age Sex	271.353	2	135.676	0.679	0.511
Age Grade	128.861	4	32.215	0.161	0.957
Sex Grade	672.827	2	336.414	1.683	0.195
3-Way Interactions	456.402	4	114.100	0.571	0.685
Age Sex Grade	456.402	4	114.100	0.571	0.685
Explained	3795.785	17	223.281	1.117	0.361
Residual	11596.059	58	199.932		
Total	15391.844	75	205.225		

Table 4.8

POI Mean Score Deviations by Age, Sex and Grade

GRAND MEAN = 102.03

VARIABLE + CATEGORY	N	UNADJUSTED DEV'N	ETA	ADJUSTED FOR INDEPENDENTS DEV'N	BETA
Age					
Under 30	16	-6.28		-7.50	
30 - 39	44	1.16		1.62	
40 and over	16	3.10		3.04	
			0.23		0.28
Sex					
Female	38	0.42		-0.02	
Male	38	-0.42		0.02	
			0.03		0.00
Grade					
Elementary	20	-4.78		-3.87	
Junior High	20	5.52		6.81	
Senior High	36	-0.42		-1.63	
			0.26		0.29
Multiple R Squared					0.139
Multiple R					0.372

Table 4.9

ASG...CMS Scores Classified by Age, Sex and Grade

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
Main Effects	6527.402	5	1305.480	3.308	0.011
Age	5264.813	2	2632.406	6.671	0.002
Sex	1491.313	1	1491.313	3.779	0.057
Grade	891.002	2	445.501	1.129	0.330
2-Way Interactions	3570.625	8	446.328	1.131	0.357
Age Sex	1350.784	2	675.392	1.712	0.190
Age Grade	2233.014	4	558.253	1.415	0.240
Sex Grade	41.389	2	20.695	0.052	0.949
3-Way Interactions	596.332	4	149.083	0.378	0.824
Age Sex Grade	596.330	4	149.083	0.378	0.824
Explained	10694.359	17	629.080	1.594	0.096

Table 4.9 - cont'd:

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
Residual	22886.301	58	394.591		
Total	33580.660	75	447.742		

Table 4.10

ASG...CMS Mean Score Deviations by Age, Sex and Grade

GRAND MEAN = 204.67

VARIABLE + CATEGORY	N	UNADJUSTED DEV'N	ETA	ADJUSTED FOR INDEPENDENTS DEV'N	BETA
Age					
Under 30	16	-14.23		-16.70	
30 - 39	44	4.60		5.67	
40 and over	16	1.58		1.10	
			0.35		0.42
Sex					
Female	38	-3.20		-4.50	
Male	38	3.20		4.49	
			0.15		0.21
Grade					
Elementary	20	-3.97		-2.25	
Junior High	20	2.78		5.85	
Senior High	36	0.66		-2.00	
			0.12		0.17
Multiple R Squared					0.194
Multiple R					0.441

Hypothesis III

Ho: At the senior high grade level, there is no difference
between the mean scores of the defined levels on the POI
and the ASG...CMS that can be attributed to age, sex, or
subject specialty.

Table 4.11 shows that no 3-way or 2-way interactions between mean POI scores with age, sex and subject specialty were significant at the .05 level. The main effects show that mean POI scores with subject specialty are significant beyond the .05 level. Table 4.12 shows that mean POI scores for humanities teachers are significantly higher than sciences teachers mean scores beyond the .05 level. Mean POI scores with age and sex at the senior high level were found not to be significant.

The data presented in Table 4.13 shows that no 3-way or 2-way interactions between mean ASG...CMS scores with age, sex and subject specialty were significant at the .05 level. Main effects reveal that mean differences between ASG...CMS scores with age and subject specialty were significant at the .05 level. Table 4.14 reveals that teachers in the age group 30 - 39 scored significantly higher means on the ASG...CMS than under 30 teachers and 40 and over teachers. Humanities teachers mean ASG...CMS scores were significantly higher than sciences teachers mean scores. Results show that no significant difference was found between ASG...CMS mean scores with sex.

Supported by the data that shows that differences significant at the .05 level were found between POI mean scores with subject specialty and between ASG...CMS with age and subject specialty. Hypothesis III was rejected.

Table 4.11

POI Scores Classified by Age, Sex and Subject

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
Main Effects	2243.616	4	560.904	2.266	0.089
Age	1118.166	2	559.083	2.258	0.125
Sex	183.223	1	183.223	0.740	0.397
Subject	1605.701	1	1605.701	6.486	0.017
2-Way Interactions	610.337	4	152.584	0.616	0.655
Age Sex	413.897	2	206.949	0.836	0.445
Age Subject	91.458	1	91.458	0.369	0.549
Age Subject	13.823	1	13.823	0.056	0.815
3-Way Interactions	39.977	1	39.977	0.161	0.691
Age Sex Subject	39.977	1	39.977	0.161	0.691
Explained	2893.934	9	321.548	1.299	0.285
Residual	6436.590	26	247.561		
Total	9330.523	35	266.586		

Table 4.12

POI Mean Score Deviations by Age, Sex and Subject

GRAND MEAN = 101.61

VARIABLE + CATEGORY	N	UNADJUSTED DEV'N	ETA	ADJUSTED FOR INDEPENDENTS DEV'N	BETA
Age					
Under 30	3	-12.28		-19.27	
30 - 39	24	0.97		2.14	
40 and over	9	1.50		0.73	
			0.23		0.36
Sex					
Female	18	-1.61		-2.32	
Male	18	1.61		2.32	
			0.10		0.14
Subject					
Humanities teachers	20	4.79		6.22	
Sciences teachers	16	-5.99		-7.77	
			0.33		0.43
Multiple R Squared					0.240
Multiple R					0.490

Table 4.13

ASG...CMS Scores Classified by Age, Sex and Subject

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
Main Effects	11209.141	4	2802.285	8.633	0.000
Age	8298.086	2	4149.043	12.783	0.000
Sex	954.363	1	954.363	2.940	0.098
Subject	5513.758	1	5513.758	16.987	0.000
2-Way Interactions	1240.195	4	310.049	0.955	0.448
Age Sex	235.416	2	117.708	0.363	0.699
Age Subject	634.087	1	634.087	1.954	0.174
Sex Subject	61.371	1	61.371	0.189	0.667
3-Way Interactions	47.332	1	47.332	0.146	0.706
Age Sex Subject	47.333	1	47.333	0.146	0.706
Explained	12496.668	9	1388.519	4.278	0.002
Residual	8439.277	26	324.587		
Total	20935.945	35	598.170		

Table 4.14

ASG...CMS Mean Score Deviations by Age, Sex and Subject

GRAND MEAN = 205.33

VARIABLE + CATEGORY	N	UNADJUSTED DEV'N	ETA	ADJUSTED FOR INDEPENDENTS DEV'N	BETA
Age					
Under 30	3	-38.00		-51.29	
30 - 39	24	4.92		7.24	
40 and over	9	-0.44		-2.21	
			0.48		0.66
Sex					
Female	18	-2.89		-5.30	
Male	18	2.89		5.30	
			0.12		0.22
Subject					
Humanities teachers	20	7.62		11.52	
Sciences teachers	16	-9.52		-14.40	
			0.35		0.53
Multiple R Squared					0.535
Multiple R					0.732

Hypothesis IV

Ho: There is no difference between the adjusted mean scores
on the POI and ASG...CMS that can be attributed to age,
sex or grade level.

Table 4.15 and 4.16 reveal no significant 3-way or 2-way
interactions between adjusted mean scores on the POI by age,
sex and grade level with ASG...CMS as the covariate. Main
effects show no covariance between the ASG...CMS with age, sex
or grade level to be significant at the .05 level.

Table 4.17 shows no 3-way or 2-way interactions to be
significant at the .05 level between ASG...CMS adjusted mean
scores by age, sex and grade level with POI scores as the
covariate. The main effects reveal that the covariance between
adjusted mean scores of the POI with age and sex to be signifi-
cant at the .05 level. Table 4.3 reported mean ASG...CMS
differences between males and females to be 207.87 and 201.47
respectively. The data on Table 4.18 shows that the difference
between male and female mean ASG...CMS scores to be attribut-
able to the difference between male and female POI mean scores.
Table 4.18 shows that the differences between ASG...CMS scores
for the age groups under 30, 30-39, and 40 and over to be
significantly attributable to mean differences in POI scores.
Differences in mean ASG...CMS scores by grade level was found
not to be significantly attributable to POI score differences.
Supported by the findings that teacher ASG...CMS mean
scores by age and sex were attributable to POI scores,
Hypothesis IV was rejected.

Table 4.15

POI Score Variation Classified by Age, Sex and Grade

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
Covariates	7052.828	1	7052.828	66.633	0.000
CMS	7052.828	1	7052.828	66.633	0.000
Main Effects	969.520	5	193.904	1.832	0.121
Age	144.406	2	72.203	0.682	0.510
Sex	301.243	1	301.243	2.846	0.097
Grade	487.080	2	243.540	2.301	0.109
2-Way Interactions	966.758	8	120.845	1.142	0.350
Age Sex	99.856	2	49.928	0.472	0.626
Age Grade	179.345	4	44.836	0.424	0.791
Sex Grade	569.220	2	284.610	2.689	0.077
3-Way Interactions	369.488	4	92.372	0.873	0.486
Age Sex Grade	369.489	4	92.372	0.873	0.486
Explained	9358.594	18	519.922	4.912	0.000
Residual	6033.250	57	105.846		
Total	15391.844	75	205.225		

Table 4.16

POI Mean Score Variations Classified by Age, Sex and Grade

GRAND MEAN = 102.03

VARIABLE + CATEGORY	N	UNADJUSTED DEV'N ETA	ADJUSTED FOR INDEPENDENTS DEV'N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV'N BETA
Age				
Under 30	16	-6.28		0.29
30 - 39	44	1.16		-1.02
40 and over	16	3.10		2.52
		0.23		0.10
Sex				
Female	38	0.42		2.08
Male	38	-0.42		-2.08
		0.03		0.15
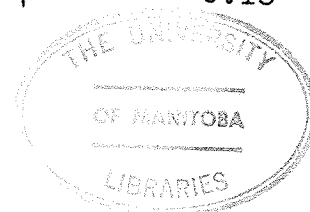
Table 4.16 - cont'd:

VARIABLE + CATEGORY	N	UNADJUSTED DEV'N ETA	ADJUSTED FOR INDEPENDENTS DEV'N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV'N BETA
Grade				
Elementary	20	-4.78		-2.83
Junior High	20	5.52		4.08
Senior High	36	-0.42		-0.70
		0.26		0.18
Multiple R Squared				0.521
Multiple R				0.722

Table 4.17

ASG...CMS Score Variation Classified by Age, Sex and Grade

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
Covariates	15387.289	1	15387.289	73.657	0.000
POI	15387.289	1	15387.289	73.657	0.000
Main Effects	3156.789	5	631.358	3.022	0.017
Age	1938.122	2	969.061	4.639	0.014
Sex	1477.363	1	1477.363	7.072	0.010
Grade	53.933	2	26.966	0.129	0.879
2-Way Interactions	2561.594	8	320.199	1.533	0.166
Age Sex	628.300	2	314.150	1.504	0.231
Age Grade	1420.346	4	355.086	1.700	0.163
Sex Grade	413.488	2	206.744	0.990	0.378
3-Way Interactions	567.457	4	141.864	0.679	0.609
Age Sex Grade	567.456	4	141.864	0.679	0.609
Explained	21673.129	18	1204.063	5.764	0.000
Residual	11907.531	57	208.904		
Total	33580.660	75	447.742		

Table 4.18

ASG...CMS Mean Score Deviations Classified by Age, Sex and Grade

GRAND MEAN = 204.67

VARIABLE + CATEGORY	N	UNADJUSTED DEV'N	ETA	ADJUSTED FOR INDEPENDENTS DEV'N	BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV'N	BETA
Age							
Under 30	16	-14.23				-9.56	
30 - 39	44	4.60				4.13	
40 and over	16	1.58				-1.79	
			0.35				0.26
Sex							
Female	38	-3.20				-4.47	
Male	38	3.20				4.47	
			0.15				0.21
Grade							
Elementary	20	-3.97				1.44	
Junior High	20	2.78				-0.63	
Senior High	36	0.66				-0.45	
			0.12				0.04
Multiple R Squared							0.552
Multiple R							0.743

Hypothesis V

Ho: At the senior high level, there is no difference between
the adjusted mean scores on the POI and the ASG...CMS
that can be attributable to age, sex or subject specialty.

Tables 4.19 and 4.20 show no 3-way or 2-way interactions
between POI scores by age, sex and grade level with ASG...CMS
as the covariate. Main effects show no significance between POI scores by age, sex or subject specialty
with ASG...CMS as the covariate.

Table 4.21 shows no 3-way or 2-way interactions between ASG...CMS scores by age, sex and subject specialty with POI as the covariate to be significant. The main effects reveal that the relationship between ASG...CMS mean scores by age and subject specialty were significantly attributable to POI scores beyond the .05 level. Table 4.22 shows that higher male mean ASG...CMS scores than females and significantly higher humanities teachers ASG...CMS scores than sciences teachers reported in Table 4.13 and 4.14, were attributable to POI score differences. Differences in ASG...CMS mean scores between male and female senior high teachers were not found to be significantly attributable to POI score difference.

Based on the results, that differences between ASG...CMS scores by age and subject specialty were significantly attributable to POI score differences, Hypothesis V was rejected.

Table 4.19

POI Score Variation Classified by Age, Sex and Subject

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
Covariates	3747.496	1	3747.496	19.259	0.000
CMS	3747.496	1	3747.496	19.259	0.000
Main Effects	173.927	4	43.482	0.223	0.923
Age	39.576	2	19.788	0.102	0.904
Sex	0.453	1	0.453	0.002	0.962
Subject	54.390	1	54.390	0.280	0.602
2-Way Interactions	533.210	4	133.302	0.685	0.609
Age Sex	368.834	2	184.417	0.948	0.401
Age Subject	1.753	1	1.753	0.009	0.925
Sex Subject	50.332	1	50.332	0.259	0.616

Table 4.19 - cont'd:

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
3-Way Interactions	11.184	1	11.184	0.057	0.813
Age Sex Subject	11.183	1	11.183	0.057	0.813
Explained	4465.816	10	446.582	2.295	0.045
Residual	4864.707	25	194.588		
Total	9330.523	35	266.586		

Table 4.20

POI Mean Score Variations by Age, Sex and Subject

GRAND MEAN = 101.61

VARIABLE + CATEGORY	N	UNADJUSTED DEV'N ETA	ADJUSTED FOR INDEPENDENTS DEV'N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV'N BETA
Age				
Under 30	3	-12.28		2.03
30 - 39	24	0.97		-0.87
40 and over	9	1.50		1.64
		0.23		0.08
Sex				
Female	18	-1.61		-0.12
Male	18	1.61		0.12
		0.10		0.01
Subject				
Humanities	20	4.79		1.43
Sciences	16	-5.99		-1.79
		0.33		0.10
Multiple R Squared				0.420
Multiple R				0.648

Table 4.21

ASG...CMS Score Variation Classified by
Age, Sex and Subject

SOURCE OF VARIATION	SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIF OF F
Covariates	8408.676	1	8408.676	32.958	0.000
POI	8408.676	1	8408.676	32.958	0.000
Main Effects	5103.254	4	1275.813	5.001	0.004
Age	4545.625	2	2272.813	8.908	0.001
Sex	523.627	1	523.627	2.052	0.164
Subject	2155.015	1	2155.015	8.447	0.008
2-Way Interactions	1034.867	4	258.717	1.014	0.419
Age Sex	249.677	2	124.838	0.489	0.619
Age Subject	384.196	1	384.196	1.506	0.231
Sex Subject	98.787	1	98.787	0.387	0.539
3-Way Interactions	10.836	1	10.836	0.042	0.838
Age Sex Subject	10.837	1	10.837	0.042	0.838
Explained	14557.633	10	1455.763	5.706	0.000
Residual	6378.313	25	255.132		
Total	20935.945	35	598.170		

Table 4.22

ASG...CMS Mean Score Variations by Age, Sex
and Subject

GRAND MEAN = 205.33

VARIABLE + CATEGORY	N	UNADJUSTED DEV'N ETA	ADJUSTED FOR INDEPENDENTS DEV'N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV'N BETA
Age				
Under 30	3	-38.00		-40.30
30 - 39	24	4.92		6.02
40 and over	9	-0.44		-2.63
		0.48		0.53
Sex				
Female	18	-2.89		-3.98
Male	18	2.89		3.98
		0.12		0.16

Table 4.22 - cont'd:

VARIABLE + CATEGORY	N	UNADJUSTED DEV'N ETA	ADJUSTED FOR INDEPENDENTS DEV'N BETA	ADJUSTED FOR INDEPENDENTS + COVARIATES DEV'N BETA
Subject				
Humanities	20	7.62		7.98
Sciences	16	-9.52		-9.97
		0.35		0.37
Multiple R Squared				0.645
Multiple R				0.803

II. GENERAL CONCLUSIONS

The results of testing the hypothesis seem to warrant the following general conclusions.

Results showed that there was a relationship between the level of teacher self-actualization and philosophic acceptance of humanistic education. T-test results showed a relationship between POI scores and ASG...CMS scores by age, sex, grade level and subject specialty to be significant beyond the .05 level with only two exceptions. The overall POI and ASG...CMS correlation for the entire sample was reported significant beyond the .05 level ($r = .69$, $p < .05$).

There were significant differences between levels of teacher self-actualization by grade level and between levels of teacher philosophic acceptance of humanistic education by age. The data which resulted from an F-test showed significant differences between POI mean scores by grade level and that junior high teachers had significantly higher mean POI scores than senior high and elementary teachers. It was also reported

that teachers in the age group 30 - 39 obtained significantly higher ASG...CMS mean scores than 40 and over teachers and under 30 teachers in that order.

At the senior high grade level, results showed that there were important differences between levels of self-actualization by subject specialty and between levels of teacher philosophic acceptance of humanistic education by age and subject specialty. F-test results showed significant relationships between POI scores and subject specialty and humanities teachers were found to have had higher mean POI scores than sciences teachers. In addition, the results revealed significant mean differences in ASG...CMS scores by age and subject specialty. It was found that teachers in the age group 30 - 39 had significantly higher mean ASG...CMS scores than teachers 40 and over and under 30 in that order. Also, humanities teachers had significantly higher mean ASG...CMS scores than sciences teachers.

For the entire teacher sample, findings suggest that differences in the levels of philosophic acceptance of humanistic education by age and sex were attributable to the level of teachers' self-actualization. F-test results showed that POI mean scores significantly influenced teacher ASG...CMS mean score differences by age (30 - 39) and sex (male). These results seem to indicate that the greater philosophic acceptance of humanistic education shown by teachers 30 - 39 and male were accounted for by higher levels of self-actualization.

At the senior high grade level, differences in the level of philosophic acceptance of humanistic education by age and

subject specialty seem to have been attributable to the level
of teacher self-actualization. F-test results suggest that
POI mean scores significantly influenced teacher ASG...CMS mean
score differences by age (30 - 39) and subject specialty
(humanities). It would appear that, at the senior high grade
level, the greater degree of philosophic acceptance of
humanistic education shown by teachers 30 - 39 and humanities
teachers was attributable to higher levels of self-actualization.

III.   DISCUSSION AND IMPLICATIONS

The strong relationship between the level of teacher self-
actualization and the level of philosophic acceptance of
humanistic education ($r = .67$, $N = 76$) found in this study,
supports the assumptions of humanistic theorists. Data
reported in the results supports Boy and Pine (1971), who con-
tend that the teacher who is "the most whole person" will
possess a humanistic philosophy towards education. The find-
ings also support Jersild (1953), who theorized that the
teachers who have the healthiest attitudes of self-acceptance
will be most likely to accept the use of humanistic classroom
strategies to self-actualize students. The same results that
revealed the relationship between teacher personality and
educational philosophy point to a probable reason why human-
istic approaches to education advocated by such authors of
curriculum as Sidney Simon (1972) and Hawley and Hawley (1972)
aimed at the self-actualization of students have failed to
win acceptance by large numbers of educators. Finally, the
results of this study serve to confirm the inference of Reed

(1953) that there is a relationship between personality factors and approach to education.

This study has presented evidence that junior high teachers are significantly more self-actualized than senior high and elementary school teachers. Additional analysis indicated that junior high teachers had the highest mean for philosophic acceptance of humanistic education. These findings are interesting when compared with conclusions reached by Coble (1973) and Welling (1974) who reported that superior teaching, from a student viewpoint, was equated with high teacher self-actualization levels and that self-actualized teachers were the best teachers respectively. These findings seem to indicate that for the population sample studied, the most self-actualized and humanistic teachers are in the junior high grade level where adolescent learners often experience the most severe learning and behavioural difficulties thought to be attributable to the maturation process. On the other hand, results also indicate that teachers in the elementary grade level are the least self-actualized, particularly males, which raises serious questions about the effort to place the most self-actualized teachers with new learners.

At the senior high level, humanities teachers were found to be significantly more self-actualized and more philosophically accepting of humanistic education than sciences teachers. The author's own view supported by research literature is that humanities teachers, through the nature of their academic experience and their response to the humanizing influences inherent in humanities fields, derive a personal growth exper-

ience that is lacking in the various disciplines comprising the sciences. In support of the findings of this study, Leback (1969) studied the self-actualization levels of college students and found that seniors were more self-actualized than freshmen and that arts students were more self-actualized than science students. It is apparent from the results of this study that, restricted to the population sample at the senior high grade level, humanities and sciences teachers are very different persons in terms of levels of self-actualization and their philosophic educational outlooks.

Teacher age was found to be an important variable related to self-actualization and philosophic acceptance of humanistic education. The age group 30 - 39 would appear, judging from the results, to be the optimal years of both self-actualization and particularly philosophic acceptance of humanistic education. The results showed for the age groups that differences in the levels of self-actualization may be the source of the differences in philosophic acceptance of humanistic education for the whole population sample as well as for the senior high grade level. This finding strongly supports Abraham Maslow's self-actualization theories. Maslow (1954) maintained that a key determinant of self-actualization was the number of peak experiences the individual went through. The more peak experiences, Maslow reasoned, the greater the level of self-actualization. Peak experiences, according to the theory, are inherent in such events as marriage, satisfaction of career ambitions, and reproduction. The high level of philosophic acceptance of humanistic education is attributable to self-actualization levels

of the 30 - 39 age group and is explained by Maslow's theories.

The findings in age as a variable with self-actualization and philosophic acceptance of humanistic education, particularly in the under 30 group, are directly opposite to the youth "cult" stereotype of change and progress. The under 30 age group was found to have the lowest self-actualization and philosophic acceptance of humanistic education levels both for the entire population sample as well as for the senior high sample. This is surprising in that the university experience of learning is most often associated with the under 30 age group and does not appear to have the self-actualizing potential that life experiences offer outside of the formal educational framework.

Although higher male self-actualization levels help explain the differences in higher male than female philosophic acceptance of humanistic education levels, generally speaking, this study revealed no particular sex bias. Maslow (1968) postulated self-actualization levels through different peak experiences, males and females should show no major differences. This study serves to substantiate Maslow and tends to stand as a token gesture toward equality of the sexes at least in the field of education.

IV. SUMMARY

This chapter reported the results of the data collected by the POI and ASG...CMS instruments. The data was treated by T and F tests in order to test the hypothesis generated by the theories of self-actualization and humanistic education. Based on the results reported, general conclusions were drawn up and followed by a discussion.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

FOR ADMINISTRATIVE PRACTICE

I.   SUMMARY AND CONCLUSIONS

The Problem Restated

The present study was undertaken to investigate
empirically the extent of the relationship between levels of
teacher self-actualization and philosophic acceptance of
humanistic education. Specifically, this study sought to
ascertain whether significant differences existed between
levels of self-actualization and philosophic acceptance of
humanistic education by age, sex, grade level and subject
specialty; and whether these differences were attributable to
self-actualization or philosophic acceptance of humanistic
education.

Procedures

Self-actualization was measured by the Personal Orienta-
tion Inventory (POI) which consisted of 150 forced-choice
items. The author used the two main subscales, Time Competent
and Inner Directed, which when collected in raw scores (Tc + I)
measure teacher levels of self-actualization. Philosophic
acceptance of humanistic education was measured by the A
School is Good ... Classroom Management Style (ASG...CMS)
instrument which was adapted by the author from Postman and

Weingartner (The School Book:1973) and Curwin and Fuhrmann (Discovering Your Teaching Self:1975). The ASG...CMS consists of 76 statements which when scored, yield a measurement of teacher philosophic acceptance of humanistic education.

The sample population from which the data was collected consisted of 76 teachers employed by Brandon School Division No. 40 in the months of March and April, 1977. The sample population was stratified by age, sex, grade level and subject specialty which then became the independent variables.

The four independent variables, age, sex, grade level, and subject specialty were coded, and with the raw scores obtained from the POI and ASG...CMS tests, were transferred to computer cards. The data was subjected to T and F tests using the SPSS procedure, Anova, in order to test the hypothesis generated by the theory of self-actualization and humanistic education.

Findings

This study revealed that there were significant correlational relationships between teacher self-actualization and philosophic acceptance of humanistic education, by age, sex, grade level and subject specialty. Nineteen out of twenty-one cases were significant.

It was found that significant differences exist between POI mean scores and grade level and that junior high teachers had significantly higher mean POI scores than senior high and elementary teachers. Teachers in the age group 30 - 39 obtained significantly higher ASG...CMS mean scores than teachers 40 and over and under 30 teachers.

At the senior high level, it was found that humanities teachers were significantly more self-actualized than sciences teachers. In addition, findings indicated that teachers in the age group 30 - 39 and humanities teachers showed a significantly greater philosophic acceptance of humanistic education.

Findings show that the source of the variation of the differences for the ASG...CMS were attributable to POI scores by age and sex for the entire sample and by age and subject specialty for the sample restricted to the senior high grade level. There were no significant interactions between age, sex, grade level or subject specialty in any of the tests.

The overall results of this study indicate that there is a very substantial relationship between the level of teacher self-actualization and the level of philosophic acceptance of humanistic education. In summary, teachers at the junior high grade level, 30 - 39 years of age, and humanity teachers at the senior high grade level were significantly more self-actualized than all other groups of teachers. As for philosophic acceptance of humanistic education, teachers 30 - 39 years of age, and humanities teachers at the senior high grade level were significantly higher than all other groups tested. Finally, the differences in philosophic acceptance of humanistic education by age, sex and subject specialty seem to be attributable to self-actualization levels.

The results of this study have given clear empirical support to the previously assumed relationship between teacher self-actualization and philosophic acceptance of humanistic education.

II.   IMPLICATIONS FOR ADMINISTRATIVE PRACTICE

The results of this study have given empirical evidence of a close relationship between levels of teacher self-actualization and philosophic acceptance of humanistic education; so close, in fact, that there is reason to suspect they are one and the same dimension of personality. From the university perspective, efforts that may lead to greater levels of self-actualization on the part of future teacher-administrators are likely to influence the philosophical methodological approaches of university graduates. This study, in no way meaning to lessen specific methods, approaches, and studies of curriculum content, suggests that at least the philosophical acceptance of humanistic methodology is as much a function of self-actualization level as methodological knowledge. Since the level of self-actualization has been shown to be a determinant of philosophical acceptance of humanistic education, it would follow then that in addition to teaching future teacher-administrators humanistic methodologies, efforts be invested in raising self-actualization levels. University teacher programs can significantly contribute to increasing self-actualization levels as shown by Doggett (1975) who found that students enrolled in a Teacher's College showed increased levels of self-actualization following intensive humanistically oriented classroom experiences.

Evidence has also been raised suggesting that classroom teachers' philosophic acceptance or rejection of humanistic approaches to education may be a result of their level of self-actualization rather than just intellectual or operant

explanations. For administrators planning professional develop-
ment programs, this means that the self-actualization levels
of the teachers involved will be a determinant of the success
or failure of the program. In addition to the findings of this
study, according to Goldhammer (1969:365), "it is the relation-
ship that teaches rather than the text", and the findings of
Murray (1972), it is implied that more philosophic acceptance
of humanistic education on the part of teachers rests with
efforts aimed at increasing self-actualization levels of
teachers rather than offering teaching methods and/or content
to teachers during in-service sessions.

Although the relationship between self-actualization and
humanism has been empirically described in this study, it still
remains the task of the administrator to reconcile the factors
of social control and humanism. Effective school organization
demands an optimum combination of order and affective growth
experiences. Although this study points toward the factors that
may promote or inhibit any movement toward greater practice of
humanistic approaches to education, it must be cautioned that
humanism and attempts to facilitate humanistic education are
in no way any more desirable in the extreme than an over-emphasis
on social control and institutionalization.

Continuing research needs to be done to further validate
the relationship between personality and educational philosophy.
Additional variables such as marital status, pathing and teach-
ing experience may help to further explain teacher self-
actualization levels and corresponding philosophic acceptance
of humanistic education. Finally, administrators should continue

to research all aspects of humanism, its uses and abuses, and study the possibilities and limitations of the self-actualizing process.

APPENDIX A: INSTRUMENTS

Personal Orientation Inventory (POI)

and

A School is Good ... Classroom Management Style (ASG...CMS)

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 favour, I feel that I must return it.

   b. When a friend does me a favour, 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 favour.

   b. I do not feel obligated when a stranger does me a favour.

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.

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.

47. a. There are times when just being 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 that others 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.

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 co-operative.

    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 will 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.

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 some-times 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.

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 the time.

     b. I do not feel the need to be doing something significant all 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 dis-
      cussions.

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 uninterest-
      ing.

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.

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, the past, present and future is in a 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.

INTRODUCTION TO QUESTIONNAIRE

There are 30 statements in this questionnaire to which you are asked to respond by checking one of the following categories:

- Strongly Agree (SA)   I endorse this change and can see myself actively involved in implementing it in my school.

- Agree (A)   This statement may be agreeable to me but let someone else try it in my school.

- No Opinion (NO)

- Disagree (D)   This statement may have some merit but let someone in some other school try it.

- Strongly Disagree (SD)   I am against this change and would actively oppose it's introduction into my school.

PLEASE INDICATE SEX   MALE_____   FEMALE_____

	SA	A	NO	D	SD			SA	A	NO	D	SD
1	4	3	0	2	1		16	4	3	0	2	1
2	4	3	0	2	1		17	4	3	0	2	1
3	4	3	0	2	1		18	4	3	0	2	1
4	4	3	0	2	1		19	4	3	0	2	1
5	4	3	0	2	1		20	4	3	0	2	1
6	4	3	0	2	1		21	4	3	0	2	1
7	4	3	0	2	1		22	4	3	0	2	1
8	4	3	0	2	1		23	4	3	0	2	1
9	4	3	0	2	1		24	4	3	0	2	1
10	4	3	0	2	1		25	4	3	0	2	1
11	4	3	0	2	1		26	4	3	0	2	1
12	4	3	0	2	1		27	4	3	0	2	1
13	4	3	0	2	1		28	4	3	0	2	1
14	4	3	0	2	1		29	4	3	0	2	1
15	4	3	0	2	1		30	4	3	0	2	1

A SCHOOL IS GOOD ....

1. When its daily time sequences are not arbitrary (45 minutes for this, 45 minutes for that, etc.) but are related to what the students are doing.

2. When students do not merely serve time in required courses and the question is not "Have you taken English 6, Social Studies 8, and Science 7 ...?" but "Have you learned ...?"

3. When it allows students, at least to some extent, to organize their own time, i.e. decide how they will use it.

4. When the activities it requires are not arbitrary (e.g. "We've always done that") or based on discredited claims (e.g. "The study of grammar strengths the mind.")

5. When it does not require all students to engage in the same activities, but gives them considerable latitude in choosing among many options, thus allowing students to make choices for their own learning.

6. When its activities are student activities related to what scholars in a particular field actually do rather than take notes which is training to be a stenographer.

7. When its activities are not confined to a single building but include the resources of the whole community.

8. When it moves away from valuing knowledge for knowledge's sake and moves toward valuing the use of knowledge in daily life.

9. When its activities bring together students of great diversity in background and ability composing classrooms of so-called bright and slow students.

10. When it moves away from valuing memorization and ventri- loquizing and moves toward question-asking, problem- solving and research.

11. When reading is considered only one of several possible ways through which students can express intellectual com- petence and interest. A good school also values talking, film-making, audio-taping, photography, video-taping and other communication skills.

12. When it accepts as legitimate many of the "new" subjects, e.g. anthropology, sociology, cinematography, ecology, cybernetics, linguistics, meteorology, marine biology, musicology, futurology, urbanology.

13. When it includes in its definition of worthwhile knowledge, self-knowledge. A systematic effort is made to help a student understand himself, get in touch with his own feelings, monitor his own behaviour, etc.

14. When it moves away from aversive responses and toward reinforcing ones. In a good school, students are rewarded for acceptable behaviour but are not necessarily punished for unacceptable behaviour.

15. When it moves away from factorylike processing procedures and instead uses a relatively non-punitive grading system, no homogeneous grouping, a minimum of labelling (good student, slow student, etc.) and a minimum of permanent record-keeping.

16. When it makes as explicit as possible what kinds of behaviour it wants -- assuming such behaviours are reasonable.

17. When it does not use standardized tests but rather tests grow from what is taught, which should grow from who is taught.

18. When there are constructive, non-punitive procedures for the evaluation of teachers and administrators, as well as students.

19. When it moves away from adversary relationships between teacher and student and toward non-authoritarian collaborative effort.

20. When students are given a sense of control in the functioning of the school by opportunities to supervise themselves.

21. When it is small enough so that supervision and instruction can be personal, not a logistics problem.

22. When teachers forego their role as sole authority figures, view themselves as learners, and try to develop the idea of a learning community in which the teacher functions as a co-ordinator or facilitator of activities.

23. When it places in a teaching role the greatest variety of people -- for example, para-professionals, interested laymen, and even students.

24. When it is so organized that it can capitalize on what its teachers do best and know most about.

25. When students are not constantly placed in competitive roles with each other, but function instead in collaborative relationships.

26. When it offers a variety of alternative programs to the many publics which comprise a community.

27. When it is not afraid to be held accountable for its performance. For a good school, the staff tries to make explicit to parents and students what it wishes to accomplish; how it intends to do this; and what kinds of evidence it will accept as a sign of success.

28. When it moves away from bureaucratic paternalism and toward increased community participation. This means that there are established channels through which parents can express their grievances against the school and also participate in its functioning.

29. When its concept of knowledge, attitudes and skills is oriented toward the future. It means that a school has realistically assessed what students will need to know in the years ahead, and is making some serious attempts to help them learn these things.

30. When it interprets its responsibility to the future as a responsibility to the students first, and to other social institutions (e.g. college, business, the professions) only at a late and convenient hour.

CLASSROOM MANAGEMENT STYLE

	Very Characteristic	Sometimes Characteristic	Seldom Characteristic	Never Characteristic
1. Desks in my classroom are usually arranged in rows.	1	2	3	4
2. I encourage students to speak spontaneously, without necessarily raising their hands.	4	3	2	1
3. My students call me by my first name.	4	3	2	1
4. Papers being turned in follow a standard format in my classroom.	1	2	3	4
5. The bulletin boards in my classroom are usually decorated by me, rather than by the students.	1	2	3	4
6. I usually follow and complete my lesson plans.	1	2	3	4
7. Students in my class are expected to ask permission to leave the room.	1	2	3	4
8. I allow students to go to the bathroom at just about any time.	4	3	2	1
9. My students may chew gum and eat most of the time.	4	3	2	1
10. My students usually sit in assigned places.	1	2	3	4
11. I often threaten punishment of one kind or another for misbehaviour.	1	2	3	4
12. I frequenty contact parents.	1	2	3	4
13. I do not tolerate swearing or other unacceptable language in my classroom.	1	2	3	4
14. When I monitor a study period, the students are quiet.	1	2	3	4
15. I often stand or sit behind a lecturn or desk when teaching.	1	2	3	4
16. My students and I sit on the floor.	4	3	2	1
17. Students often remove their shoes in my class.	4	3	2	1

CLASSROOM MANAGEMENT STYLE

	Very Characteristic	Sometimes Characteristic	Seldom Characteristic	Never Characteristic
18. I believe in reasonable dress codes for students and teachers.	1	2	3	4
19. Students probably consider me traditional.	1	2	3	4
20. My principal probably considers me traditional.	1	2	3	4
21. I encourage students to work independently in self-directed activities.	4	3	2	1
22. The students in my class make decisions about classroom management.	4	3	2	1
23. I often depart from or discard my lesson plans.	4	3	2	1
24. I sometimes keep students after school when they misbehave.	1	2	3	4
25. I tell my students a great deal about myself.	4	3	2	1
26. Students' questions sometimes frighten me.	1	2	3	4
27. I find it difficult to say "I don't know".	1	2	3	4
28. I often ask students for feedback concerning my teaching.	4	3	2	1
29. I am likely to be asked to keep my students quieter.	4	3	2	1
30. My classroom would probably be classified as teacher-oriented.	1	2	3	4
31. I am likely to be advising student groups, formally or informally.	4	3	2	1
32. I laugh a lot in class.	4	3	2	1
33. I enjoy team-teaching.	4	3	2	1
34. I am careful about checking attendance.	1	2	3	4
35. I usually reprimand students who are tardy.	1	2	3	4

CLASSROOM MANAGEMENT STYLE

	Very Characteristic	Sometimes Characteristic	Seldom Characteristic	Never Characteristic
36. I get tense when my principal comes into my room.	1	2	3	4
37. I probably let students take advantage of me.	4	3	2	1
38. I enjoy being friends with my students.	4	3	2	1
39. I frequently touch students.	4	3	2	1
40. I expect respect from students.	1	2	3	4
41. I have carefully read my students' cumulative records.	1	2	3	4
42. I feel and act differently with students outside of class.	1	2	3	4
43. I sometimes send students to see the principal, vice-principal, or counselor when they misbehave.	1	2	3	4
44. I sometimes use sarcasm to win a point with a student.	1	2	3	4
45. I often sit on the desk.	4	3	2	1

APPENDIX B: SCORING PROCEDURES

1. Personal Orientation Inventory

    The POI was hand-scored using the optical reader
    sheets distributed through the Educational and Indus-
    trial Testing Service, Test Department, P.O. Box 7234,
    San Diego, California, 92107. The choices made by the
    subjects in this study that corresponded to the circles
    in the optical reader sheets were summed to produce a
    raw score out of a possible 150.

2. A School is Good Questionnaire

    The ASG questionnaire was assigned values (see
    Appendix A) for each item response, i.e. Strongly
    Agree (4), Agree (3), Disagree (2), Strongly Dis-
    agree (1), No Opinion (0). The responses were scored
    as indicated and then summed to produce a raw score
    out of a possible 120.

3. Classroom Management Style Questionnaire

    The CMS questionnaire was assigned values (see
    Appendis A) for each item response ranging from four
    to one. A four value indicated the highest philosophical
    acceptance of the humanist approach and the one value
    indicated the least philosophic acceptance of the
    humanist approach. Subject responses were scored and
    summed producing a score out of 300. The scores on the
    ASG were added to the scores on the CMS producing one
    raw score measuring philosophic acceptance of humanistic
    education.

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