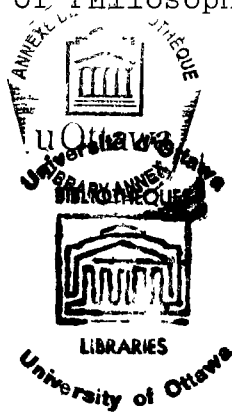


AN EMPIRICAL INVESTIGATION OF THE
RELATIONSHIP BETWEEN TEACHER SELF-ACTUALIZATION AND
CLASSROOM OPENNESS

by Faith M. Silver

Thesis presented to the School of
Graduate Studies of the University
of Ottawa as partial fulfillment
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of Doctor of Philosophy



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CURRICULUM STUDIORUM

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INTRODUCTION

Recent trends in education have encouraged a change in classroom practices from a more traditional, subject-oriented approach to one which is more informal, person-oriented. This approach is currently termed classroom openness which is a measure of the extent to which the principles of open education are manifested in a classroom.¹ Open classroom education grows out of the philosophy that for each child learning takes on an uneven, episodic path and that children can take responsibility for their own learning if allowed to do so.² The role of the teacher is to provide an environment in which this process can take place.³ The teacher's personality is an important factor affecting his capacity to provide such an environment.

The need to investigate the role of teacher personality in the creation of specific learning environments lies in the fact that to date, descriptive studies form the main

1 Herbert J. Walberg and Susan Christie Thomas, Characteristics of Open Education: Toward an Operational Definition, Newton, Massachusetts, Education Development Center, 1971, 115 p.

2 Herbert R. Kohl, The Open Classroom: A Practical Guide to a New Way of Teaching, New York, Random House, 1969, p. 54.

3 Nancy L. Dill, "Using Systems Analysis to Study Open Classrooms", in Bernard Spodek and Herbert J. Walberg, (eds.), Studies in Open Education, New York, Agathon Press, 1975, p. 169.

source of performance criteria.⁴ Empirical work is needed to provide more substantial evidence for the effective institution of educational change.

In answer to this need, the present research attempts to examine the teacher personality variable using Maslow's theory of self-actualization. Maslow developed a theoretical model for the understanding of human behaviour based on a hierarchy of five needs: physiological, safety, love, esteem and self-actualization. He theorized that a person's degree of need gratification is positively correlated with the type of behaviour he will manifest. Many of the positive characteristics of successful teachers discovered by previous research efforts seem to coincide with Maslow's conceptualization of the high self-actualizing person, whom he characterizes as a fully functioning, psychologically healthy individual, possessing such attributes as acceptance, spontaneity, autonomy, democratic-nature and creativeness. In the development of his theory, Maslow suggested that the high self-actualizing person is the most effective type of teacher.

The purpose of the present study is to examine the relationship between the teacher personality variable and the creation of a particular learning environment. More

⁴ Ibid., p. 171.

specifically, the problem posed examines the teacher personality within the context of Maslow's theory of self-actualization to ascertain if teachers who are more self-actualizing initiate classrooms that are more open.

Chapter I of this thesis outlines the development of the problem by identifying the underlying theoretical rationale, and by reviewing related literature. The discussion also includes a consideration of the possible relationship between the self-actualizing teacher and the classroom environment — specifically, classroom openness. A review of the literature on classroom openness attempts to explain the concept more clearly. An elaboration between teacher self-actualization and classroom openness follows. The chapter concludes with a summary of the problem and a statement of the research hypothesis. In Chapter II the experimental design is presented. A description of the instruments, the sample, the procedure employed to collect the data and the statistical analysis used is provided. In Chapter III the results are presented, which are subsequently discussed in Chapter IV. A summary and a statement of conclusions follow in which possible contributions of the study are discussed and recommendations for further research are suggested.

CHAPTER I

REVIEW OF THE LITERATURE

The current research finds its rationale in Maslow's theory of self-actualization. The chapter is divided into two major sections, the first is concerned specifically with Maslow's theory of self-actualization and in the second section, classroom openness is discussed.

Maslow's theory is dealt with in three subsections. First, an overview of the concept of self-actualization is provided; then Maslow's need hierarchy and the relationship of the hierarchy to behavioural patterns is discussed; and finally, the characteristics of high self-actualizers and low self-actualizers are outlined. A discussion of the possible relationship between high self-actualizing and low self-actualizing teachers to classroom climates concludes this section of the chapter.

Within the second section of the chapter the concept of classroom openness is discussed in two subsections. In the first, a review of selected studies provides the background and criteria necessary for the understanding of the concept. In the second, the possible relationship between classroom openness and the classroom teacher is investigated. A statement of the research problem and hypothesis concludes the chapter.

1. Maslow's Theory of Self-Actualization.

The concept of self-actualization will be outlined and reviewed as it appears in the work of personality theorists. This concept is an integral part of a more comprehensive hierarchy of needs proposed by Maslow. This hierarchy of needs and its relationship to behavioural patterns provides the focus for the second part of this section. The section concludes with a presentation of the characteristics of high self-actualizers and low self-actualizers as outlined by Maslow.

A. An Overview of the Concept of Self-actualization

The concept of self-actualization was first brought into the realm of science by Kurt Goldstein who developed a holistic theory of personality on the grounds that: 1) the analytical method of diagnosing personality was inadequate; 2) personality must be studied as an organism in a given environment; and 3) personality must be viewed as a whole, that is, a Gestalt in which the whole is greater than the sum of the individual parts.¹

Goldstein emphasizes self-actualization as the motive force of the organism and describes it as:

¹ Kurt Goldstein, "Organismic Psychology: Holistic Theory of Personality", in William S. Sahakian, (ed.), Psychology of Personality: Readings in Theory, Chicago, Rand McNally College Publishing Company, 1974, p. 290.

[. . .] the creative drive within each individual, [. . .] the innate drive toward self-development, [. . .] toward organismic completion, or the realization of innate potentialities.²

From Goldstein's point of view, all behaviour is directed to the self-actualizing goal of coping with the environment. Drawing from and expanding on Goldstein's concept, Maslow advances his motivational theory, of which his idea of self-actualization is one of the bases. He sees the actualization process as the ideal state which man seeks to achieve through successful need gratification, hierarchically ordered. His theory implies ascending degrees of psychological health which are to be attained through proper growth motivation.³

Maslow maintains that behaviour is determined by several factors of which motivation is one and environment is another. His theory supports the idea that motivation and environment are just two important elements in the larger structure in the development of the individual.

The self-actualizer as defined by Maslow is:

² Kurt Goldstein, Human Nature in the Light of Psychopathology, New York, Schocken Books, 1963, p. 140-145.

³ Abraham H. Maslow, Motivation and Personality, New York, Harper and Row, 1970, p. 29.

[. . .] one who has sufficiently gratified his basic needs and who is motivated by trends toward self-actualization. That is, he is developing to the full stature of which he is capable.⁴

The basic philosophy underlying the concept of self-actualization has been used in the works of other theorists using synonymous terminology. Buhler, Fromm, Frankl, Allport, Rogers and Riesman situate themselves in the Maslovian context.

Buhler⁵ brings a new interpretation to the concept of "homeostasis". For her, homeostasis implies a transitory state from which the healthy human being moves actively outward toward fulfilling accomplishments — the experience of bringing values to materialization being essential to the realization process.

Fromm states that the realization of self is accomplished not only by an act of thinking but also by the realization of man's total personality. By this he means the

[. . .] active expression of man's emotional and intellectual potentialities. These potentialities are present in everybody; they become real only to the extent to which they are expressed.⁶

⁴ Ibid., p. 150.

⁵ Charlotte Buhler, Values in Psychotherapy, New York, The Free Press of Glencoe, 1962, p. 82-87.

⁶ Erich Fromm, Escape From Freedom, New York, Avon Books, 1971, p. 284.

Frankl⁷ for his part, asserts that human existence is self-transcending and that the human goal lies in the fulfillment of personal meaning. Man is seen as a whole and attention is focused upon the searching for a higher meaning in life — a meaning which allows for self-actualization.

Allport's position is congruent with Maslow's. Allport stresses the uniqueness of each personality which, according to him, is in a transitory process continually undergoing change in the course of "creative becoming".⁸ The process of becoming is governed not only by the impact of external stimuli but also "by a disposition to realize its possibilities, i.e., to become characteristically human at all stages of development".⁹

Propriate striving or the striving for a unique sense of self is described by Allport as being achieved by man's successful progression through developmental stages.

7 Viktor E. Frankl, Man's Search for Meaning, New York, Washington Square Press, Inc., 1963, p. 175-176.

8 Gordon W. Allport, Becoming: Basic Considerations for a Psychology of Personality, New Haven, Yale University Press, 1971, p. 19.

9 Ibid., p. 27.

Proper reinforcement and resolution of each stage helps mature personality development.¹⁰

A common definition of the "mature personality" has been difficult to formulate since psychologists differ on the subject. After surveying the psychological literature Allport suggested at least six criteria that provide an area of agreement among the various theories. The mature person will:

- 1) have a widely extended sense of self.
- 2) be able to relate himself warmly to others in both intimate and non-intimate contacts.
- 3) possess a fundamental emotional security and accept himself.
- 4) perceive, think, and act with zest in accordance with outer reality.
- 5) be capable of self objectification, of insight and humor.
- 6) live in harmony with a unifying philosophy of life.¹¹

Analogous conceptual links can be drawn between Allport's "mature person" and Maslow's "self-actualizer". Productive individuals within both theories have successfully progressed through developmental stages in the process

¹⁰ Gordon W. Allport, Pattern and Growth in Personality, New York, Holt, Rinehart and Winston, 1961, p. 110-127.

¹¹ Ibid., p. 307.

of "creative becoming" in the first instance or "self-actualization" in the second. Likewise, these individuals show a desire for autonomy, for individuation, for selfhood, and for existential uniqueness.

A close parallel to Maslow's self-actualizing person is illustrated in Rogers' description of the fully-functioning person whom he defines as "one who is psychologically free; who is more able to live fully in and with each of all of his feelings and reactions".¹² Rogers, like Maslow, is concerned with a growth process in which potentialities are brought to realization.

The person who is able to become fully-functioning does so because of his capacity to live what Rogers calls "the good life".¹³ This is a process, not a state of being. It is a direction in which the individual feels inwardly free to move, not a destination.¹⁴ He who is able to exercise this free will in achievement of "the good life" exhibits an increasing openness to experience; an increasing tendency to live fully in each moment; an increasing trust in himself; a complete involvement in the process of being and becoming;

12 Carl R. Rogers, On Becoming a Person, Boston, Houghton Mifflin Company, 1961, p. 191.

13 Ibid., p. 186.

14 Ibid., p. 186.

in brief, an awareness of self which flows in and through his experience as he becomes a more fully-functioning person.¹⁵

Riesman's theoretical formulation of the "autonomous person" is related to Maslow's self-actualizing person as well as Rogers' fully-functioning person. Riesman describes the autonomous person as one who is capable of freedom; possesses clear-cut internalized goals; is disciplined for stern encounters with a changing world; and is inner-directed, non-authoritarian, non-compulsive and rational.¹⁶

Thus it can be seen that many people have attempted to express the concept of self-actualization in their own terms. Maslow, however, has structured his theory of motivation on this concept thus providing a more comprehensive framework within which to view human behaviour.

Maslow's theory of motivation is based on a hierarchy of needs ranging from lower to higher order. Lower order or "deficit" needs include physiological, safety, love and esteem needs; whereas higher order or "growth" needs refer to the need for self-actualization. The attainment of

¹⁵ Ibid., p. 187-192.

¹⁶ David Riesman, The Lonely Crowd, New Haven, Yale University Press, 1971, p. 250.

this higher level of human functioning is dependent upon the prior satisfaction of lower order needs.

Maslow's rationale for growth-motivated individuals or self-actualizers states that these are persons whose actions and experiences are in congruence with the existing self rather than being guided by forces alien to the self. These actions or experiences feed back in their consequences to enrich and to further develop the self.¹⁷ The importance here is the congruence of experiences with the existing self. More specifically, if a person is engaged in an activity which is incongruent with his particular needs he will not be able to function as effectively as one who is engaged in an activity which is congruent with his needs.

It is Maslow's contention that man's main interest is in need gratification rather than need frustration. He states:

[. . .] the psychological life of the person in many of its aspects is lived out differently when he is deficiency need gratification bent and when he is growth-dominated or meta-motivated or growth motivated or self-actualizing.¹⁸

17 Brewster Smith, "On Self-Actualization: A Trans-ambivalent Examination of a Focal Theme in Maslow's Psychology", in The Journal of Humanistic Psychology, Vol. 13, No. 2, Spring 1973, p. 31.

18 Abraham H. Maslow, Toward a Psychology of Being, New York, Van Nostrand Reinhold Company, 1968, p. 27.

That is to say, that those individuals who are still trying to satisfy deficit needs will respond differently to their environment than those who have reached some level of satisfaction and who are able to actualize their potential.

"Growth", as defined by Maslow, is "the various processes which bring the person toward ultimate self-actualization".¹⁹ It is an on-going process rather than a stepwise, all-or-nothing conception of a motivational progression. Basic needs and need for self-actualization do not contradict each other — the former pass into the latter and are necessary prerequisites for the latter.²⁰

The growth-motivated or self-actualizing person is said to have sufficiently gratified his lower order needs and thus is motivated by a trend toward self-actualization. This motivational trend allows the individual freer movement in the fulfillment of particular goals, capacities, talents, etc.

To summarize, then, this overview has attempted to illustrate the basic ideas which form the foundation of the concept of self-actualization. Essentially, self-actualization is a growth process during which an individual fulfills his potential.

19 Ibid., p. 25.

20 Ibid., p. 26.

B. A Delineation of the Need Hierarchy —
The Relationship to Behavioural Patterns

In the discussion of his theory Maslow has shown that the type of behaviour an individual manifests is determined by the need he is trying to satisfy. The purpose of this subsection is to provide further elaboration in regard to this concept.

Maslow's definition of self-actualization was presented as neither precise nor scientifically final. Instead, it was presented as an insight, a hypothesis that required validation and refinement. The strength of Maslow's theory, however, lies in its capacity to explain and predict behavioural phenomena.²¹

To truly comprehend the development of the individual and his subsequent behavioural patterns, one must understand the particular characteristics and qualities of each level of the hierarchy. Again it is important to note that lower order needs are common to all individuals and are heavily dependent on external factors for their satisfaction.

The most basic is the need for physical survival; that is, for food, shelter, sleep, and oxygen. Maslow

²¹ Frank G. Goble, The Third Force: The Psychology of Abraham Maslow, Richmond Hill, Simon and Shuster of Canada, Ltd., 1974, p. 75-77.

maintains that: "For the man who is extremely and dangerously hungry, no other interests exist but food".²²

When physiological needs are gratified they cease to exist as active determinants of behaviour. They now exist only in a potential fashion in that they may emerge again to dominate the organism if they are thwarted.²³

Once the physiological needs are sufficiently satisfied, the safety needs emerge. These needs are manifested in people's efforts to maintain social, predictable, orderly and therefore non-threatening environments. If the individual does not resolve this need for safety, he becomes a "safety seeking mechanism".²⁴ He may order his environment more judiciously and he may be more rigidly conformist since "there is always the possibility that it (the environment) may fail or disappoint him".²⁵ Behaviour, therefore, is predictable. The individual in this instance is the dependent variable, the environment the fixed independent variable.²⁶ In contrast, individuals who have been able to

22 A. H. Maslow, Motivation and Personality,
Op. Cit., p. 37.

23 Ibid., p. 38.

24 Ibid., p. 39.

25 A. H. Maslow, Toward a Psychology of Being,
Op. Cit., p. 34.

26 Ibid., p. 34.

resolve this need for safety may look upon unfamiliar or unknown situations as challenges to explore and unravel with interest.

At the next level, the need for love and belongingness becomes the core of the individual's need satisfaction. Maslow states,

Now the person will hunger for affectionate relations with people in general, namely, for a place in his group or family, and he will strive with great intensity to achieve this goal.²⁷

For Maslow, love involves mutual trust, lack of fear and the sharing of experiences. The person whose love and belongingness needs have not been sufficiently satisfied may seek reinforcement of these needs by outside forces. Integration into and acceptance by the group become important agents in the reinforcement of self. The capability of giving love in an unconditional manner becomes more difficult.

Once the resolution of love and belongingness needs has occurred, the individual is less dependent on external factors for reinforcement and may then be capable of functioning more autonomously, that is, independent of the group.

Self-esteem needs relate to the individual's desire to be recognized and respected as a unique person. Maslow

²⁷ A. H. Maslow, Motivation and Personality,
Op. Cit., p. 43.

classifies these needs into two subsidiary sets. First, there is a desire for strength, achievement, adequacy, competence, independence and freedom. Second, there is a desire for recognition and prestige. In effect, this desire involves many aspects of appreciated recognition from others, namely, importance, attention, status and glory, dominance and dignity.²⁸ Maslow makes the point that the most healthy self-esteem is based on deserved respect from others rather than unwarranted adulation — a self-esteem which comes naturally from one's own inner nature.²⁹

Therefore, satisfaction of self-esteem needs leads to feelings of self-confidence and self-worth. If these needs are not met, feelings of inferiority and weakness may emerge as a dominant force guiding the individual's behaviour. This may result in feelings of "discouragement or compensatory trends".³⁰ The opinions of others become all important and the impetus to progress is based more on external cues than internal, self-motivating ones.

Maslow's major contention is that even if lower order needs are satisfied, man still searches for something more in life, becomes restless and therefore attempts to attain

28 Ibid., p. 45.

29 Ibid., p. 46.

30 Ibid., p. 45.

some aspect of self-actualization. That is, "what a man can be, he must be".³¹ Simply stated, it is the "tendency for him to become actualized in what he is potentially".³²

In summary, satisfaction of the need for self-actualization will vary from person to person due to individual differences; however, it is contingent upon the prior satisfaction of the lower order needs. Resolution of each stage is important since Maslow maintains that the manifestation of one's personality and behavioural patterns in any situation will be dictated by the particular need he is trying to satisfy.

C. Characteristics of High Self-Actualizing and Low Self-Actualizing Individuals

From the foregoing discussion it can be concluded that all people have the potential to self-actualize. Maslow has identified characteristics consistent with the extremes (high and low) of the self-actualizing process. These characteristics will be presented in this subsection along with selected empirical studies which lend support to the contention that high self-actualizers and low self-actualizers do manifest different personality characteristics and behavioural patterns.

31 Ibid., p. 46.

32 Ibid., p. 46.

In his theory Maslow differentiates quite precisely between the personality characteristics of high self-actualizers and low self-actualizers. He sees them as differing in two specific ways: 1) high self-actualizers are growth-motivated; that is, concentration is placed on the satisfaction of growth needs or the need for self-actualization; 2) low self-actualizers are deficiency-motivated; that is, emphasis is placed on the satisfaction of deficit needs.³³

The high self-actualizing individual has been conceptualized by Maslow as one who has a clear perception of reality and is able to accept ambiguity and uncertainty; is self-accepting and accepting of others; is spontaneous but not totally unconventional; is problem-centered rather than self-centered; is able to be objective about life and often seeks privacy; is independent; is appreciative of life's joys; has experienced powerful, peak, exciting moments; is socially involved and thus is capable of deep interpersonal experiences; is democratic; is spontaneous and uniquely creative; shows autonomous behaviour; and finally, is intrinsically motivated or inner-directed.³⁴

³³ A. H. Maslow, Toward a Psychology of Being,
Op. Cit., p. 25.

³⁴ A. H. Maslow, Motivation and Personality,
Op. Cit., p. 149-171.

Empirical research which is aimed at verifying Maslow's basic contention that more self-actualizing people manifest different personality characteristics and behaviour patterns than less self-actualizing people has been prolific. These studies indicate that high self-actualizers respond to their environment in a more favourable way; that is, in a way which reflects many of the positive personality traits suggested by Maslow as being components of the self-actualizer's personality structure.

According to Maslow, since high self-actualizing individuals are more autonomous and independent, they are less likely to react to the controls of environmental contingencies.³⁵ This assumption is supported in a study by Hekmat and Theiss,³⁶ who found that high self-actualizing college students were more resistant to enculturation than low self-actualizers.

Consistent with the Maslovian point of view that self-actualizers are more spontaneous in behaviour,

³⁵ A. H. Maslow, Motivation and Personality, Op. Cit., p. 171-172.

³⁶ Hamid Hekmat and Michael Theiss, "Self-Actualization and Modification of Affective Self-Disclosure During a Social Conditioning Interview", in Journal of Counselling Psychology, Vol. 18, No. 2, 1971, p. 101-105.

flexible in the application of values and democratic in personal interaction, Gunnison³⁷ found that high self-actualizing community college students tended to be more liberal in out-look and preferred a more active life than low self-actualizers.

An investigation which is of particular interest to the present study was conducted by Dandes.³⁸ He found a significant relationship between level of self-actualization and the attitudes and values of successful and unsuccessful teachers. Successful teachers were characterized as being more permissive or student-centered, more liberal, open-minded and democratic.

Further substantiation of personality and behavioural differences between higher self-actualizers and lower self-actualizing people can be found in a study by Murray³⁹ in which self-actualization was

37 H. Gunnison, A Study of the Relationship of Psychological Health, Political and Economic Attitudes and Life Values, unpublished doctoral dissertation, University of Syracuse, 1965, U.N. Microfilm No. 25-5735.

38 Herbert M. Dandes, "Psychological Health and Teaching Effectiveness", in The Journal of Teacher Education, Vol. 17, No. 3, Fall 1966, p. 301-306.

39 Eloise Murray, "Student's Perceptions of Self-Actualizing and Non-Self-Actualizing Teachers", in The Journal of Teacher Education, Vol. 23, No. 3, Fall 1972, p. 383-387.

correlated with teacher success. The major purpose of the study was to assess the effect of the teacher's level of self-actualization on pupil's perception of teacher's expressed concern. It was found that teachers who were considered to be more self-actualizing were perceived by their students as being more concerned than less self-actualizing teachers. The assumption drawn from Maslow's theory was that self-actualizing people were those who willingly chose teaching as a profession for self-enhancement and self-fulfillment. Theoretically, it was shown that those engaged in professions of their choice do so to satisfy their unique selves. They are perceived not as deficiency-need motivated but as being-need motivated. This study verified that the more self-actualizing teacher was more able to respond to pupils' needs in a more positive way and expressed concern more frequently and openly.

In their research Coble and Hounshell⁴⁰ were able to determine a relationship between significant gains in students' increased critical abilities and two groups of teachers classified as "effective" and "ineffective". Effective teachers were those described as self-actualizing; that is, those who scored high on a test of self-actualization

⁴⁰ Charles R. Coble and Paul B. Hounshell, "Teacher Self-Actualization and Student Progress", in Science Education, Vol. 56, No. 3, 1972, p. 311-316.

and who were said to possess qualities of the self-actualizer, that is, flexibility, independent nature, self-sufficiency, high self-esteem, and good interpersonal relations. Ineffective teachers were those considered to be less self-actualizing and described as: less flexible, seeking support of others, fearful of expressing feelings, lacking in self-esteem, and having difficulty with interpersonal relationships.

The effects of teacher self-actualization on pupil control ideology were examined by Jury, Willower and Delacy.⁴¹ Their findings supported the idea that high self-actualizing teachers were more humanistic in their approach to the educative process and exhibited less control over pupil ideology than low self-actualizing teachers. The high self-actualizing teacher's approach to students reflected an accepting and trustful manner and an optimism concerning students' ability to be self-disciplined and responsible.

It is perhaps important to point out that although the high self-actualizer is more inner-directed, this does not negate influences from the environment on his behaviour. It merely implies that he is more able to cope with controls from external stimuli by utilizing his inner strengths.

⁴¹ L. E. Jury, D. J. Willower and W. J. Delacy, "Teacher Self-Actualization and Pupil Control Ideology", in The Alberta Journal of Educational Research, Vol. 21, No. 4, December 1975, p. 295-301.

Although the above-mentioned qualities appear to be characteristic of the ideal person, Maslow makes it clear that "there are no perfect human beings!".⁴² Despite the fact that they are capable of functioning at a self-actualizing level they are "not free of guilt, anxiety, sadness, self-castigation, internal strife and conflict".⁴³

Maslow claims that the closer to self-actualization, to full humanness the person is, the more likely he is to find that his work is growth-motivated rather than deficiency-motivated. Such people are more apt to answer in terms of intrinsic values and altruistic satisfactions.⁴⁴ He does suggest, however, that all people may be growth-motivated to some degree.⁴⁵ In other words, any person in any peak experience takes on temporarily many of the characteristics of self-actualizing individuals.⁴⁶

Maslow describes the less self-actualizing individual as one who is still in the process of resolving his lower order needs and therefore his patterns of behaviour are

⁴² A. H. Maslow, Motivation and Personality, Op. Cit., p. 176.

⁴³ Ibid., p. 176.

⁴⁴ A. H. Maslow, The Farther Reaches of Human Nature, New York, The Viking Press, 1973, p. 310.

⁴⁵ Ibid., p. 314.

⁴⁶ A. H. Maslow, Toward a Psychology of Being, Op. Cit., p. 97.

essentially motivated by external factors. This means that the individual exhibits considerable dependence on the environment.⁴⁷ As a result, this individual is dependent upon others for his need satisfaction; is less problem-centered; tends to be more rigid and conforms to strict societal codes; perceives self and others in a limited way; has difficulty in developing intimate interpersonal relations; is more dogmatic and autocratic; is less spontaneous and creative; and is basically extrinsically motivated or other-directed.⁴⁸

As the preceding discussion suggests, Maslow's theoretical position illustrates differences between high self-actualizers and low self-actualizers. He indicates that the individual's level of self-actualization will determine how he will adjust his needs to the environment; that is, the degree to which his patterns of behaviour will be more or less spontaneous, flexible and open. This is best summarized in the following statement:

47 Ibid., p. 34.

48 Ibid., p. 34-41.

[. . .] the motivational life of self-actualizing people is not only quantitatively different from that of ordinary people. It seems probable that we must construct a profoundly different psychology of motivation or growth motivation rather than deficiency motivation. Perhaps it will be useful to make a distinction between living and preparing to live. Perhaps the ordinary concept of motivation should apply only to non-self actualizers. Our subjects no longer strive in the ordinary sense but rather develop. They attempt to grow to perfection and to develop more and more fully in their own style. [. . .] For them motivation is just character growth, character expression, maturation and development; in a word, self-actualization.⁴⁹

According to Maslow, then, the motivational life of high self-actualizing individuals is not only quantitatively but qualitatively different from that of the low self-actualizing individual.

In relating the above-mentioned idea to the educational setting, Maslow makes a definitive statement in regard to the type of educator he feels would be capable of instituting "good conditions"⁵⁰ for learning. This educator is the one who would manifest the qualities of the above-mentioned self-actualizing individual.

Since Maslow's theory suggests that the high self-actualizing individual has sufficiently satisfied his deficiency needs, it seems not unreasonable to expect that

49 A. H. Maslow, Motivation and Personality, Op. Cit., p. 159.

50 A. H. Maslow, The Farther Reaches of Human Nature, Op. Cit., p. 325.

the self-actualizing teacher would regard meeting his students' needs as a further attempt to meet his own growth-needs. Such behaviour, being congruent with his need disposition, would enable him to perceive his students as co-learners rather than parts of a threatening environment. Maslow's idea of good conditions stresses the importance of creating an environment which would allow a wide variety of choices for its participants, so that a better life may be possible.⁵¹

In the classroom setting good conditions may be brought about by the creation of a more participative classroom atmosphere where "intrinsic"⁵² rather than "extrinsic"⁵³ learning would be encouraged. The self-actualizing teacher may feel freer to permit students to take an active part in the planning of their own learning experience. The teacher in this instance would not be the current model of teacher as lecturer, conditioner, reinforcer and boss but rather a facilitator in the Rogerian sense — a receptive rather than intrusive influence in the classroom.⁵⁴ By avoiding regimentation, it would seem that the teacher would be

51 Ibid., p. 325.

52 Ibid., p. 181.

53 Ibid., p. 181.

54 Ibid., p. 189.

responsible for initiating a non-threatening, acceptant, open atmosphere which would encourage self-directed learning.

As Maslow states:

From the point of view of fostering self-actualization or health, a good environment (in theory) is one that offers all necessary raw materials and then gets out of the way and stands aside to let the (average) organism itself utter its wishes and demands and make its choices.⁵⁵

Conversely, since the less self-actualizing individual has been described as one who is still dependent on his environment for need gratification, it may be reasonable to expect the low self-actualizing teacher to be still in the process of meeting his lower order needs. It follows that the traditional type of classroom setting might be more congruent with the need disposition of the low self-actualizing teacher who might perceive students as part of a threatening environment — one which he might feel compelled to control in a more traditional and regimented manner.

In summary, a review of the theory and related literature has shown that high self-actualizing individuals differ in personality characteristics and behavioural patterns from low self-actualizing individuals. This gives rise to the possibility that both the low and the high self-actualizing teachers would initiate a particular atmosphere

⁵⁵ A. H. Maslow, Motivation and Personality,
Op. Cit., p. 277.

within the classroom which reflects their personality disposition. It has been suggested that the traditional, regimented environment is consistent with the characteristics of the low self-actualizer while the more open, non-threatening atmosphere is consistent with the need disposition of the high self-actualizer. This open, non-threatening atmosphere has received prominence in the literature relating to classroom openness. This specific type of learning environment and the possible relationship of the teacher to that environment will be discussed in the following section.

2. Classroom Openness.

The concept of classroom openness has come to the forefront in educational literature in recent years. This section will attempt to bring into focus the points of view of selected educators related to this concept, leading to a definition of the principles of classroom openness. The teacher's influence on the creation of the learning environment, the open environment in particular, is discussed at the conclusion of this section.

A. Characteristics of Classroom Openness

The last two decades in education have been marked by a better understanding of the learning process and by new, creative and innovative approaches to teaching. One of these

innovative approaches has been expressed in what has come to be known as classroom openness, which is an operational measure of an approach to the education of young children that has been most commonly called open education.

The literature reports numerous attempts at defining classroom openness.⁵⁶ Although most definitions vary in some degree, they all tend to reflect a common underlying set of principles. Therefore, for the purposes of the present study, classroom openness is defined as:

. . . a construct which flexibly combines all three elements of teacher-centeredness, child-centeredness and material-centeredness.⁵⁷

The foundation for the movement toward classroom openness has been laid by a number of intellectual pioneers working in the tradition of John Dewey. Dewey's idea of combining experience and education in the learning process stresses the importance of involving the learner.⁵⁸ This idea is a recurrent theme in the literature on open education and emphasis is placed on the themes of openness, honesty,

⁵⁶ For a series of selected articles on this topic see "Perspectives on Open Education", in The National Elementary Principal, Vol. 52, No. 3, November 1972, p. 10-81.

⁵⁷ Herbert J. Walberg and Susan Christie Thomas, Characteristics of Open Education: Toward an Operational Definition, Newton, Massachusetts, Education Development Center, 1971, p. 5.

⁵⁸ John Dewey, Democracy and Education, New York, The Free Press, 1967, p. 100-110.

interpersonal relationships, and importance of individual responsibility in learning.

Implicit in this school of thought is an awareness of the individual differences and abilities of each child. It becomes apparent that in restructuring the educational environment these unique abilities must be taken into account. In its most sophisticated form, this emphasis on individual differences led to the open education movement. It is an effort to break down the traditional pattern of a teacher as a disseminator of knowledge who stood in front of rows of children and dictated what to do.

More recently, the works of Jean Piaget in the field of cognitive development challenges the traditional notion that learning results from the apprehending of information from external sources. Piaget shows that learning results from the interaction of the child with his environment and argues that what once were thought of as aptitudes were themselves susceptible to training and development.⁵⁹ He states that the teacher should focus on the unique aspects of each child's thought.⁶⁰ He states that the age at which a child can understand different concepts vary from child

⁵⁹ Jean Piaget, The Origins of Intelligence in Children, New York, W. W. Norton and Company, Inc., 1963, p. 1-449.

⁶⁰ Hans G. Furth, Piaget for Teachers, New Jersey, Prentice-Hall, Inc., 1970, p. 11-12.

to child. Based on his research on how children learn, he proved that it is of little advantage to teach a child something which he is unable to experience through his senses. Therefore, activity which includes the manipulation of objects, the posing of questions and the searching of answers to reconcile findings, is essential to intellectual development. He also showed that development does not progress at a uniform rate for each child and quite logically, therefore, learning does not either.

Piaget is critical of the teacher-dominated classroom. He suggests that the teacher should focus on the unique aspects of each child's thought, emphasize the process of thinking rather than the product, and aim for internal control rather than external control. Straight rows of desks with quiet docile children sitting in them are taken to symbolize the dogmatic, authoritarian, rigid attitudes that pervade schools.⁶¹

Piaget's philosophy of education is based upon his developmental data, but more important, upon the feeling of

⁶¹ Frank H. Hooper and John D. DeFrain, "The Search for a Distinctly Piagetian Contribution to Education", Theoretical Paper No. 50, Report from the Project on Conditions of School Learning and Instructional Strategies, Madison, Wisconsin, The University of Wisconsin, July 1974, p. 12.

confidence shared by countless others, that children left to their own devices learn many wonderful things.⁶²

Piaget's work coincides with that of Jerome Bruner, who told educators that "any subject can be taught effectively in some intellectually honest way to any child at any stage of development".⁶³ Such thinking resulted in an increased respect for the learning capacities of children who came to be seen not as passive recipients but as active learners, responding to and learning from their environment. These goals might well be reached by initiating changes which encourage classroom openness.

The need for change has been emphasized in the works of many who see education in the midst of a metamorphosis. For example, Silberman⁶⁴ emphasizes the need to redefine our educational goals toward a more humanistic approach and to develop teaching processes which will actualize these goals.

Leonard stresses the importance of taking the whole environment into consideration in the learning process.⁶⁵

62 Ibid., p. 12.

63 Jerome S. Bruner, The Process of Education, New York, Vintage Books, 1960, p. 32.

64 Charles E. Silberman, (ed.), The Open Classroom Reader, New York, Vintage Books, 1973, p. xvi-xii.

65 George B. Leonard, Education and Ecstasy, New York, A Delta Book, 1968, p. 182.

Learning should involve the interaction between learner and environment, and its effectiveness relates to the frequency, variety and intensity of that interaction.⁶⁶

Illich states that:

Learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting.⁶⁷

Now, classroom openness assumes that learning is most fruitful when it comes as a result of interaction of the teacher's guidance and the student's curiosity. Brown and Precious⁶⁸ discovered that when children were allowed to follow their own interests, they were eager to learn, whereas in a formal class situation the children experienced feelings of anxiety and inadequacy about what they did not know.

The essential aspects of classroom openness are summarized by Gross and Gross who claim that:

66 Ibid., p. 14.

67 Ivan Illich, Deschooling Society, New York, Harper and Row, 1971, p. 56.

68 Mary Brown and Norman Precious, The Integrated Day in a Primary School, New York, Ballantine Books, 1973, p. 35.

First, the room itself is decentralized: an open, flexible space divided into functional areas, rather than one fixed, homogeneous unit. Second, the children are free for much of the time to explore this room, individually or in groups, and to choose their own activities. Third, the environment is rich in learning resources, including plenty of concrete materials, as well as books and other media. Fourth, the teacher [...] works most of the time with individual children or two or three, hardly ever presenting the same material to the class as a whole.⁶⁹

Eight themes of classroom openness were derived by Walberg and Thomas⁷⁰ from a scanning of professional literature. Fifty specific statements were identified under each theme area to define more explicitly open classroom characteristics. This provided the authors with a framework for devising an instrument to measure classroom openness. Evans⁷¹ summarized these eight themes under the following headings:

69 Beatrice and Ronald Gross, "The British Infant School, A Little Bit of Chaos", in Saturday Review, May 16, 1970, p. 71.

70 H. J. Walberg and S. C. Thomas, Op. Cit., p. 115.

71 Judith Evans, Characteristics of Open Education: Results from a Classroom Observation Scale and Teacher Questionnaire, Newton, Massachusetts, Education Development Center, August 1971, p. 3.

- 1) Provisioning for learning: flexibility in the organization of instruction, materials.
- 2) Diagnosis: less attention to goals, such as examination scores, and more attention to the child's thinking process.
- 3) Instruction: much individual attention rather than solely total class instruction, encouragement of children's initiative and choice, interdisciplinary emphasis.
- 4) Evaluation: individual standards or goals preferred to comparing the child to standardized achievement norms. Record-keeping often done in order to evaluate growth rather than correctness.
- 5) Humaneness: teachers have characteristics such as respect for children, openness and warmth.
- 6) Seeking opportunities to promote growth: extensive use of community, colleagues, advisors.
- 7) Assumptions: ideas about children and the process of learning. Many ideas are stressed such as children's innate curiosity and trust in children's ability to make decisions.
- 8) Self-perception of the teacher: a sensitive adaptable continual learner who sees himself as a resource for helping children reach their own potentials rather than seeing himself as a disseminator of a given body of knowledge.

These eight themes, as summarized by Evans, provide a comprehensive description of the construct of classroom openness. Special emphasis is placed on flexibility in organization of structure, individualization of instruction, respect and trust in student abilities and the importance of teacher self-awareness.

To this point, then, there seems to be a consensus of opinion among educators that classroom openness is a viable

alternative to the traditional form of education. They share the belief that since the development of the child does not progress at a uniform rate, the learning environment should be so structured as to meet individual needs. The classroom, therefore, is regarded as a place which should provide the opportunity for the satisfaction of individual learning needs.

B. Classroom Openness and the Classroom Teacher

Implicit in the literature is the assumption that the classroom teacher will have a profound influence on the classroom structure and climate. More specifically, it may be reasonable to assume that the teacher who manifests qualities and behavioural patterns of the self-actualizer is likely to create a classroom climate that tends towards openness. Is such an assumption valid?

The importance of the teacher's role in controlling significant aspects of the classroom interaction is highlighted by Buchanan who asserts that:

[. . .] the teacher is still the single most important factor in the classroom. The teacher is the content. The teacher is the method. The teacher is the environment. The teacher is the very essence of what happens in class.⁷²

⁷² M. Marcia Buchanan, "Preparing Teachers to be Persons", in Phi Delta Kappan, Vol. 52, June 1971, p. 615.

Barth,⁷³ another advocate of classroom openness, asserts that in stressing the importance of a rich material environment for children's learning, one must not overlook the profound influence of the personal environment. Thus the learning environment of any classroom is an extension of the personality of the teacher. The teacher's personal qualities must be a central concern of anyone wishing to affect children's learning.

Basic to the philosophy of classroom openness is the idea that if a child is meaningfully engaged in an activity, learning is taking place. Therefore the teacher should function as a facilitator of learning and his key role would be "to maximize the likelihood that each child will be fully engaged in an activity".⁷⁴

73 Roland S. Barth, Open Education and the American School, New York, Agathon Press, Inc., 1972, p. 65.

74 Ibid., p. 69.

The facilitator of learning, then, must:

- 1) Respect children as individuals.
- 2) Manage the environment.
- 3) Provide materials.
- 4) Consolidate children's experience through language.
- 5) Provide direct instruction.
- 6) Encourage children's activity.
- 7) Encourage children's independence.⁷⁵

The literature shows common indices among descriptions of the so-called 'facilitating', 'authentic', 'self-disclosing', and 'actualizing' teacher. A core feature of all descriptions is the importance given to the attitude of openness which results in a realness, an honesty and a respect for self and others. Special emphasis is placed on the openness of feelings and recognition of individual differences which allows the self-actualizing teacher to appropriately respond to each individual's needs. This type of teacher must be a catalyst to the learning situation by being a resource person rather than an authority figure; a provisioner of the educational environment; and an empathic guide.⁷⁶

75 Ibid., p. 70.

76 Hermine H. Marshall, "Criteria for an Open Classroom", in Young Children, Vol. 28, No. 1, October 1972, p. 16.

Citing a study by McDonald and Zaret, Rogers provides an example of the 'open' and 'closed' type of teacher in the following paragraph:

When teacher behaviours tended to be 'open' - clarifying, stimulating, accepting, facilitating - the student responses tended to be 'productive' - discovering, exploring, experimenting, synthesizing, deriving implications. When teacher behaviors tended to be 'closed' - judging, directing, reproving, ignoring, probing or priming - the student responses tended to be 'reproductive' - parroting, guessing, acquiescing, reproducing facts, reasoning from given or remembered data.⁷⁷

In their attempt to develop a humanistic program for teacher education, Iannone and Carline⁷⁸ emphasize the development of a human teacher who possesses the qualities of spontaneity, acceptance, creativity, and self-realization. They suggest that the renaissance concept of teacher as giver or transmitter of culture is no longer relevant. The teacher of today must be one who can integrate the skills of teaching into his own life-style and help students grow both intellectually and as human beings.

⁷⁷ Carl R. Rogers, Freedom to Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969, p. 118.

⁷⁸ Ronald V. Iannone and John L. Carline, "A Humanistic Approach to Teacher Education", in The Journal of Teacher Education, Vol. 22, No. 4, Winter 1971, p. 429.

Combs,⁷⁹ work demonstrates that there are significant differences between groups of effective and ineffective teachers. Effective teachers seem to be more sensitive to the feelings of students; feel adequate and competent in their profession; have a greater sense of self; are trusting; perceive students as capable, independent people; and perceive the purpose of teaching as one of freeing rather than coercing or controlling. Basically, they emphasize process-oriented experiences in contrast to subject matter goals.

Both Dandes and Combs profile the effective teacher as a warm, personable, self-assured person who has trust in students, delights in attempting new and different things, and encourages student behaviours which are self-directed, spontaneous and problem-centered. Dandes makes this point clearer. He states:

[. . .] A number of teacher characteristics emerge which seem to be associated with student development in these directions. Four of these teacher characteristics are permissiveness or warmth, absence of authoritarianism, openness of belief systems and liberalism of educational viewpoints. [. . .] Therefore a larger component of what makes an effective teacher seems to be the degree to which he is psychologically healthy or self-actualizing or fulfilling his uniquely human potential.⁸⁰

79 Arthur W. Combs, The Professional Education of Teachers: A Perceptual View of Teacher Education, Boston, Allyn and Bacon, Inc., 1965, p. 68-71.

80 H. M. Dandes, Op. Cit., p. 301-306.

Dandes' and Combs' positions are reinforced by Scates⁸¹ who found that teacher personality had a profound effect on teaching behaviour in the classroom. Nineteen teachers were examined and although the small size of the sample suggests the necessity for further research, some interesting results were obtained. Scates reported that "one of the principal difficulties which render teachers ineffective is a feeling of inadequacy, insecurity and inferiority".⁸² The manifestation of insecure feelings was illustrated by the degree of authoritarianism shown by the teacher. He also showed that where there was a lack of ego-strength, teachers tended to be less assertive and the classroom situation became disorganized and deteriorated.⁸³

Teachers, identified as being effective, were observed to be those who expressed satisfaction in their work; were kind, considerate and helpful; and were mature in their relationships with others.⁸⁴ Those who were less effective had difficulty in maintaining mature relationships; had not resolved love relationships in a satisfactory

81 Douglas E. Scates, "Teaching as a Function of Teacher's Personality", in The Journal of Teacher Education, Vol. 5, No. 2, 1954, p. 81.

82 Ibid., p. 81.

83 Ibid., p. 81.

84 Ibid., p. 81.

way and showed aggressive and sometimes hostile behaviour.⁸⁵
It was Scates' conclusion that "teaching is essentially an expression of personality";⁸⁶ and that "a teacher adapts himself to teaching in a manner that is harmonious with his expressions toward life situations in general".⁸⁷

It should be noted that some classrooms which have been labelled 'open' due to open architectural design are not necessarily open in the true sense. If a teacher does not possess the qualities necessary to function in this type of setting, the so-called 'open' classroom may, in fact, be 'closed' as indicated by Traub, Weiss, Fisher and Musella who maintain:

[. . .] it is obvious that schools that are architecturally open do not necessarily practice open education. Equally obvious is the fact that schools that do practice open education are not necessarily open in architecture.⁸⁸

Featherstone shows that a surprising degree of flexibility can be achieved in schools of traditional design. He advocates that a teacher's beliefs in regard to children and the teaching-learning process will determine to a large

85 Ibid., p. 81.

86 Ibid., p. 83.

87 Ibid., p. 83.

88 Ross E. Traub, Joel Weiss, C. W. Fisher and Don Musella, "Closure on Openness: Describing and Quantifying Open Education", in Interchange, Vol. 3, No. 2-3, 1972, p. 70.

extent the structure of the learning environment. He makes this explicit in the following statement:

The external motions teachers go through in the schools matter less than what the teachers are and what they think. An organizational change - the free day, for example, or simply rearranging classroom space - is unlikely to make much difference unless teachers are really prepared to act on the belief that in a rich environment young children can learn a great deal by themselves and that most often their own choices reflect their needs.⁸⁹

Spodek reaffirms these thoughts when he states that "multi-age classes and open area schools may be quite closed and self-contained classrooms relatively open".⁹⁰ Thus while discussing open opportunities for children educators may in fact be maintaining prescriptive classrooms.

Brown asks what the difference between a dead and a live classroom is.

His answer:

⁸⁹ Joseph Featherstone, Schools Where Children Learn, New York, Liveright, 1971, p. 19.

⁹⁰ Bernard Spodek, "Alternatives to Traditional Education", in The Peabody Journal of Education, Vol. 48, January 1971, p. 145.

In the dead classroom learning is mechanistic, routine, over-ritualized, dull, boring. The teacher is robotized, and the children are conceived of as containers or receptacles whose primary function is to receive and hold subject matter.

The live classroom, on the other hand is full of learning activities in which students are enthusiastically and authentically involved. Students take on as much responsibility for their own learning as their capabilities allow. Each student is genuinely respected and treated as a human being by his teacher. He, in turn, participates in the learning-teaching process as one who structures strategies for learning, as individualized as possible while focusing on process as well as subject matter.⁹¹

Brown further suggests that,

Structure alone will not necessarily accomplish the goals of the open classroom. If you have an open classroom with a closed teacher, you might as well have a closed classroom.⁹²

Thus, the concept of classroom openness is not defined by spatial arrangement alone. The teacher's attitude of openness is essential. This idea is corroborated by Marshall in the following statement:

[. . .] the most misleading characteristic of open classrooms is probably the openness of the spatial arrangement. That is, classrooms with an open spatial arrangement but lacking the crucial underlying attitude of openness are too often mistakenly labeled open.⁹³

⁹¹ George Isaac Brown, (ed.), The Live Classroom, New York, The Viking Press, 1975, p. 1-2.

⁹² Ibid., p. 3.

⁹³ H. H. Marshall, Op. Cit., p. 18.

One can see, then, that the quality of classroom atmosphere, more specifically, the necessity of a pervading climate of openness is dependent on the teacher's style, talents and personal development. While the content of a course may be altered, and the manner of teaching that content may be changed, nothing will be effective if the philosophy of the teacher does not coincide with these changes. This idea is reaffirmed by Marshall when she states that:

The crucial attitude of openness results in a realness and an honesty of each individual with himself and with others. It presupposes the ability to experience and become aware of all of one's feelings so that one can react according to the reality of the situation rather than defensively hiding behind preconceived role expectations regarding the way a teacher 'should' react or about what a child 'should' say. True openness to feelings and individual differences allow the teacher to respond to each individual and his needs in a manner appropriate to the ongoing dynamics of the situation. As a result, those students who are not yet ready to make choices and initiate and direct their own learning are provided with the direction, structure, and guidance necessary to foster their growth towards independence and responsibility.⁹⁴

It has been shown in this section that a growing recognition of the need for change in the educational system has resulted in the search for fresh alternatives. Traditional assumptions about how teachers teach, how pupils

⁹⁴ Ibid., p. 16.

learn, and what knowledge is appropriate have been questioned. It is in this state of flux that new approaches have been introduced. One such approach encourages a new way of thinking about children, learning, and knowledge, and has evolved into what is now labelled classroom openness.

The literature supports the basic assumption that the teacher is the fundamental agent in the creation of classroom climates. It may be reasonable to assume that the teacher who possesses the self-actualizing qualities suggested by Maslow would in fact be the teacher who would initiate classroom openness. In the following section a chapter summary and statement of the problem is presented.

3. Summary and Statement of the Research Problem.

Since classroom openness represents a new approach to the teaching-learning environment much is still to be learned about its proper implementation. To date, much research has been conducted on the child in this setting; however, little empirical data have been collected regarding the effect of the teacher. The literature reveals the need to investigate this vital aspect more carefully. The problem and hypothesis of the present study were conceived in response to this need.

The review of related literature supports the assumptions made by Maslow concerning the self-actualizing

personality; that is, having satisfied lower order needs, the high self-actualizer's personality disposition, orientation to life, response to the environment and subsequent behaviour patterns, differ from those of the low self-actualizing person. In relating this to the high self-actualizing teacher, it may be reasonable to assume that he will not view students as part of a threatening environment and may be more inclined to respond in a spontaneous, flexible manner while encouraging and initiating a more open, participative and non-threatening classroom atmosphere.

On the other hand, the low self-actualizing person may still be attempting to satisfy lower order needs. He may be dependent upon meeting these needs from external sources. Since there is more dependence on the environment for the reinforcement of needs, behavioural patterns may tend to be less spontaneous and more rigid. The low self-actualizing teacher, then, may view his students as part of the environment which must be rigidly controlled and therefore may maintain a more closed, traditionally bound classroom.

Implicit in Maslow's theory is one area of consideration for both the educator and the researcher. As a prime consideration, one would expect to find marked differences in classroom climates between teachers who are more

self-actualizing and those who are less self-actualizing. The present research is designed to determine the degree to which this expectation holds true in actual practice.

The problem of the study, then, is to answer the question: Do teachers who are more self-actualizing have classrooms which are more open than do teachers who are less self-actualizing?

4. The Research Hypothesis.

The theoretical expectation, modified and refined by the review of related studies, may be restated as the following research hypothesis: Teachers who are more self-actualizing tend to have a higher degree of classroom openness than teachers who are less self-actualizing.

CHAPTER II

EXPERIMENTAL DESIGN

This chapter presents the experimental aspect of the present study which evolved from the research hypothesis outlined in the previous chapter. The two research instruments are discussed. This discussion is followed with a description of the sample, the procedure used in the collection of the data and the statistical procedure employed to analyze the data. The chapter concludes with a summary.

1. The Research Instruments.

Two instruments were used: 1) the Personal Orientation Inventory (POI) as developed by Shostrom¹ and 2) the Classroom Openness Questionnaire (COQ) as developed by Walberg and Thomas.² Each of these instruments will be discussed in detail.

1 Everett L. Shostrom, Manual for the Personal Orientation Inventory. An Inventory for the Measurement of Self-Actualization, San Diego, California, Educational and Industrial Testing Service, 1968, 40 p.

2 Herbert J. Walberg and Susan Christie Thomas, Characteristics of Open Education: Toward an Operational Definition, Newton, Massachusetts, Education Development Center, 1971, 115 p.

1) The Personal Orientation Inventory (POI). This instrument was developed by Shostrom as a comprehensive measure of values and behaviour construed to be of importance in the development of self-actualization. It is composed of 150 paired, alternative choice statements. Each pair is meant to reflect values and behaviour seen to be of importance in differentiating between high self-actualizers and low self-actualizers. Statements are posed positively and negatively so that the continuum or end poles of the dichotomy in question are explicitly clear.

The items are scored twice, first for the two major scales of personal orientation, inner-directed support (127 items) and time competence (twenty-three items) and second for the ten subscales each of which measures a conceptually important element of self-actualization.³ Shostrom recommends, however, that for statistical analysis, scores from the two major scales only be used as a measure for self-actualization. The POI distinguishes ranges of self-actualization along a continuum from high to low. The higher the raw score, the more self-actualizing the respondent.⁴

³ E. L. Shostrom, Manual for the Personal Orientation Inventory, Op. Cit., p. 5.

⁴ Ibid., p. 7.

Shostrom describes time competent people as those who are present-oriented and who are able to use the past for reflective thought and tie the future to present goals.⁵ Those who are inner-directed are considered to be guided by their own internal values, that is, they are more self-directed.⁶

To summarize, then, Shostrom advocates that in measuring the high self-actualizing individual, personal growth toward self-actualization may be said to involve the development of time competence and inner-directedness.⁷ The self-actualizing individual is primarily time competent; that is, he lives more fully in the present but is able to tie the past and future into a meaningful continuity. He is both inner and other directed in that he is dependent upon and supported by other persons' opinions. He is, however, more guided by internal rather than external forces.⁸

To study the validity of the POI Shostrom utilized the judgements of clinical psychologists. Two groups representing twenty-nine self-actualizing persons and thirty-four non-self-actualizing individuals were identified.

5 Ibid., p. 15.

6 Ibid., p. 16.

7 Ibid., p. 19.

8 Ibid., p. 16.

It was found that test scores significantly discriminated between the two groups.⁹

In comparing the POI with other personality tests it was found that negative correlations were obtained between the POI scores and the Depression and Hypochondria Scales of the Minnesota Multiphasic Personality Inventory (MMPI)¹⁰ as well as the Neuroticism Scale of the Eysenck Personality Inventory.¹¹

The Inner-Directedness Scale of the POI shows a negative correlation with the Abasement Scale and a positive correlation with the Autonomy Scale of the Edward's Personal Preference Inventory.¹²

Braun and Asta¹³ correlated the POI with the Gordon Personal Inventory (GPI). More significant correlations

9 Ibid., p. 25.

10 E. L. Shostrom and R. Knapp, "Relationship of Measures of Self-Actualization (POI) to a Measure of Pathology (MMPI) and to Therapeutic Growth", in American Journal of Psychotherapy, Vol. 20, 1966, p. 193-202.

11 R. Knapp, "Relationship of a Measure of Self-Actualization to Neuroticism and Extroversion", in Journal of Consulting Psychology, Vol. 29, 1965, p. 168-172.

12 M. LeMay and V. Damm, "Relationship of Personal Orientation Inventory to the Edwards Personal Profile Schedule", in Psychological Reports, Vol. 24, 1969, p. 834.

13 J. Braun and P. Asta, "Intercorrelation Between the Personal Orientation Inventory and the Gordon Personal Inventory", in Psychological Reports, Vol. 23, 1968, p. 1197-1198.

were found with the GPI Original Thinking Scale than any other. This finding is consistent with Maslow's emphasis of the creativeness of the self-actualizing individual.

Foulds,^{14,15} reporting two separate studies on counselor interpersonal functioning and communication of facilitative conditions, found positive relationships to self-actualization for both studies. This finding illustrated that the POI successfully correlates with the criterion of success in various areas dealing with values, beliefs, emotions, and interpersonal relationships.

In regard to the reliability of the POI, test re-test reliability studies conducted by Klavetter and Mogar¹⁶ with a group of forty-eight college students yielded correlation coefficients of .71 and .84 respectively for the Time Competency and Inner-Directedness Scales. The time lapse between the test sessions was one week.

14 M. Foulds, "Self-Actualization and the Communication of Facilitative Conditions During Counseling", in Journal of Counseling Psychology, Vol. 16, 1969, p. 132-136.

15 M. Foulds, "Self-Actualization and Level of Counselor Interpersonal Functioning", in Journal of Humanistic Psychology, Vol. 9, 1969, p. 87-92.

16 R. Klavetter and R. Mogar, "Stability and Interpersonal Consistency of a Measurement of Self-Actualization", in Psychological Reports, Vol. 21, 1967, p. 422-424.

In another test re-test situation, Shostrom¹⁷ reported reliability coefficients of .91 and .93 for Time Competency and Inner-Directedness respectively, with no mention of time lapse.

Perhaps most importantly, Maslow acknowledges Shostrom's test as the standardized test best suited to measure his theory of self-actualization. He states that "self-actualization can now be defined quite operationally as intelligence used to be defined, that is, self-actualization is what the test [POI] tests".¹⁸ It would appear that results from the use of the POI by educational researchers, counselors and psychologists have proven it to be a reliable and valid measure of self-actualization.

For the purpose of the current study level of self-actualization will be operationally defined as the top and bottom thirty per cent of the scores obtained on the two major scales — Time Competency and Inner-Directedness — less two and a half per cent of each extreme.

2) The Classroom Openness Questionnaire (COQ).
Classroom openness will be operationally defined as the

17 E. L. Shostrom, "An Inventory for the Measure of Self-Actualization", in Educational and Psychological Measurements, Vol. 24, 1964, p. 207-218.

18 H. Maslow, The Farther Reaches of Human Nature, New York, The Viking Press, 1973, p. 28.

score obtained on the Classroom Openness Questionnaire which was constructed on the basis of an extensive survey of the literature on open education, conducted by Walberg and Thomas.¹⁹

The instrument first contained 106 items, representative of dimensions of classroom openness. These items were then sent to forty-one experts in the field of open education who were asked to rate each item as "very important", "relatively important", or "not important". In addition to this procedure, extensive interviews were held with several experts in order to clarify conceptions or to reduce any possible confusion in the wording of items. A revised fifty-item instrument consequently was developed.

Further validation of the content was conducted by utilizing data obtained from a sample of sixty-two classrooms representing three groups, twenty-one United States traditional, twenty-one United States open, and twenty British open. An item analysis showed that forty-three items differentiated the two classroom groups on a classroom rating scale, that is, thirty-nine items correlated with the overall openness scale at the .01 level of significance and four correlated at the .05 level. Therefore, for the purpose of the present study the seven non-discriminating items were deleted from the questionnaire

19 H. J. Walberg and S. C. Thomas, Op. Cit., 115 p.

since it was considered of importance to include only those items which discriminated between open and traditional classrooms (see Appendix 6).

Using the same sample of sixty-two classroom teachers, concurrent validity of the instrument was obtained by comparing the results from thirteen trained observers' ratings with a parallel self-rating questionnaire completed by the teachers. A highly significant correlation of .78 was found between the teachers' self-rating and those made by the observers.²⁰

When the scores from the three different groups were compared with the thirteen trained observers' scores, the inter-rater reliability coefficients were found to be .93, .86, and .88. The reliability of the instrument, using Cronbach's alpha method was found to be .92 for the total sample.²¹

Since the phrasing of certain items might connote openness or traditionalism, negative scores were given to some (incidated in the scoring guide - Appendix 7) so as to reduce response bias. Therefore, in determining the mean

20 Judith T. Evans, Characteristics of Open Education, Results from a Classroom Observation Rating Scale and Teacher Questionnaire, Newton, Massachusetts, Educational Development Center, August 1971, 33 p.

21 Ibid., p. 7.

score for the total questionnaire all scores for statements identified with traditional classrooms were rotated so that a high score on all items would be considered indicative of classroom openness while a low score would reflect a traditional classroom.²²

For the purpose of this study, the Classroom Openness Questionnaire was renamed "Classroom Description Index" in order to avoid any contaminating variable which may be implied by the use of the word "openness" in its title. The same precautionary measure was taken in a study by MacKillican.²³

It may be concluded that the Classroom Openness Questionnaire effectively demonstrates that two different pedagogical styles could be theoretically identified on the basis of the literature and empirically verified in the field.

2. The Sample.

The sample consisted of 336 primary and/or junior level elementary teachers.

22 Ibid., p. 4.

23 W. MacKillican, An Empirical Study of the Relationship Between School Management Patterns and the Change Toward Classroom Openness, unpublished doctoral dissertation, University of Ottawa, 1975, 191 p.

Permission was first sought and obtained from a suburban board of education in Eastern Ontario to conduct research in the primary and junior levels of the elementary schools within their jurisdiction. Letters were sent to forty-three principals whose schools contained children in the primary (K-3) and/or junior (4-6) divisions, requesting information on the number of teachers in their schools with at least two years of teaching experience. This criterion of professional experience was thought necessary since consideration was given to the fact that first year teachers may still be adjusting to the demands of their new profession.

Of the forty-three principals written to, thirty-three agreed to allow the research to be conducted in their schools. Due to teachers' workload, various teaching responsibilities and other research projects being conducted in the schools, most principals were reluctant to encourage teachers to take part in the research, and hence teachers' participation was enlisted on a voluntary basis.

While the subjects were not randomly selected, they were recruited from a diversity of rural and suburban schools. It may be assumed that the size of the sample, 336 teachers, was large enough to be representative of

individual differences. The individual teacher, rather than the school, was used as the experimental unit.

3. The Collection of Data.

Each teacher participating in this study received an envelope containing: 1) a letter of instructions, 2) a copy of each instrument, 3) a data sheet requesting certain demographic information, 4) two optical scanner multiple answer forms, and 5) an HB pencil.

All envelopes were delivered to the school by the researcher and collected the next day. Due to the subjective nature of the information requested in the instruments, in particular the POI, absolute anonymity was guaranteed each respondent.

4. Statistical Procedure.

The significance of differences in classroom openness reported by high self-actualizing and low self-actualizing teachers was assessed through the use of a t-test. Level of significance was set at $p \leq .05$.

5. Summary.

A review of the literature bearing upon the instruments used to test the independent and dependent variables of this study has shown them to be reliable and valid measures. The sample of the study was composed of 336 primary and/or junior elementary school teachers under the jurisdiction of a school board in Eastern Ontario. In the following chapter, the results of the data analysis will be presented.

CHAPTER III

PRESENTATION OF RESULTS

The results of the analysis of the data are reported in this chapter. In the first section, the research problem and hypothesis are recapitulated. In the second section, the procedure employed in defining the extreme groups is explained. In the third section, the results of testing the hypothesis of the study are given. The chapter concludes with a summary.

1. Recapitulation of Research Problem and Hypothesis.

The present study is based on the following research question: Is there a relationship between teacher personality and the type of classroom climate created? More specifically the question asks, do teachers who are more self-actualizing have classrooms which are more open than do teachers who are less self-actualizing?

From this definition of the problem, the research hypothesis forming the nucleus of the study was stated as follows: Teachers who are more self-actualizing tend to have a higher degree of classroom openness than teachers who are less self-actualizing.

Stated in its null form, the hypothesis is: There will be no significant difference on classroom openness

(as defined by COQ scores) between teachers who are more self-actualizing (as defined by POI scores) and those who are less self-actualizing.

The level of significance was set at $p \leq .05$.

In accordance with the above hypothesis the independent variable is high and low levels of self-actualization and the dependent variable is classroom openness.

2. Establishment of Extreme Groups.

In order to test the null hypothesis of the present study, it was necessary to identify high self-actualizers and low self-actualizers. Accordingly, the following procedure was carried out: First, a frequency distribution was obtained for both Time Competency and Inner-Directedness Scales based on the total sample. Second, scores above the seventieth percentile rank (that is, 92 to 111 on the Inner-Directedness Scale and 18 to 23 on the Time Competency Scale) were taken to be high scores, while those below the thirtieth percentile rank (that is, 42 to 77 on the Inner-Directedness Scale and 7 to 15 on the Time Competency Scale) were regarded as low scores. Third, the top two and a half per cent of the high scores (that is, 108 to 111 on the Inner-Directedness Scale and 22 to 23 on the Time Competency Scale) and the bottom two and a half per cent of the low scores (that is, 42 to 55 on the Inner-Directedness Scale and 7 to 9 on the

Time Competency Scale) were removed. This last step in the procedure, also followed by Greeley¹ and Klug,² was carried out in order to eliminate hyper- and hypo-self-actualizers who are considered unusually high and low respectively. The point made is that although self-actualizers may be considered to be of independent nature, too much autonomy is as unhealthy as too little. Fourth, a cross-tabulation was made using these established ranges of scores on each scale. The results indicated that sixty-one subjects fell within the high group and forty-nine within the low group. Hence the comparison groups of the present study consisted of sixty-one high self-actualizers and forty-nine low self-actualizers.

Table I shows the means and standard deviations of standings on the dimensions of Inner-Directedness (ID) for high self-actualizers (ID, M=98.87; S.D.=4.49) and Time Competency (TC), (TC, M=19.46; S.D.=1.07) and for low self-actualizers on Inner-Directedness, (ID, M=69.39; S.D.=6.03) and on Time Competency, (TC, M=12.94; S.D.=1.75).

1 Andrew Greeley, The Catholic Priest in the United States: Sociological Investigations, Washington, D.C., United States Catholic Conference, 1972, p. 53-70.

2 Leo Klug, An Empirical Investigation of the Relationship Between Self-Actualization and Reconciliation with Death, unpublished doctoral dissertation, University of Ottawa, 1976, 135 p.

Table I.-

Mean and Standard Deviation of High and Low Self-Actualizers
on Inner-Directedness (ID) and Time Competency (TC) Scales

Variable	N	ID		TC	
		Mean	S.D.	Mean	S.D.
High Self-Actualizers	61	98.87	4.49	19.46	1.07
Low Self-Actualizers	49	69.39	6.03	12.94	1.75

In order to make certain that level of self-actualization was not contaminated the two groups of high and low self-actualizers were compared using a chi square test on the following demographic variables: sex, age, years of experience and education. The results indicated that level of self-actualization and the above mentioned demographic variables were independent ($p \leq .05$).

3. Results of t-Test.

The dependent variable scores, that is, those on classroom openness, were subjected to a t-test for significant differences. Level of significance was set at $p \leq .05$. Table II presents the results of the t-test. The table shows that the mean Classroom Openness Questionnaire (COQ) scores of high self-actualizers ($M=143.68$; $S.D.=14.18$) were significantly different ($t= -6.49$, $p \leq .001$) from mean COQ scores of low self-actualizers ($M=125.67$, $S.D.=14.71$). The null hypothesis was therefore rejected and the research hypothesis confirmed.

4. Summary.

In the first section of the chapter, the problem and hypothesis were recapitulated. Within the second section, the procedure used to determine the extreme groups was outlined. The results of the analysis of the data using a

Table II.

Results of the t-Test for Significant Difference Between the Means for the Two Groups Measured on Classroom Openness

Variable	N	Mean	S.D.	df	t-Value
High Self-Actualizers	61	143.68	14.18	107	-6.49*
Low Self-actualizers	49	125.67	14.71		

* Significant at $p \leq .001$

t-test was provided in the third section. The analysis confirmed the research hypothesis that teachers who are more self-actualizing tend to score higher on classroom openness than low self-actualizing teachers. The results of this study will be discussed in the following chapter.

CHAPTER IV

DISCUSSION OF RESULTS

The purpose of this chapter is to discuss the results of the analysis as they relate to the theory under investigation. The chapter contains two sections. A discussion of the results of testing the research hypothesis is included in the first section. In section two some considerations about the sample and results on the COQ are presented. The chapter is followed by the summary and conclusions of the study.

1. Discussion of the Results of Testing the Research Hypothesis.

The research hypothesis, which formed the nucleus of the present study, stated that teachers who are more self-actualizing tend to have a higher degree of classroom openness than teachers who are less self-actualizing. The underlying rationale was that since the high self-actualizing individual has sufficiently satisfied his deficit needs, which include the biological, safety, love and esteem needs, he now is motivated by the need to self-actualize and subsequently manifests personality characteristics and behavioural trends which differ from those of the low self-actualizing individual. More specifically, the high self-actualizer's personality characteristics and response to

his environment may be more flexible, problem-centered, democratic, self-directed and spontaneous.

The low self-actualizer, who is still trying to satisfy lower order needs, on the other hand, may be less flexible, less spontaneous, more fearful of change and consequently, may order his environment more rigidly and judiciously. This type of behaviour may be more congruent with the satisfaction of his needs.

The test of the hypothesis supported the argument made in this study that teachers who are more self-actualizing tend to have a higher degree of classroom openness than teachers who are less self-actualizing. The type of behaviour manifested may be viewed as being congruent with the level of need the individual is trying to satisfy.

The empirical studies cited in the review of the literature of this study endorse the contention that high self-actualizers differ from low self-actualizers in personality characteristics and response to the environment. Three empirical studies in particular relate more closely to the findings of this study since they deal specifically with the teacher variable. Studies by

Dandes,¹ Murray,² Jury, Willower and Delacy³ yield such results as to suggest that those teachers who were identified as more self-actualizing were considered to be the most effective in that they were more democratic, humanistic, student-centered, open-minded and liberal. It appears that the possession of these personal qualities would be necessary for the teacher to function effectively in a classroom openness situation where the aspects of flexibility, student-centeredness, democracy, among other things, are essential.

The results of the present study illustrate that when specifically relating teacher self-actualization to classroom environments, the high self-actualizing teacher may tend to initiate classrooms that are more open. It becomes more evident that any attempt to modify the educational system must not only keep the student in mind but must also pay special attention to the importance of the teacher. As this

1 Herbert M. Dandes, "Psychological Health and Teaching Effectiveness", in The Journal of Teacher Education, Vol. 17, No. 3, Fall 1966, p. 301-306.

2 Eloise Murray, "Student's Perceptions of Self-Actualizing and Non-Self-Actualizing Teachers", in The Journal of Teacher Education, Vol. 23, No. 3, Fall 1972, p. 383-387.

3 L. E. Jury, D. J. Willower and W. J. Delacy, "Teacher Self-Actualization and Pupil Control Ideology", in The Alberta Journal of Educational Research, Vol. 21, No. 4, December 1975, p. 295-301.

study has indicated, the teacher is a crucial factor in determining the type of environment that will pervade any classroom.

2. Some Considerations.

A. The Sample

It was mentioned in Chapter II that due to teacher workload and involvement in a number of other research projects teachers' participation in the study was enlisted on a voluntary basis. This may be a point for consideration for future research since those teachers who willingly participated may reflect different attitudes from those who did not volunteer. Therefore, it may be possible that the professional attitude of those in the sample may differ from that of the general population.

It was also noted that although the results indicated that the sample covered a broad range of teachers, it was not randomly selected from the target population and therefore, generalizability of results from sample to population must be done with caution.

B. The Classroom Openness Questionnaire

When Walberg and Thomas⁴ tested their instrument they selected both a traditional and an open classroom in the United States and one open classroom in Britain. The total mean score for the traditional and open classrooms in the United States was 142.52 and 175.10 respectively. The British open classroom surveyed had a total mean score of 170.56.

In the present study, the total mean score for high and low self-actualizers was 143.68 and 125.67 respectively. In comparison to the American and British groups, it would appear that the classrooms in this study tended to be more traditional. It should be noted, however, that in testing the COQ, Walberg and Thomas specifically selected three classrooms that exemplified an open and traditional setting. It is also of interest to observe that teachers tested in the United States and British samples were trained in the techniques of open education and this may account for the high total mean scores.

In the present study, almost all the teachers taught in self-contained classrooms and no pre-selection procedure

⁴ These total mean scores are taken from Judith Evans, Characteristics of Open Education, Results from a Classroom Observation Rating Scale and Teacher Questionnaire, Newton, Massachusetts, Education Development Center, August 1971, p. 33.

defining either open or traditional classrooms was conducted. The main focus of this research was to determine if the teacher personality variable influenced the creation of a specific learning environment. Although the results of the testing strongly supported the hypothesis, it may be possible that the lower total mean openness scores may be attributed to other influencing factors, and therefore further research might investigate the possible influences of school management patterns, school board policies and peer group pressures on teachers.

3. Summary.

In the first part of this chapter, the results from the analysis of data were discussed. In the second section, some inferences regarding the sample and the COQ were presented which may be of use to future researchers in this area of study.

A summary of this research study and a statement of conclusions will be presented in the following chapter.

SUMMARY AND CONCLUSIONS

The purpose of this study was to investigate Maslow's theory of motivation which is based on a hierarchy of needs ranging from lower to higher order. Lower order or "deficit" needs include biological, safety, love and esteem needs; whereas higher order or "growth" needs refer to the need for self-actualization. The attainment of self-actualization is dependent upon the prior satisfaction of deficit needs. According to Maslow the psychological life of the growth-motivated or high self-actualizing individual is lived out differently than that of the low self-actualizing individual.

Maslow has described the high self-actualizing individual as freer in movement toward fulfillment of particular goals, capacities and talents. He attributed certain personality traits to high self-actualizers and low self-actualizers. For example, he described the high self-actualizing individual as one who was independent, democratic, spontaneous, creative, problem-centered and inner-directed. The low self-actualizer, on the other hand, was described as more dependent, autocratic, less spontaneous and creative, more inclined to conform to societal codes and other-directed. It can be seen then that Maslow's theoretical position differentiates high self-actualizers from low self-actualizers

and also shows that patterns of behaviour would be influenced by the particular need the individual is attempting to satisfy.

In relating Maslow's theory to the educational setting the present study attempted to examine the relationship between teacher self-actualization and a specific classroom environment which the teacher would create. The problem of the study posed the following question: Do teachers who are more self-actualizing have classrooms which are more open than do teachers who are less self-actualizing?

From this problem it was hypothesized that: Teachers who are more self-actualizing tend to have a higher degree of classroom openness than teachers who are less self-actualizing.

To test the hypothesis, two research instruments were employed. The Personal Orientation Inventory devised by Shostrom was used as a measure of the level of self-actualization and the Classroom Openness Questionnaire by Walberg and Thomas was used as a measure of classroom openness.

The research sample consisted of 336 teachers selected from the primary and/or junior divisions from thirty-three public, elementary schools under the jurisdiction of a suburban board of education in Eastern Ontario.

Each teacher taking part in the study received an envelope containing the following: instructions, instruments, answer forms, a personal data form and a pencil. The envelopes were delivered to the school and collected the next day. All teachers were guaranteed anonymity.

After all the data were collected, high and low self-actualizing groups were identified and then a t-test was used to analyze the data. Significant differences were found at the $p \leq .001$ level.

In order to determine if any of the following demographic variables of sex, age, years of experience, and education had a contaminating effect on level of self-actualization, a chi square test was carried out. No significant differences were found at the $p \leq .05$ level.

The results of the present study supported the theoretical expectation of this research effort; that is, teachers who are more self-actualizing tend to have a higher degree of classroom openness than teachers who are less self-actualizing.

The contribution of this study is both theoretical and practical. The theoretical contribution lies in the link determined between Maslow's theory of self-actualization and classroom openness. The practical contribution is found in the application of these results to teacher selection and preparation as well as implementation of educational policy.

Teacher personality characteristics in the open classroom setting were found to be consistent with the characteristics of Maslow's high self-actualizing person. This study linked teacher personality characteristics within the open classroom setting with Maslow's theory of self-actualization and thus extended his theory by applying it to an area not previously explored.

Current literature in education has stressed the importance of developing classroom openness. This concept may be examined from a variety of presuppositions and viewpoints and, although it is not a panacea for many of the problems in the educational system, it does provide some interesting insights into the teaching-learning process. Discussion contained within the literature on classroom openness elaborates on the advantages for students. Although many descriptions have been written on the type of teacher that would best suit this type of setting, little empirical evidence has been obtained to verify the assumptions made. The present study presumes to make a contribution in this direction.

Recent government educational guidelines in Ontario advocate classroom openness as the most efficacious mode of organizing instruction for children in the kindergarten to six range. Accordingly, teachers have been encouraged to initiate classroom structures which are more open, but often

these demands are incongruent with teacher personality dispositions and needs. The present research confirmed the assumption that high self-actualizing teachers do have classrooms that are more open than low self-actualizing teachers. It may be important to note that by acting in a manner which is congruent with needs, the low self-actualizing teacher may, in fact, be more effective in a more traditional setting and therefore should not be forced to perform in open classrooms. Thus, this research may provide some useful criteria on which to base the selection of teachers who are best suited to implement the principles of classroom openness.

The findings of the present study have shown that personality characteristics define ranges of possible behaviour. More specifically, the teacher possessing the qualities of a high self-actualizing individual is more inclined to initiate classrooms which are more open. The teacher who will make the most significant contribution to the teaching-learning encounter will be the one who possesses not only pedagogical skills but also interpersonal competencies. This fact may have implications for teacher education institutions since the institutions must not only educate student teachers in teaching strategies but also help them develop their full potentials as persons. The prospective teacher who has been allowed to actualize his growth potential may in turn be better able to encourage growth in

his future students. Therefore further research may examine the effects of a teacher education program which was specifically designed to encourage the development in the teacher-to-be of self-directedness, humaneness, flexibility, democratic-nature, etc. Research conducted on the student teacher during the training period and then after he has taught for a year may determine if this approach to teacher education has been successful. That is, if teaching style is a function of teacher personality then perhaps emphasis should be placed on the direction and modification of personality trends during teacher preparation and later during actual teaching service.

Further research using the same variables of teacher self-actualization and classroom openness might also be conducted at the high school level. Since research concerning classroom openness in high school is limited, any data providing additional information at that level would be of value.

Another avenue for further research may be to investigate the combined effect of teacher self-actualization and classroom openness on pupil self-actualization and achievement. That is, if the philosophies underlying both the idea of the self-actualizing individual and the concept of classroom openness are the fulfillment of student individual needs and the actualization of student potentials, then the

question may be asked: To what extent do teacher self-actualization and classroom openness affect or determine pupil self-actualization and achievement?

In summation, a practical conclusion that can be drawn from the present research is that both preservice and inservice courses for teachers should not neglect the personality variable. On the basis of this research, it may be recommended that a part of the focus of such preservice and inservice courses be an examination of the teacher personality variable with the aim of developing in the candidates those qualities and attributes found to be most conducive to personal self-actualization and thus, by extension, to the creation of a more enriching learning environment for their students.

BIBLIOGRAPHY

Allport, Gordon W., Pattern and Growth in Personality, New York, Holt, Rinehart and Winston, 1961, ix-593 p.

In this text, the author presents a comprehensive, eclectic account of the scientific study of personality which he sees as a patterned and growing system. Special emphasis is placed on the uniqueness of the individual in the development of the evolving sense of self and in mature personality development. In the present study Allport's concept of the mature person was paralleled to Maslow's self-actualizing person.

Brown, George Isaac, (ed.), The Live Classroom: Innovation Through Confluent Education, New York, The Viking Press, 1975, 304 p.

This book is composed of a series of attitudes by different authors. Confluent education, based on Gestalt psychology, stresses the importance of considering the development of the whole child in interaction with his whole environment. Emphasis is placed on putting feeling and thinking into the learning process. The authors concur that in order for the learning environment to be a 'live' one, students must take an active part in the planning of their own school day. This viewpoint is particularly relevant to the current study.

Buchanan, M. Marcia, "Preparing Teachers to Be Persons", in Phi Delta Kappan, Vol. 52, June 1971, p. 614-618.

This article is concerned with increasing teachers' awareness of self as well as of others. Special consideration is given to the affective dimension of curriculum and the role the teacher plays in the creation of good learning environments. The importance of open communication between teacher and learner is also stressed.

Dandes, Herbert M., "Psychological Health and Teacher Effectiveness", in The Journal of Teacher Education, Vol. 17, No. 3, Fall 1966, p. 301-306.

This article presents the results of a study conducted to investigate the relationship between teacher psychological health and attitudes and values of teachers related to effective teaching. The findings supported the contention that the greater the psychological health, the greater the possession of attitudes and values characteristic of effective teaching.

Evans, Judith, Characteristics of Open Education: Results from a Classroom Observation Scale and Teacher Questionnaire, Newton, Massachusetts, Education Development Center, August 1971, 33 p.

Evans explains the development of the Open Classroom Questionnaire by Walberg and Thomas. Statistical information on the validity and reliability of the instrument is provided.

Goble, Frank G., The Third Force: The Psychology of Abraham Maslow, Richmond Hill, Simon and Shuster of Canada, Ltd., 1974, v-208 p.

A compilation of Maslow's lectures, books and papers is presented in this book. Maslow's theory of self-actualization and the satisfaction of basic needs are explained. The author has also included the ideas of other theorists in the Third Force School of Psychology and has compared these theories with Maslow's. The book is of particular interest since the author has translated many of the precepts of Maslow's theory for practice in the educational as well as industrial setting.

Hooper, Frank and John D. Defrain, "The Search for a Distinctly Piagetian Contribution to Education", Theoretical Paper No. 50, Report from the Project on Conditions of School Learning and Instructional Strategies, Madison, Wisconsin, The University of Wisconsin, July 1974, 34 p.

In this paper a number of Piagetian terms are explained with special emphasis on the use of these concepts within the context of the educational setting. In the development of his theory on intellectual development Piaget advocated the importance of individualizing instruction since he maintained that children do not progress at the same rate. The article elaborates on the use of Piaget's theory in the classroom.

Jury, L.E., D. J. Willower and W. J. Delacy, "Teacher Self-Actualization and Pupil Control Ideology", in The Alberta Journal of Educational Research, Vol. 21, No. 4, December 1975, p. 299-301.

The authors of this study illustrate that teacher's self-actualization is directly related to humanism in teacher pupil control ideology. The empirical findings are particularly relevant to the current study since the idea that teachers who are more self-actualizing respond more openly to students is supported.

Marshall, Hermine H., "Criteria for An Open Classroom", in Young Children, Vol. 28, No. 1, October 1972, p. 13-19.

Since there have been some misconceptions about the concept of open education, this article provides some definitive guidelines on the subject. The author views the teacher and student as co-learners and emphasis is placed on creation of a learning environment which encourages individual growth and actualization of potentials.

Maslow, Abraham H., Toward a Psychology of Being, New York, Van Nostrand, Reinhold Company, 1968, iii-240 p.

The author's theory of Humanistic Psychology is outlined in this book. An optimistic approach to the study of man in interaction with his environment is presented. The author maintains that by actualizing his potential, man develops a sense of being.

-----, Motivation and Personality, New York, Harper and Row, 1970, vii-369 p.

The author presents his holistic, dynamic theory of personality and motivation. Maslow's work focuses on the concept of self-actualization and the participation of basic needs. He maintains that a person's behaviour patterns will be determined by the need he is trying to satisfy. The application of the self-actualization theory is also made to theories of science, personality, personal growth and general psychology.

-----, The Farther Reaches of Human Nature, New York, The Viking Press, 1973, 423 p.

This book, published posthumously, serves as an extension of the author's text, Toward a Psychology of Being. It is a wide-ranging synthesis on his ideas on cognition, creativity, synergy, the need hierarchy, goals for humanistic education and the role of science in the study of human nature. The chapter on the educational implications of Maslow's theory is of particular importance in the present study.

Murray, Eloise, "Student's Perceptions of Self-Actualizing and Non-Self-Actualizing Teachers", in The Journal of Teacher Education, Vol. 23, No. 3, Fall 1972, p. 383-387.

In this empirical study, it was found that students perceive self-actualizing teachers as more concerned than non-self-actualizing teachers. The assumption made was that self-actualizing teachers were more satisfied in their jobs and consequently tended to initiate more growth-producing learning situations for students.

National Association of Elementary School Principals, "Perspectives on Open Education", The National Elementary Principal, Vol. 52, No. 3, November 1972, 133 p.

This issue of the journal concentrates on several aspects of open education as it relates to teachers, pupils and principals.

Ontario Ministry of Education, Education in the Primary and Junior Divisions, Toronto, Ontario, Ontario Department of Education, 1975, 111 p.

A synthesis of ideas about children and learning is presented as a guideline for the teaching-learning process. The document supports the child-centered approach for all subjects and encourages the individualization of instruction.

Rathbone, Charles H., (ed.), Open Education: The Informal Classroom, New York, Citation Press, 1971, vii-207 p.

The text focused on the practices and principles of the British infant school and their American counterparts. The writings of a number of authors provide a comprehensive overview of the assumptions underlying the concept of open education.

Rogers, Carl R., On Becoming a Person, Boston, Houghton Mifflin Company, 1961, 420 p.

In this book the author shares some of his personal experiences as a man and psychotherapist in terms of what he sees as their relevance for personal living. Importance is placed on the meaning of personal growth and the conditions under which this growth can best develop.

Scates, Douglas E., "Teaching as a Function of Teacher's Personality", in The Journal of Teacher Education, Vol. 5, No. 2, 1954, p. 79-83.

In this article, the author makes the point that the manner of teaching is an expression of the teacher's basic personality reactions, and that these reactions constitute the core of teaching behaviour in the classroom. This basic premise is of great importance since it supports the basic assumption made in the current research.

Shostrom, Everett L., Manual for the Personal Orientation Inventory: An Inventory for the Measurement of Self-Actualization, San Diego, California, Educational and Industrial Testing Service, 1968, 40 p.

The manual for the POI provides the essential information for the proper interpretation and implementation of the instrument. Also included are definitions of terms and some statistical data on the validity and reliability of the instrument.

Silberman, Charles, (ed.), The Open Classroom Reader, New York, Vintage Books, 1973, 207 p.

A number of different authors have contributed to this book which examines several aspects of the open classroom. Some interesting insights into the learning environment, teacher-pupil interaction and curriculum planning are presented. An idea shared by many of the writers is that in order to effectively institute open classroom situations, the teacher must have an attitude of openness.

Walberg, Herbert J. and Susan Christie Thomas, Characteristics of Open Education: Toward an Operational Definition, Newton, Massachusetts, Education Development Center, 1971, 115 p.

The authors of this document conducted an extensive review of related literature on open education. It was from this review that eight dimensions of open education were devised. This provided the framework for the selection of items for an instrument designed to operationally measure classroom openness. Also included in the document are quotations from major writings and pedagogical characteristics of open education teachers at the primary level.

APPENDIX 1

Letter to Principals

February 12, 1976

Dear ----:

I am writing to seek your assistance in connection with my research project about which, I believe, you have already been informed by the chairman of the research committee of your board of education.

My research will require as subjects teachers in the K-6 grade range with at least two years experience. I should therefore be grateful if you would be so kind as to supply me with the number of teachers on your staff who meet this requirement.

The teachers will be asked to complete two questionnaires which will take about fifty minutes in all. The information gathered will not be used in any way to identify an individual teacher, school or district. Absolute anonymity is guaranteed every respondent.

Subject to your approval, I propose to collect my data during the first two weeks of March. I shall distribute the questionnaires in the morning and collect them the following morning.

Please find enclosed a stamped self-addressed envelope and an information sheet which, I hope, will facilitate your early response.

In closing, may I take this opportunity to thank you and your staff in advance for your kind cooperation and help.

Yours sincerely,

(Miss) Faith M. Silver.

APPENDIX 2

Staff Experience Information Sheet

Staff Experience Information Sheet

Name of school: _____

Number of teachers in your school with at least two years
of teaching experience _____

APPENDIX 3

Letter of Instructions to Teachers

Dear Teacher:

To begin with may I take this opportunity of thanking you most sincerely for agreeing to help me with my research.

Please find enclosed two questionnaires, two answer sheets, a personal data sheet, and an HB pencil.

Prior to answering, please read the instructions given at the beginning of each questionnaire and follow them closely.

You will notice that one questionnaire, the Personal Orientation Inventory (P.O.I.), is in booklet form. Please respond to all 150 items selecting as your answer either a or b. There are no right or wrong answers so please respond as honestly and candidly as possible. Attached to the P.O.I. you will find a Personal Data Sheet. Would you please provide the information requested on the same answer sheet as the P.O.I.-i.e., from numbers 151-155.

The second questionnaire, The Classroom Description Index (C.D.I.), has 43 items. You will notice there are four possible choices for your answer of which you are required to select only the one that best suits your classroom. Please respond to the questions on the corresponding answer sheet provided.

In order to provide you with ample time for the completion of the questionnaires, they will be delivered to your school in the morning for distribution and collected the following morning. Please do not discuss your answers with anyone.

When you have completed both questionnaires and the personal data sheet, please put everything (i.e., the questionnaires, answer sheets, this letter, personal data sheet and pencil) back into the envelope and return it to the principal or secretary of your school.

The information gathered for this study will not be used in any way to identify an individual teacher, school or district. The information will be used for statistical purposes only. Absolute anonymity is guaranteed every respondent.

Once again, many thanks.

Yours sincerely,

Faith M. Silver

APPENDIX 4

The Personal Orientation Inventory

POI

PERSONAL ORIENTATION INVENTORY

EVERETT L. SHOSTROM, Ph.D.

DIRECTIONS

This inventory consists of pairs of numbered statements. Read each statement and decide which of the two paired statements most consistently applies to you.

You are to mark your answers on the answer sheet you have. Look at the example of the answer sheet shown at the right. If the first statement of the pair is TRUE or MOSTLY TRUE as applied to you, blacken between the lines in the column headed "a". (See Example Item 1 at right.) If the second statement of the pair is TRUE or MOSTLY TRUE as applied to you, blacken between the lines in the column headed "b". (See Example Item 2 at right.) If neither statement applies to you, or if they refer to something you don't know about, make no answer on the answer sheet. Remember to give YOUR OWN opinion of yourself and do not leave any blank spaces if you can avoid it.

Section of Answer Column Correctly Marked		
	a	b
1.	█	⋮
2.	⋮	█

In marking your answers on the answer sheet, be sure that the number of the statement agrees with the number on the answer sheet. Make your marks heavy and black. Erase completely any answer you wish to change. Do not make any marks in this booklet.

Remember, try to make some answer to every statement.

~~Before you begin the inventory, be sure you put your name, your sex, your age, and the other information called for in the space provided on the answer sheet.~~

NOW OPEN THE BOOKLET AND START WITH QUESTION 1.



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SAN DIEGO, CALIFORNIA 92107

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

GO ON TO THE NEXT PAGE

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

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

GO ON TO THE NEXT PAGE

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

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

GO ON TO THE NEXT PAGE

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

GO ON TO THE NEXT PAGE

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

APPENDIX 5

Personal Data Sheet

PERSONAL DATA SHEET

Using the same answer sheet as the P.O.I., please respond to the following questions in Nos. 151-155.

151. Sex

a. male

b. female

152. Age in years

a. 20-29

b. 30-39

c. 40-49

d. 50-59

e. 60-69

153. Experience (as of the end of this year)

a. 2 to 5 years

b. 5 to 10 years

c. more than 10
years

154. Level of education

a. Less than Bachelor's degree

b. Bachelor's degree

c. Master's degree

155. Marital Status

a. married

b. single

c. other

APPENDIX 6

Classroom Description Index

CLASSROOM DESCRIPTION INDEXINSTRUCTIONS

For each of the following statements, choose the number which most closely expresses your estimate of the extent to which the statement is true of your own classroom. If the statement is absolutely not true, choose 1; if it is minimally true, choose 2; if it is generally true, choose 3; if it is absolutely true, choose 4. Do not write on the questionnaire. Instead, place your answers on the answer sheet (i.e., the computer optical scanning forms) provided with this questionnaire. Note that in the first questionnaire (P.O.I.) the choice was either A or B, whereas, in this questionnaire (C.D.I.) the choice will be A, B, C or D.

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
	absolutely not true	minimally true	generally true	absolutely true
1. Texts and materials are supplied in class sets so that all children may have their own.	1	2	3	4
2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.	1	2	3	4
3. Materials are kept out of the way until they are distributed or used under my direction.	1	2	3	4
4. Many different activities go on simultaneously.	1	2	3	4
5. Children are expected to do their own work without getting help from other children.	1	2	3	4
6. Manipulative materials are supplied in great diversity and range, with little replication.	1	2	3	4
7. The day is divided into large blocks of time within which children, with my help, determine their own routine.	1	2	3	4

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
	absolutely not true	minimally true	generally true	absolutely true
8. Children work individually and in small groups at various activities.	1	2	3	4
9. Books are supplied in diversity and profusion (including reference materials and children's literature).	1	2	3	4
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard or teacher from his desk.	1	2	3	4
12. Common environmental materials are provided.	1	2	3	4
13. Children may voluntarily use other areas of the building and schoolyard as part of their school time.	1	2	3	4
14. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4
15. I prefer that children not talk when they are supposed to be working.	1	2	3	4
16. Children voluntarily group and regroup themselves.	1	2	3	4
17. The environment includes materials developed or supplied by the children.	1	2	3	4
18. I plan and schedule the children's activities through the day.	1	2	3	4
19. I make sure children use materials only as instructed.	1	2	3	4
20. Children work directly with manipulative materials.	1	2	3	4
21. Materials are readily accessible to children.	1	2	3	4

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
	absolutely not true	minimally true	generally true	absolutely true
22. I promote a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4
23. I use test results to group children in reading and/or math.	1	2	3	4
24. Children expect me to correct all their work.	1	2	3	4
25. I base my instruction on each individual child and his interaction with materials and equipment.	1	2	3	4
26. I give children tests to find out what they know.	1	2	3	4
27. The emotional climate is warm and accepting.	1	2	3	4
28. The work children do is divided into subject matter areas.	1	2	3	4
29. My lessons and assignments are given to the class as a whole.	1	2	3	4
30. To obtain diagnostic information, I observe the specific work or concern of a child closely and ask immediate, experience-based questions.	1	2	3	4
31. I base my instruction on curriculum guides or the text-books for the grade level I teach.	1	2	3	4
32. I have children for just one year.	1	2	3	4
33. The class operates within clear guidelines, made explicit.	1	2	3	4
34. I take care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
35. Children's activities, products, and ideas are reflected abundantly about the classroom.	1	2	3	4

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
	absolutely not true	minimally true	generally true	absolutely true
36. Before suggesting any extension or redirection of activity I give diagnostic attention to the particular child and his particular activity.	1	2	3	4
37. The children spontaneously look at and discuss each other's work.	1	2	3	4
38. I use tests to evaluate children and rate them in comparison to their peers.	1	2	3	4
39. I try to keep all children within my sight so that I can be sure they are doing what they are supposed to do.	1	2	3	4
40. I have helpful colleagues with whom I discuss teaching ideas.	1	2	3	4
41. Evaluation provides information to guide my instruction and provisioning for the classroom.	1	2	3	4
42. Academic achievement is my top priority for the children.	1	2	3	4
43. Children are deeply involved in what they are doing through the day.	1	2	3	4

APPENDIX 7

Scoring Guide for Classroom Openness
Questionnaire (Classroom Description Index)

Table III.-

Scoring Guide for Classroom Openness Questionnaire or (Classroom Description Index)

ITEM	POSITION (weighted score)				ITEM	POSITION (weighted score)			
	1	2	3	4		1	2	3	4
1	4	3	2	1	23	4	3	2	1
2	1	2	3	4	24	4	3	2	1
3	4	3	2	1	25	1	2	3	4
4	1	2	3	4	26	4	3	2	1
5	4	3	2	1	27	1	2	3	4
6	1	2	3	4	28	4	3	2	1
7	1	2	3	4	29	4	3	2	1
8	1	2	3	4	30	1	2	3	4
9	1	2	3	4	31	4	3	2	1
10	4	3	2	1	32	1	2	3	4
11	4	3	2	1	33	1	2	3	4
12	1	2	3	4	34	4	3	2	1
13	1	2	3	4	35	1	2	3	4
14	1	2	3	4	36	1	2	3	4
15	4	3	2	1	37	1	2	3	4
16	1	2	3	4	38	4	3	2	1
17	1	2	3	4	39	4	3	2	1
18	4	3	2	1	40	1	2	3	4
19	4	3	2	1	41	1	2	3	4
20	1	2	3	4	42	4	3	2	1
21	1	2	3	4	43	1	2	3	4
22	1	2	3	4					

APPENDIX 8

ABSTRACT OF

An Empirical Investigation of the Relationship
Between Teacher Self-Actualization and Classroom Openness

ABSTRACT OF

An Empirical Investigation of the Relationship
Between Teacher Self-Actualization and Classroom Openness¹

The purpose of the present study was to investigate Maslow's theory of self-actualization as it relates to teachers' personality characteristics and classroom openness. It was hypothesized that teachers who are more self-actualizing tend to have a higher degree of classroom openness than teachers who are less self-actualizing.

The research sample consisted of 336 primary and/or junior elementary school teachers from a suburban public school board in Eastern Ontario, of both sexes and with at least two years of teaching experience. Shostrom's Personal Orientation Inventory (POI) was administered to these teachers to measure level of self-actualization along with the Classroom Openness Questionnaire (COQ) developed by Walberg and Thomas to measure classroom openness.

For the purpose of statistical computation, two groups of high and low self-actualizers were identified and a t-test was used to determine the mean differences between the groups. The results obtained were significant at the

¹ Faith M. Silver, doctoral dissertation presented to the School of Graduate Studies of the University of Ottawa, Canada, 1976.

$p \leq .001$ level, thus confirming the research hypothesis and supporting Maslow's theory.

A chi square test was performed in order to determine if such demographic variables as sex, age, years of experience and education had a contaminating effect on level of self-actualization. No significant difference was found at the $p < .05$ level.

It was suggested, in conclusion, that the following might be areas for further research: 1) a replication of the present study at the secondary level, 2) an examination of the effects of a specific teacher education program designed to encourage self-actualization of prospective teachers, and 3) an investigation of the extent to which teacher self-actualization and classroom openness affect or determine pupil self-actualization and achievement.