

CHAPTER - VII

SUMMARY, FINDINGS AND CONCLUSIONS

7.1 Introduction : Humanistic Education

Today the school system is overstressed and the effects are various educational and social tensions like pressure to achieve and unreasonable demands on students, teachers and parents. The result is pupils who have lost all motivation to learn, show dislike of school, demonstrate aggressive or other neurotic behaviours, or drop out. Therefore, there is a felt need today to make our schools more humane institutions for our children to be in and to learn.

What is meant by humanizing the school? It means that the form of things in school be changed and that this reformation correspond to the particular nature of man. Our present educational scene is dominated by two theories of human nature, viz., the psychoanalytic and the behaviouristic psychology (Maslow, 1968). The former views human nature pessimistically and its emphasis upon the interplay between unconscious and emotional forces and the conscious organisation of behaviour has led to a distrust of persons and suppression of their natural propensity to evil by strict control. It does speak of higher order qualities of the person but analyses them away in a pessimistic and reductive manner. For example, generosity is interpreted as a reaction

formation against stinginess, which is deep down and unconscious. This theory favours authoritarian, teacher-controlled and lecture-type classrooms. The teacher is the possessor of knowledge and the student is the empty cup into which he pours down knowledge.

Behaviourism, on the other hand, considers man to be a 'tabula rasa' and believes that any behaviour can be shaped by scheduling response-reinforcement contingencies. There is simply no place in it for higher order qualities of the personality such as altruism and dignity, or the search for truth and beauty (Maslow, 1968). It posits man as a reactive rather than an active being, as one entirely determined by outside forces rather than a free and responsible agent (Zaidi, 1971). The instructional methodology that arises from it utilizes coercion or cajole and reward or punishment, all of which we are familiar with in our present day classrooms. It, perhaps, considers a child unwilling to learn, who then must be forced to study.

In contrast to the above two psychologies, the humanistic psychology has a more inclusive image of man. It attempts to correct the gross inadequacies of both, Freudian and behaviouristic psychologies, particularly of the treatment of the higher nature of man. The belief in the reality of higher human needs, motives, and capacities is the force behind humanistic psychology. The following are the fundamental conceptions of humanistic psychology regarding man: (i) man is innately good; (ii) he possesses self actualizing tendencies for healthy and creative growth; (iii) he has capacities for evaluative judgements leading to

balanced, realistic and self and other enhancing behaviour; (iv) he is free and responsible and creates himself by his choices; (v) a person is unique and brings in a unique combination of qualities; (vi) he learns and grows and becomes what he is potentially only in interactions with others; (vii) emotions are recognized as part of the person and as important as his intellect (Hall and Lindzey, 1978).

One of the educational consequences of humanistic psychology is a different conception of self. Self is a kind of intrinsic nature which is very subtle, which is not necessarily conscious, which has to be sought for, uncovered and actualized (Maslow, 1967). Therefore, the job of the teacher is to help a person find out what is already in him rather than teach or shape him into a pre-arranged form, which someone else has decided upon a priori (Maslow, 1968). The goal of education, thus, becomes one of enabling a person to uncover and actualize all the unique potentialities that his personal biology is capable of (Maslow, 1972).

Maslow (1968) distinguishes between two kinds of learning: extrinsic and intrinsic. The former concerns learning of the facts of sciences and arts. This is the learning that comes from the world outside. The goals of the latter type of learning is to see that the child's basic psychological needs for security, belonging dignity, love respect and esteem are all satisfied. The satisfaction of psychological needs is the base from which the search for identity must begin. Maslow considers that learning will be more efficient if done by a person who knows who he is and what he wants.

Closely allied to the above is the notion of the "whole" man (Buchen, 1974). Humanistic education aims at educating the whole person. It conceives man to be an integrated unity of mind and body, intellect and emotions. Therefore, any learning has both a cognitive and an affective dimension and humanistic education attempts to bring together cognitive learning and affective experiential learning (Lyons, 1971; Huckins and Bernard, 1974).

This way of looking at education brings about a change in the way we conceptualize the teacher. Unlike the current model of teacher as lecturer, conditioner, reinforcer, and boss, the conception of the teacher in humanistic education is as a facilitator of learning (Rogers, 1969, 1980). He is receptive rather than intrusive, and takes the student as he is, builds upon his talents, and builds him up into the very best that he can be (Maslow, 1968). He supplies an atmosphere of acceptance of the child's nature which reduces fear, anxiety and defense to the minimum (Moustakas, 1956, 1966).

According to Rogers, the facilitation of significant learning rests upon certain attitudinal qualities in the facilitator, such as realness, unconditional positive regard, and empathic understanding of the learner. The task of the facilitator is to provide these and other such conditions as making the subject matter relevant to the learners and enabling them to participate in the learning process, because significant learning is ego-involved. A further condition for significant learning is that the learners must perceive that these attitudes exist in the facilitator. When these attitudes are present, there is not only better cognitive achievement but also greater self-reliance in learning,

increased creativity and more liking for one another (Rogers, 1969, 1980; Aspy, 1972, 1977).

The above suggests that the facilitator needs to have two sets of skills. He needs to have the knowledge of the subject he is to teach and the skills to teach it as well as effective ways of facilitating learning. The facilitation skills are effective ways of relating, for learning takes place in a teacher-pupil relationship.

Facilitation of learning will naturally involve that teachers desist from being authoritarian and controlling and adopt democratic ways of structuring classroom norms and procedures. They will, therefore, work to bring about classroom structures that encourage self-direction. As against supervision and control of the traditional classroom, the emphasis in the humanistic classroom will be on developing self-discipline by providing non-directive leadership. The rules are few and self-made. Students are enabled to experience what relationships, protective groups and self-made rules can achieve (Aurin, 1981). It promotes cooperation and interdependence and plays down overindividualization (Buchen, 1974).

There is an increasing array of researches employing one or more aspects of humanistic characteristics in the classroom, which has shown positive results in terms of student gains in both the cognitive and affective domains. Flanders (1965) found that pupils achieved more when their teachers used indirect methods. Kounin and Gump (1961) reported that punitive teachers had more pupils who manifested aggression, displayed misconduct in school, and cared less

about learning. Leeper (1967) concluded that pupils learn school subjects better when their teachers are courteous friendly and respectful. Aspy and Rocbuck (1976, 1977), and Carkhuff (1976) found that the levels of teachers' interpersonal functioning are related to pupil achievement, attendance, self-concept, attitude toward school and behaviour in school. Rosenthal and Jacobson (1968) showed that students achieved better when their teachers had high expectations regarding them. Carkhuff (1982) reported that in different studies ~~teachers~~ were taught interpersonal skills and found positive results in student cognitive growth, showing that children learn better when they communicate affectively.

7.2 The Present Study

The concept of humanistic education and some of the related researches referred to in the previous section (vide Chapter II for details) have shown that humanistic approaches promote both intellectual and affective attainments in students. This must be so because learning is a human endeavour. When learning is forced upon an individual, when he is negatively evaluated and diagnosed as a failure, it is ~~but~~ natural to build up resistance against learning. It goes counter to his organismic drive for self-maintenance and self-enhancement. On the other hand, when the learning climate is one of acceptance of the learner as he is, and his needs for security and self-esteem are satisfied, he is free to explore new avenues of being and growth, and the facilitator of learning (teacher) can join forces with his organismic drive for self-actualization. For, motivation for learning is only an aspect of this master motive.

Most of the studies surveyed in this area (vide Chapter II) were correlational studies dealing with one or more humane aspects of the classroom and their impact on student gain, both cognitive and affective. The present investigation is a comprehensive approach to organising a humanistic classroom and to study its impact on some selected variables. It is titled:

A Study of the Organisation and Effectiveness
of a Humanistic Classroom.

7.3 Objectives of the Study

1. To organise (orient) the experimental class along a humanistic orientation, as a community of learners characterized by caring and positive relationships between the teachers and the students, and the students among themselves.
2. To study the effectiveness of the class thus organised along the humanistic orientation on students:
 - a. academic achievement,
 - b. self-esteem,
 - c. creativity,
 - d. academic self-concept,
 - e. motivation for schooling,
 - f. sense of control over performance,
 - g. instructional mastery,
 - h. perception of their teachers,
 - i. interpersonal relationships,
 - j. cooperation,
 - k. discipline in the class.

7.4 Hypotheses

In the light of the concept of humanistic education presented earlier, and the objectives stated above, the following research hypotheses were generated regarding the effectiveness of taking a humanistic stance in the class:

Students' behaviour in respect of:

1. academic achievement,
 2. self-esteem,
 3. creativity,
 4. academic self-concept,
 5. motivation for schooling,
 6. sense of control over performance,
 7. instructional mastery,
 8. perception of teachers,
 9. interpersonal relationships,
 10. cooperation,
 11. discipline in the class
- before and after orienting the class along the humanistic orientation will differ.

7.5 The Design

The present investigation was an intervention study and the approach was developmental in nature. The study aimed at evaluating changes on the same sample of subjects as a result of the intervention strategies employed. Therefore, the time-series design was considered most apt for the purposes of the present study. The time-series researches are represented as "the presence of a periodic measurement process on some group or individual and an introduction of an experimental change into the time series

of measurement, the results of which are indicated by a discontinuity in the measurements recorded in the time-series" (Campbell and Stanley, 1966, p.37). The hallmark of time-series designs is the study of individuals or groups using time as a variable.

The class was observed three times before orienting the class along the humanistic stance (intervention) in order to determine the status of the specified criterion variables. Then after the intervention, the class was observed again three times to find out if there was any significant difference in the measures. The observations were taken with an interval of four weeks apart.

7.6 The Sample

The sample for the present study consisted of all students of one of the sections of standard IX of the Convent of Jesus and Mary School, Baroda, in the year 1983-84. There were 47 students in the class- 41 girls and 6 boys. As the study continued for a year and a half, it followed the students into standard X in the year 1984-85.

7.7 Interventions

In order to bring about a humanistic orientation, both the teachers as well as the students were given orientation training (intervention) (vide Chapter III for details).

1. Intervention for Teachers

The intervention for teachers consisted of the following inputs :

- a. Egan's (1975) model of human relations/communication training. It is an experiential training and aims at cultivating the following interpersonal attitudes and skills: (i) attending, (ii) listening, (iii) empathy I, (iv) respect, (v) genuineness, (vi) concreteness, (vii) empathy II, (viii) self-disclosure, (ix) confrontation, (x) immediacy, (xi) problem-solving.
- b. Training in select concepts of Transactional Analysis: ego states, transactions, and strokes.
- c. Training in the use of "I-messages" as against "you-messages".
- d. Training in the facilitative use of the questioning skill.

2. Intervention for Students

- a. Group building. Using group dynamic exercises, an attempt was made to enhance group cohesion and acceptance, self-understanding and development. They were given training in some concepts of Transactional Analysis in order to develop understanding of their personality and behaviour. They were also given training in some interpersonal skills with a view to enhance their ability to deal with the classroom group.

- b. Cooperative Classroom Management. Students and the class teacher were involved in drawing up classroom rules by which to conduct themselves for the maximum benefit of all.

7.8 Instruments

In order to ascertain the effectiveness of the humanistic orientation in fostering student growth on the variables specified under the objectives of the study, the following measurement tools were used (vide Chapter III-3.5, for details).

1. Performance on school and Board Examinations was taken as criteria for academic achievement in the study.
2. Rosenberg Self-Esteem Scale was used for measuring self-esteem. It was developed by Rosenberg (1965) for use with high school students.
3. Passi Tests of Creativity for measuring creativity, developed by Passi (1979). It was developed for use with high school and higher secondary school children.
4. School Attitude Measure, developed by Lawrence J. Dolan and Marci Morrow Enos (1980) and the following five objectives were measured by using the five sub-scales of the test: motivation for schooling; academic self-concept-performance-based; Academic self-concept - reference-based; sense of control over performance; and instructional mastery.

5. Teacher Relationship Perception Inventory, for measuring how students perceive their teachers as facilitative in their relationship with them. It was adapted by the investigator from an inventory having the same name, by Joe Wittmer and Robert Myrick (1974).
6. Ohio Social Acceptance Scale, for observing the pattern of likes and dislikes, that is, interpersonal relationships, among students in the classroom. It was developed by the Ohio University Elementary Teachers' Association (1962).
7. Cooperation-Competition-Disposition Inventory, for measuring the same, developed by Udai Pareek and Narendra Dixit (1974), for use with pre-adolescents and adolescents.
8. Classroom Participant Observation Schedule was prepared by the investigator to systematically observe the classroom.
9. Interview Schedule for Students, prepared by the investigator in order to obtain students' opinions about their classroom experience.
10. Case studies of six students, three who fared very well on some of the criterion variables and three who did badly, in order to ascertain the dynamics of change in the class.

7.9 Data Analysis

The collected data, being both qualitative and quantitative, were subjected to both qualitative and quantitative analyses. The quantitative data were subjected

to trend analysis following the method of least squares. The data were transformed into line graphs using the means of observations and plotted over different intervention phases. The trend analysis data were supplemented by computation of certain select percentiles of obtained raw scores and t-tests to determine levels of difference among successive data points separated by different time intervals in the series. The qualitative data were summarized under appropriate headings and broad generalizations were drawn thereof. The sociometric data were converted into sociomatrices and from them classroom cohesiveness index and acceptance level were calculated.

7.10 The Major Findings

The following is a summary of the major findings of the study :

1. The humanistic orientation helped enhance interpersonal relationships among students in the class as was evident from classroom cohesiveness indices and acceptance levels;
2. Students showed significant improvement in academic achievement;
3. Students' growth on self-esteem was positive and significant;
4. Student gain in creativity was not significant;
5. Students' motivation for schooling was significantly enhanced;
6. There was significant enhancement in students' academic self-concept, both performance-based and reference-based;

7. Students' control over academic performance improved significantly;
8. There was significant gain in students' instructional mastery;
9. There was significant improvement in students' perception of their teachers, except in the case of two teachers;
10. The observed gain in cooperation was not significant;
11. There was improvement in student discipline and involvement with studies.

The observed findings, therefore, warrant acceptance of the research hypotheses, except hypotheses (c) on creativity and (j) on cooperation. There was gain on both the criterion variables. Regarding creativity, the scores increased both in the pre- and post- intervention sets of observations, showing thereby the possible effect of test familiarity and the intervention itself may not have contributed to enhance creativity. Regarding cooperation, the scores were already on the higher end in the pre-intervention phase from where they further registered improvement in the post-intervention set of observations. Besides, students reported the existence of higher cooperation in the classroom after intervention. Therefore, there seems to be substantial growth in cooperation after the intervention, though the quantitative measures do not demonstrate it.

7.11 Conclusions

One of the conclusions to be drawn from the study is that it pays to be personal and human in the classroom. The facilitative interpersonal conditions that the teacher provides help create a humane atmosphere that is not only pleasant for everyone concerned, but creates more learning as well. Not only that students learn more, they show growth in some psychological dimensions like self-concept, self-esteem, interpersonal relating, cooperation, self-confidence as learners, liking for schooling, and so on. That is, learning by the whole person is fostered when the teacher is human and provides certain facilitative interpersonal conditions.

The personality of the teacher is so very crucial in a classroom. Like a double-edged sword, it can either promote learning and personal development, or retard that process altogether. However, frightening the latter prospect might be and how-much-so-ever we wish it were not the case, children's learning and growth are being stunted by insensitive and authoritarian teachers. Perhaps, we have not so far in our educational endeavour given importance to the facilitative interpersonal attributes of the educator. The present study as well as some of the studies reviewed (vide Chapter II) take us in the direction of making us aware of the kinds of personality attributes of the teacher that will invite and challenge our students to draw out and actualize their potential abilities.

We know today the kind of interpersonal conditions of the educator that produce learning such as the ones mentioned earlier. This has far reaching consequences for the selection and training of teachers. The selection of teachers should not be based merely on their intellectual prowess alone, as is being done today, but also on their ability to provide facilitative interpersonal conditions.

It was pointed out that it is possible to train teachers in interpersonal functioning and that they transfer the training into classroom teaching. Therefore, training of teachers in facilitative interpersonal functioning must be an important area both in the pre- and in- service training of teachers.

It is said that schools are the product of the ways people think. Besides, parents are the first teachers of a child. Therefore, there is need to train parents in facilitative interpersonal skills so that children develop along healthy lines and that parents can complement the work of the teachers in the school.

It was mentioned elsewhere that there is a direct relationship between teachers' functioning in facilitative interpersonal dimensions and their levels of self-actualization. That is, a teacher who functions high in facilitative interpersonal dimensions will also be a high self-actualizer, or vice versa. Therefore, efforts need to be made to promote the personal development of the teacher on a continuous basis. The country has rightly re-named its Department of Education as the Department of Human Resource Development. The change of name must reflect a corresponding change in our attitude to the person of the educator himself. Hence in education, human resource development must begin with the development of the educator. By human resource development is meant here the development of both the professional and personal competencies of a person. The human resource development of the teacher is a neglected area today. The company personnel get a better deal in this regard than the educators.

The study also points to the importance of introducing psychological education courses alongwith curricular teaching. This will contribute toward fostering the personal development

of our students along with cognitive learning. This is a way of promoting learning by the whole person.

The humanistic perspective in education acknowledges the place of the learner in a learning system. It points out that it is important that the students have a say on matters that concern them. Therefore, the classroom structure needs to be democratic and our focus in classroom management needs to be on teaching students responsibility and self-discipline and not on controlling and suppressing them. Responsibility is learned by exercising it and therefore we need to provide our young learners with opportunities to exercise it.

Carl Rogers (1980) points out that we have the theoretical knowledge, the practical methods and the skills with which to radically change our whole educational system. The question we must all answer is whether we have the will, the determination, to utilize this know-how to humanize our educational institutions.

7.12 Suggestions for Further Researches

The study has shown that the facilitative interpersonal functioning of teachers is a crucial element in furthering both cognitive and affective learning by students. Besides, teachers who are low in facilitative interpersonal functioning not only not promote learning, they, in fact, retard that process. There is the need, therefore, to develop an instrument that will discriminate both prospective as well as in-service teachers on their facilitative interpersonal functioning. Such an instrument will be of help in the selection and training of teachers.

Researches on teachers' facilitative interpersonal functioning and their effect on student learning and other variables are recent developments in education. Therefore, such studies need to be replicated using different samples of teachers.

In our researches on classroom instruction, we have so far controlled teacher personality as a variable and have come to the conclusion of no difference, or nearly no difference among instructional methods in fostering learning. It is time now that we reverse the process and control method and vary the teacher personality. Therefore, there is need to undertake such researches varying teacher personality for **different** instructional methods.

There have been research attempts to introduce and evaluate effectiveness of some forms of psychological education inputs at various levels. Most such studies have reported positive impact on students. Therefore, it is time now that we move further along the line and design, try out and evaluate psychological education programmes that will run concurrently with curricular teaching for longer periods of time, say one, two, or three years. Studies of this nature are needed before intrinsic education gets formal recognition alongwith extrinsic education in our schools.

Teaching students self discipline is one of the areas that the present study has attempted. Researches could be undertaken to compare various approaches to discipline and their impact on enabling students learn self-discipline.

Following Campbell and Stanley (1966) and Kratochwill (1978), the present study employed the time-series design to measure changes in students as a result of the humanistic

intervention in the classroom. Further researches could be undertaken to verify the promise of the design in measuring changes in intervention studies.

The present study used a Classroom Participant Observation Schedule that included certain humanistic aspects of the class to be observed. But that schedule is too dependent on the intervention inputs provided and, therefore, anyone not conversant with the inputs may not be in a position to use it comfortably. Therefore, there is need to develop a classroom observation schedule that integrates humanistic dimensions of a classroom.