

CHAPTER - THREE

REVIEW OF RELATED RESEARCHES

Be virtuous and good yourselves and the examples you set will impress themselves on your pupils' memories, and in due season will enter their hearts.

-Rousseau

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C H A P T E R - 3

REVIEW OF RELATED RESEARCHES

3.1 Introduction

In the previous chapters, the concept, nature and perceptives of humanistic education has been enlightend and discussed at length. The present study is an experimental intervention figured out of humanistic education. This chapter deals with few research attempts made in the field which follow the humanistic approaches in one form or the other.

As mentioned earlier humanistic education is both old and new. Old in the sense the ideas of humanism are already found place in our art, religion and philosophy. It is new and of recent origin in the sense that it is strongly identified with humanistic movement that liberate people from a dehumanizing culture. Therefore, the concept, nature and scope of humanistic education is still at its infancy and lot of research needstobecarried to widen the field. But there are some areas related to humanistic perspective such as characteristics of effective teachers, attitudes of teachers about themselves and their

students, self concept and class room climate and interaction styles which needs to be reviewed to trace the path of research towards humanistic education. Therefore, the studies related to above areas are also reviewed in this chapter.

3.2 Characteristics of effective teachers:

Axline (1947) is of opinion that the most important single factor in establishing sound mental health is the relationship that is built up between the teacher and his or her pupils.

Kratz (1896) found ~~of~~ the following characteristics of best teacher from the opinions of 2,000 young school children. (1) help in studies, (2) personal appearance, (3) Goodness or Kindness.

Hart (1934) investigated the opinions of nearly 4000 high school seniors in regard to best-liked and least liked teachers. The most frequently mentioned reasons for the best liked teacher were (1) helpful in school work, (2) cheerful, happy and good natured, (3) human, friendly "one of us" and (4) interested in and understanding of students. The most frequently

mentioned reasons for liking the teacher least were (1) to cross, grouchy, unsmiling, sarcastic, loses temper (2) not helpful with school work, (3) partial, favouring some students and picking on certain others and (4) superior, aloof, over-bearing, does not know you out of class.

Witty (1947) investigated the opinions of 12,000 students on the theme, "The teacher who helped me most". The most often described qualities were (1) cooperative and democratic attitudes, (2) kindness and consideration for each individual, (3) patience, (4) wide interests, (5) personal appearance and pleasant manner, (6) fairness and impartiality and (7) sense of humour.

Kounin and Gump (1961) found that punitive teachers had more pupils who manifested aggression, displayed misconduct and careless about learning.

Evans (1962) reviewed eight studies conducted between 1900 and 1946 and concluded that different generations of school children have held the same opinions for a period of over fifty years. They ex-

pressed that they like teachers who are kind, friendly cheerful, patient, helpful, fair, have a sense of humour, show an understanding of children's problems, allow plenty of pupil activity and at the same time maintain order. They stated that they dislike teachers who use sarcasm and ridicule, are domineering and have favourites, who punish to secure discipline, fail to provide for the needs of individual pupils, and have disagreeable personality peculiarities.

Ryans (1964) observed that productive pupil behaviour was related to the following teacher behaviours and characteristics like (1) understanding friendly teacher behaviour, (2) systematic-business like teacher behaviour (3) stimulating-imaginative teacher behaviour (4) child-centered educational view point, (5) emotional adjustment and (6) favourable attitudes toward pupils and democratic class room procedures.

Most of the schools are of opinion that their primary role is to provide opportunities for children to grow and develop in ways that contribute to sound mental

health and effective living (Tryon, 1950). In this direction several investigators emphasize that there is positive correlation between teachers' mental health and their effectiveness in the class room. Gowan (1957) reported that emotional stability, responsibility and interest in personal relations were attributed to an effective teacher. Heiletal.(1960) investigated that the healthy and well-integrated teachers were the most effective with various types of students. Biber (1961) reported that a circular relationship between a healthy personality and effective learning.

The above review of teacher effectiveness and competency demonstrated that humanistic inter-personal relations like humanness, kindness, understanding, friendliness, democratic attitudes, patience, sense of humour , involvement of pupils, emotional stability, mental health are crucial to effective teaching and productive pupil behaviours.

3.3 Attitudes of teachers about themselves and their students:

The theory of the self-concept emphasize that individuals behave according to their beliefs about

themselves. Therefore what the teacher believe about himself and his students are significant factors in determining his effectiveness in the class room. Rogers (1965, 1980), Combs (1969) reported that attitudinal characteristics of teachers play a significant role than the technical skill in bringing out personality changes among their students. As the attitudes play an important role in determining teacher behaviour, it is important to review the researches in this direction.

There seems to be a general agreement that the teacher needs to have positive and realistic attitudes about himself and his abilities before he is able to reach out to like and respect others. (Purkey, 1970). Berger (1953), Fey (1954), Luft (1966) reported that there is a marked relationship between the way an individual sees himself and the way he sees others.

Trent (1957) found that those who accept themselves tend to be more accepting of others. Omwake's (1954) study also revealed that those who accept themselves perceive others as ~~more~~ accepting and those

who reject themselves hold a correspondingly low opinion of others and perceive others as being self-rejecting.

Jersild (1952, 1960, 1965) emphasize that the self-understanding of teachers is a necessary factor in coping with their feelings and in becoming more effective in the class room and suggested in-service group counselling situations.

Combs et al. (1963, 1964, 1965, 1969) found that effective teachers, counsellors and priests could be distinguished from ineffective helpers on the basis of their attitudes about themselves and others.

As a result of evaluational interaction with significant others like teachers parents etc., the self concept of children will be developed (Rogers, 1951). The self concepts thus formed affect directly the students conception of his academic ability. (Purkey, 1970). Therefore the teachers need to view students in positive ways and hold favourable expectations. Several studies bear the evidence of the importance of teacher attitudes and expectations about

their students on students academic and non academic outcomes.

Davidson and Lang (1960) reported that the students' perceptions of the teachers' feelings toward themselves correlated positively with their self-perception. They further reported that the more positive the children's perceptions of their teacher's feelings the better their academic achievement and the more desirable their class room behaviour as rated by the teacher.

Clarke (1960) found a positive relationship between a student's academic performance and his perception of the academic expectations of him by significant others.

Rosenthal and Jacobson (1968) found that the teachers who expected their students to gain intellectually showed greater intellectual gains than do children of whom such gains are not expected. That is this self-fulfilling prophecy worked out well in educating children.

Attitudes, expectations, values and concepts may occur to the self not only through direct experience but may be taken over unconsciously from others. The task of the teacher is to help each student gain a positive and realistic image of himself as a successful learner which in turn results in greater academic gains. Purkey (1970) emphasizes that prevention of negative self concepts is a vital first step in teaching apart from building of positive and realistic self concepts in students. If the teachers can build the self concept of their students, what role they have to play should be examined.

Stains (1958) demonstrated that there are marked differences between teachers in the frequency of references about the child in their comments, particularly in their positive or negative comments on the child's performance, status and self-confidence. Further it is established that changes in the child's self concept occur as an outcome of the learning situation, and that the self must be recognized as an important factor in learning.

Several studies have shown that it is possible to develop a curriculum in which the expected academic learning takes place while positive self concepts are being built.

Frankle (1964) found that the self concepts of a group of academically talented high school students showed significant gains after attending the programme of self-reliance and special talents.

Crovetto, Fischer and Boudreaux (1967) reported that a modified Head start curriculum specifically designed to affect the child's self concept in a positive direction is found to be effective in helping to develop a more positive self concept in children.

What do these studies on teacher attitudes about themselves and their students convey? What implications we can draw from teacher's role in building positive and realistic self-concepts among their students?

What role do these self-concepts play in the academic success of students? The evidence points out

those teacher who accept, respect and have positive attitudes about themselves are more capable of accepting and building positive and realistic self concepts in their students. More over self-understanding of teachers facilitates coping with their feelings and becoming more effective in the class room. When the teachers believe that their students can achieve the students are found to be more successful and exhibit more desirable behaviour in the class room. The mental attitude that the teacher have towards their students largely determines the academic as well as non academic performance of the students.

Not only the attitudes of teachers about themselves and their students play a crucial role in the academic success of students but also the self concepts formed out of these attitudes. The teachers' role is to build positive self concepts and prevent negative self concepts. Evidence show it is possible to build positive self concepts by the positive and negative comments about the child's performance, status, self confidence and by a specially designed curriculum. Our behaviour is largely an outcome of the concepts that we form about ourselves and our

learnings.

As mentioned earlier the major theme of humanistic perspective is to shape and build positive self concepts. Therefore the task of teacher in humanistic education is to facilitate the development of positive self concept and present negative self-concepts among their students.

3.4 Self-concept:

As mentioned earlier, self-concept forms the central theme of humanistic psychology and determines all human behaviour. Nobody is born with a self-concept. It is learned and developed through the evaluational interactions with significant people like parents and teachers. Self-concept is what a person believes about himself. These beliefs, perceptions and concepts about oneself are formed out of the learning comes mainly through parents, teachers etc., who themselves constitute a principal source of motivations, punishments and rewards. The quantity and quality of these interpersonal relationships largely influence each person's unique, development of personality. Thus the way the important people treat us

largely determines our perception about ourselves. These persons help us to learn whether we are capable or incapable or valuable or worth-less. In short, the comments they make both verbal and non-verbal becomes foundation for the development of self-structure./If a child gets comments that he is capable and worthwhile, his self-structure is generally positive or if he gets negative evaluations he perceives that he is not capable and develops feelings of inadequacy and lack of confidence. These perceptions largely determine what he can do and how he react to life in general (Gazda etal, 1977).

Teachers, who try to create a situation in which their students feel that 'they can', are more ready to learn, to grow and develop their potentialities to a maximum extent. Therefore, a healthy and positive teacher-student relationship becomes crucial and imperative for the effective growth of children both personal and cognitive.

There have been number of studies under self-concept, but few studies were chosen from among hundreds which have demonstrated the importance of heal-

thy human relations for effective teaching and resultant effect on the total growth of student.

Some studies bear the evidence that under achieving students are found to have low self-esteem. In this line the studies conducted by Goldberg (1960), Shaw (1961), Gowan (1960), Combs (1963) and Taylor (1964) reveal that under achievers suffer from feelings of inadequacy, low aspiration and self confidence and many suffer from feelings of inferiority.

Brookover (1965, 1967) and his associates (1965 1967) demonstrated that students' perceptions of the evaluations of their academic ability by teachers, parents and friends are associated with self-concepts of academic ability. That is, teacher's attitudes and opinions regarding his students have a significant influence on their success in school.

Coopersmith (1967) reported the importance of positive regard through his study. There are pervasive and significant differences in the experimental worlds and social behaviours of persons who differ in self-esteem. Persons those who are high in their own self-

estimation, approach tasks and persons with the expectation that they will be well-received and successful.

Similar findings of other researchers (Irwin, 1967), Rosenberg, (1965, 1968, 1979), Ziller, (1973) show that individuals high in self-esteem are more independent of external reinforcement and more consistent in their social behaviour.

Brookover et al. (1969) reported that the treatment given to parents to modify the self-concept and academic achievement of their children resulted in significant gains in academic achievement i.e., grade point averages and self-concept of academic ability.

Stanton (1975) studied the effect behaviour modification technique to promote positive self-concept of eighty III and IV year Education students at Flender's University. He found that experimentals showed a significant improvement in their self-concepts.

Dye (1980) demonstrated that the rational emotive education (eme) given to adolescents of residen-

tial group houses was found to be effective in increasing their self-concepts to a significant degree.

Lee (1982) studied the effects of desensitization, relaxation and transactional analysis on locus of control, anxiety, self-esteem and achievement. He compared the effects of these two types of psychological programmes on the above personality variables. The results indicated that irrespective of the experimental treatment received, high level of anxiety was reduced significantly and a significant change from external to internal locus of control. The study also showed that a low self-esteem was improved significantly through the treatment of transactional analysis. A significant gain in achievement was seen across the two experimental groups.

Choksi (1976) conducted an experiment to test the efficacy of psychological education input on primary school children. Her findings showed a significant increase in the academic performance and need achievement level. A significant positive gain was evident in pupils' adjustment, trust and initiative, activity level in their class rooms, self-image,

attitude toward school, perception of teachers' role and social relationships.

Olivia (1985) also demonstrated that her psychological education input programme was effective in increasing the congruence between self and ideal self and a significant growth in the levels of self-confidence and need achievement of college students.

The above experimental studies convey us if a psychological education input is prepared based on the needs of pupils in a given situation, the pupils will develop better self-image and concern for excellence.

Thomas (1987) trained both teachers and students in Egan's model of counselling and human relations and organized an experiment on humanistic grounds. His input model was effective in enhancing students' attitude towards school with respect to motivation for scholing, academic self-concept both performance and reference based, sense of control over performance, instructional mastery, self esteem, perception of teachers and academic achievement to a

significant extent. The study also showed although there was no statistically significant improvement in students' cooperation and creativity there was an indication of positive gain.

From the review of above studies it is confirmed that self-concept plays a crucial role in enhancing psycho-social and cognitive growth of pupils and can be enhanced through psychological education inputs. Humanistic education strongly believes that it is possible to change and develop self-concepts in desirable ways.

3.5 Class room climate and interaction styles:

As class room is considered as a fertile land to nurture and develop future citizens, the class room climate which is an emotional tone of the class room determines the nature and efficacy of students' learning.

Interpersonal relations in the class room largely determine what is called social-emotional (atmosphere) class room climate. It is believed that students learn better when they are emotionally involved. But the emotional involvement should not be too much so that he

will be entangled and taken over by it.

Satisfaction of students' emotional needs through effective teacher pupil relationship forms the crucial aspect of class room climate which is geared to facilitate the total growth of the child.

Jenkins (1951) believes that greater learning will occur in the pupils to the extent they satisfy their emotional needs. If the students are free from disruptive anxieties, fears or depressions then they are more likely to make the desirable cognitive and affective gains.

A comprehensive series of studies under the direction of Anderson (Anderson and Brewer 1946; Anderson, Brewer, and Read (1946) was conducted in the area of class room climate. Anderson (1939) demonstrated that childrens' behaviour was consistent with the kind of personality the teacher displayed in the class room. He found that the main direction of influence in the class room is from the teacher to the pupil and also concluded that reliable patterns of teacher and pupil behaviour in the class room can be obtained

through categorization of their overt behaviour. In other words the general behaviour of children is a response to that of their teacher rather than vice versa. It is also observed that over a period of time teachers' behaviour remained essentially unchanged, but students adapted to, and their behaviour corresponded with, that of their new teacher.

Lippitt (1940) concluded that different leadership styles produced different social climates and resulted in different group and individual behaviours. Autocratic leadership was resulted either in aggressive rebellions or an apathetic submission towards the leader.

Withall (1952) reported that different psychological climates were produced by different teachers with the same group of seventh-grade students.

From the studies of Withall (1949), Flounders (1951), Perkins (1951), Kearney and Ricchio (1955), and Withall and Lewis (1963), the following conclusions can be made:

1. The behaviour of teachers largely determines the quality of emotionality in the class room.
2. Teacher-pupil relationships may affect students at deep psychological levels.
3. The behaviour of teacher influences and affects how students come to view others that is social attitudes and how they will treat others - human relations.

From the definition of Thelen (1974), class room climate is the culture, ethos and way of life in the class room. It is the interaction between teacher, pupil, learning material, methodology evaluation and learning environment both social and emotional.

A number of investigations have focussed on the teacher-pupil interactions to facilitate students' learning and growth. Flanders (1965) reported that teachers who tend to force, dominate and command also tend to elicit similar behaviours from their students. Those teachers who are found to be socially integrative offer choices, acknowledge and encourage students to express their feelings and opinions and also stimulate their students to behave likewise. Those students who

were exposed to the dominating teachers displayed greater compliance to, as well as rejection of, teacher domination. The students of teachers who showed more integrative behaviour were more spontaneous, volunteered to contribute more often and did more problem solving. Indirect methods of teaching resulted in significant differences in the achievement of mathematics and social studies when compared to direct methods of influence.

Flanders (1951) in another study demonstrated that pupils disliked and produced disruptive anxiety and interfered with memory when their teachers displayed dominating teacher behaviours. When the teachers were integrative, the opposite trends were evident.

From various studies, Flanders found that indirect teacher behaviour fostered learning and resulted in the most favourable attitudes. He also noticed that authoritarian style of behaviour generally restricts the students' freedom of action while increasing their dependency on the teacher. Whereas the democratic style of behaviour expands freedom of action, decreasing the dependency on the teacher and shows more autonomy.

In his later study Flanders (1965) found that pupils achieved more when their teachers used indirect rather than direct methods.

Several other studies were conducted in this line of teacher pupil interaction.

Combs and Super (1963) found that both effective and ineffective teachers felt that the helping relationship was important for effective learning in the class.

Gooding (1964) reported that good teachers tend to see their purpose in teaching as one of freeing rather than controlling students.

Mc.Donald and Zaret (1966) found that when teacher's behaviours tended to be 'open' - students' behaviours tended to be productive; when the teachers behaviours are 'closed' - the student's responses tended to be reproductive.

Leeper (1967) demonstrated that pupils learn school subjects better when their teachers are courteous, friendly and respectful.

The above studies collectively argue for democratic rather than authoritarian style of teacher behaviour to rear democratic citizens for our country.

When teachers displayed democratic and flexible styles of teaching - pupils reduced their problem behaviours and increased their achievement level. Democratic and indirect styles of behaviour facilitated thinking, problem solving and creative trends.

Pupils of those teachers who are democratic and friendly developed autonomy and democratic attitudes.

All the above research studies confirm that effective teacher pupil relationship generates positive climate and inturn facilitated students' affective and cognitive growth.

3. 6 Teachers' humanistic interpersonal attitudes and skills.

Rogers (1969) believed that facilitation of significant learning rests on certain attitudinal qualities of the facilitator such as realness, positive regard and empathic understanding. He arrived at such findings first in the field of psychotherapy and later researches showed these findings apply in the classroom as well.

Several studies in psychotherapy as early as 1960 demonstrated that when clients perceived their therapists as rating high ingenuineness, prizing and empathic understanding, self-learning and therapeutic change were facilitated. The significance of these attitudes of therapist was supported by the classic research of Barrett-Lennard.

Another study by Emmerling (1961) focussed on teachers. He found that teachers whose orientation is toward releasing students' potential i.e., positively oriented, exhibited a high degree of realness, empathy and acceptance on a Barrett-Lenard's relationship inventory.

Schmuck (1963) showed that when teachers are empathically understanding, their students tend to like each other better. In an understanding classroom climate, every student tend to feel that he is liked by all the other students and exhibited a more positive attitude toward self and school.

Aspy (1965) conducted a study on six classes of 120 third graders. He reported that children whose teachers were rated high in their facilitative attitudes - empathy, congruence and positive regard showed a significantly greater gain in their reading achievement than those students whose teachers were functioning at a lower level.

Aspy and Hadlock (1967) found that students of teachers functioning at the highest levels of warmth, empathy and genuineness demonstrated higher levels of academic achievement than students of teachers functioning at the lowest levels. They also reported that the students of the highest level teacher gained an average of two and half years over the course of one academic year while the students of the lowest level teacher gained an average six academic months. They also discovered that students of teachers functioning at low levels were significantly more truant than pupils of high level teachers.

Kratochvil et al. (1969), as in the Aspy, Hadlock study, it was found that the students of the highest level teacher obtained an average of twenty two months

academic growth, while the students of the lowest level teachers obtained an average of nine months academic growth, both measured over a period of one academic year.

Webb (1971) reported that pupils of those teachers who are humanistically oriented displayed higher levels of interest, morale and academic gains than those who are not sensitive to students.

3.7 Research based on systematic human relations training:

The humanistic facilitative conditions which received support from the research are empathy, respect and genuineness. From the proceeding researches it is found that teacher's levels of functioning on these facilitative interpersonal dimensions significantly influenced students' emotional and cognitive growth..

In our society there may be few teachers who are blessed with high levels of humanistic facilitative attitudes and skills. But what about the whole lot of teachers who are endowed with low levels? As the progress of a nation and its economy rests on the development of human resources, we need teachers with

high levels of humanistic interpersonal skills. Therefore, training of teachers to enhance their humanistic interpersonal skills becomes imperative.

The pioneering work in this line has been undertaken by Aspy (1969; 1972) and Aspy and Roebuck (1976; 1977). The National Consortium for Humanizing Education (NCHE) has conducted research for seventeen years in forty two states and seven foreign countries. They conducted research and training projects with more than two thousand students. Their model of interpersonal skills employed Roger's facilitative attitudes empathy, congruence and positive regard. Carkhuff's model of interpersonal skills - teaching skills took slight change in the terminology of the facilitative attitudes to suit educational settings. Empathy became 'meaning' that is understanding meaning, congruence became 'genuineness' and positive regard became 'respect'. Carkhuff et al. developed specifically observable and measurable skills which are easy to practice and adopt in one's own behaviour. Their research is based on systematic training in interpersonal teaching skills and study its effect on students' affective and cognitive outcomes. Their research is mainly based on audio

tape recordings which are found to be a valid source of information. The major findings of NCHE are presented below:

The students of the highly facilitative teachers are found to

1. come to school an average of four days per student than low level students.
2. gain on achievement indices in reading and mathematics at all grade levels and also helped them to grow both personally and academically.
3. make greater gains in self-concept than the control students. Moreover, the students of those teachers who did not receive humanistic interpersonal training suffered from a decrease in their self-concept scores.
4. Work at higher cognitive level than memory, when compared to students of lowlevel functioning teachers.

5. display less disruptive behaviours when compared to teachers who were low in empathy respect, praising, accepting student ideas and asking for thinking. It is also concluded that in general, positive human relations are related to positive human behaviours.

A study conducted on 296 educationally handicapped students whose teachers offered high levels of empathy, congruence and positive regard revealed the following findings.

1. Missed fewer days of school during the year.
2. Maintained or increased their scores on self-concept and students of teachers who offered low levels of empathy, congruence and positive regard decreased their scores on self-concept measures.
3. Maintained or increased their scores in I.Q. tests as opposed to decrease for students of low level teachers.

4. Made greater gains on academic achievement scores.

From the above findings it is understood that for students with learning difficulties (under-achieving) the single factor that contributes to their gain on all affective and cognitive outcomes is teacher's level of facilitative skills.

NCHE summarized the following findings with respect to the distribution of facilitative skills:

1. The mean level of empathy, congruence and positive regard among teachers was found to be about the same as general population.
2. The average level of interpersonal skills of teachers who were not trained was below the minimally facilitative level. (3.0)
3. The distribution of naturally occurring levels of interpersonal skills was not related to sex, race, experience in educational settings or geographical location.

N.C.H.E. found that teachers can be trained to enhance their interpersonal skills above the minimally facilitative level (3.0). They also found that teachers learned more effectively when they were given periodic feed back, application of these skills in learning situations and when their headmasters or administrators are trained in the interpersonal skills. It is found that race, sex, experience and geographical distribution does not play any role in this training.

N.C.H.E. found that when parents of special education children were trained in interpersonal skills the children perceive their home environments more understanding and express less anxiety about parent-teacher conferences.

The other findings of NCHE using carkhuff's model in training interpersonal skills were briefly presented in the following table.

Table - 1: Findings of NCHE using Carkhuff's model of interpersonal skills (1977).

Helping and teaching Programme	Human Learning Outcome Measures	Results
1. Effects of teacher level of functioning on students (Aspy, 1969)	Student Educational Achievement	Significantly greater improvement on five or six indices of high level teachers
2. Effects of teacher level of functioning on students (Aspy & Hadlock, 1967)	Student Educational achievement Student truancy Student Attendance	Significantly greater for students of higher significantly greater for the students of lows Significantly greater for students of higher.
3. Effects of parent and teacher level of functioning on students (Kraft & Chvil, Berenson & Carkhuff, 1969)	Student physical functioning. Student inter-personal functioning.	No differences inter-correlations No differences
4. Effects of teacher level of functioning on students (Traux & Tatum, 1966)	Student adjustment.	Significantly greater for students of highs.

Helping and teaching Programme	Human Learning Outcome Measures	Results
5. Effects of teacher level functioning on student (Traux & Carkhuff, 1967)	Academic grades. Academic progress.	Significant relationship Significant relationship
6. Effects of teacher level of functioning on students (Stoffer, 1970)	Student Achievement	Significant relationship
7. Effects of supervisor level of functioning on supervisee (Pierce & Schauble, 1970)	Supervisee level of interpersonal functioning	Significantly greater for supervisees of highs
8. Effects of teacher level of functioning on students (Roebuck & Aspy, 1973)	Nonverbal IQ vocabulary Reading Spelling Arithmetic Manifest Anxiety Dependency Proneness Motivation Self perception Creativity fluidity Creativity-flexibility Creativity-originality	Generally significant relationship " " " " " " " " " "

Helping and teaching Programme	Human Learning Outcome Measures	Results
9. Effects of teacher level of functioning on school crises (Aspy & Roebuck, 1973)	Incidence of school crises	Significant relationship
10. Effects of trained teachers and interpersonal skills training on trainees (Pierce, Carkhuff & Berson, 1967)	Trainee level of interpersonal functioning Termination	Significantly greater for students of highs. Significantly greater for students of lows.
11. Effects of trained teachers on students (Aspy & Roebuck, 1973)	Student educational achievement. Student IQ	Significant improvement Improvement of 9 IQ Points.
12. Effects of Trained teachers on students (Aspy & Roebuck, 1973)	Student cognitive process	Significant improvement
13. Effects of trained teachers on students (Berenson, 1971, 1972)	Student achievement Situation reaction	Significantly greater for students of highs Significantly greater for students of highs.

Helping and teaching Programme	Human Learning Outcome Measures	Results
14. Effects of trained teachers on students. (Griffin, 1971)	Student Inter-personal skills.	Significant improvement
15. Effects of trained teachers/and parents and learning to learn skills training on students (Carkhuff & Pierce, 1974)	Student achievement	Significant improvement
16. Effects of trained teachers and learning to learn skills training on students (Berenson, 1974)	Student achievement	Significant improvement
17. Effects of trained teachers and Community helpers and learning to learn skills training on students. (Berenson, Bereson & Griffin, 1974)	Student achievement	Average over 100% improvement

Research investigations contributing to the development of a comprehensive human relations model for helping have dealt with a variety of student populations. Truax and Tatum (1966) studied the effects of empathy, positive regard, and genuineness communicated to pre-school children by their teachers. They found that empathy and positive regard were significantly related to positive changes in the children's adjustment to school, to teachers, and to peers. Griffin and Banks (1969) conducted systematic human relations training for teachers working with inner city students. Following training, the teachers demonstrated high levels of interpersonal skill, and the elementary students were unanimous in evaluating the learning experience as the best in their school years. Carkhuff (1970 a) directed a study in which separate human relations training groups were conducted for inner city school children who were experiencing difficulty in self-expression. The student group was also given some additional training in systematic desensitization to lower their anxiety levels. The end result of this project was that the students received exceptionally high ratings in regard to expressing themselves openly in the classroom. Hefele (1971) studied the effects upon deaf students'

academic achievement of teachers who received systematic human relations training and teachers who did not receive such training. Both the primary and secondary students of the trained teachers attained significantly higher levels of performance in language skills, reading skills, motivation for learning, and general achievement than the students of the untrained teachers. Stoffer (1970) examined the relationship between the levels of empathy and positive regard offered by teacher-counsellors and measures of elementary school achievement and classroom behaviour. He reported a significant positive relationship between these variables.

A study of student teachers by Berenson (1971) compared a human relations training group, a didactic training control group, a Hawthorne Effect Control group and a control group on their levels of interpersonal functioning. Following training, the human relations training group demonstrated the highest levels of interpersonal functioning. Classroom supervisors rated this group significantly higher than the other groups in total competency, classroom management, understanding children, and understanding the learning process. In

addition, this group of student teachers was significantly more indirect (democratic) in their approach to motivation and control and used less extended patterns of direct influence. They also demonstrated greater use of positive reinforcement in relating to their students. In the final analysis, the human relations training group evidenced clear superiority over the other groups on a total of thirty one different indexes of teacher competency and pupil learning. This direct effect on teacher competency and effectiveness makes clear the need to incorporate training in human relations skills into the conventional curriculum for teacher education.

Tausch (1976) conducted several studies in Germany to test the validity of Aspy and Roebuck's studies and came to know that these facilitative skills produced significant effects and also arrived at many other interactions.

1. They found that in all the school studies, empathic understanding, genuineness, warm respect and non directive activities proved to significantly facilitate the quality of the pupils'

intellectual contributions during the lesson, their spontaneity, independence, initiative, positive feelings during the lesson and their positive perception of the teacher. The teachers who were rated high on the above facilitative dimensions felt more content with themselves and their lessons. All the studies indicated that the low ratings of teachers on the above indices are accompanied by lower levels of pupil intellectual performance and significantly negative emotional experience.

2. Twenty six teachers from different types of schools who took part in person centered encounter groups for two and half days along with psychotherapy clients (73%) showed long lasting changes in their personalities. Their self-concepts and their personal relationships improved; they decreased their negative self communication, they had fewer emotional problems and also changed their teaching behaviour after participating in the encounter groups and felt that such training programmes were important and helpful for their work at school. Many other studies of

similar category proved the efficacy of the high level facilitative skills of teachers.

William Samuel Bingman (1972) found significant relationship between humanistic training of prospective elementary school teachers and their perceptions regarding: (1) Self-concept, (2) Personal beliefs, (3) Degree of open-mindedness, (4) Classroom practices, (5) Relationship to students, (6) Reactions to classroom situations. The implications of this study is introduction of humanistic education.

Childers (1973) compared student teaching practices of pre-service teachers who had participated in systematic human relations training with student teachers who had not participated in such training children found that those who had taken part in the training gave more indirect responses to students as opposed to direct responses.

In a study of effects of systematic human relations training on fourth graders, Desselle (1974) found that students who received human relations training were observed to be more cooperative in class and were rated

more positively by their teachers than students in the control group training in the elementary teachers colleges with careful and sequential presentation of the course.

Kutch, ~~Frank~~ Howard (1980) found that the higher humanistic teachers had students with higher achievement gains. Teacher's age or level of teaching experience made no significant difference in ideal humanistic teacher behaviour scores. Teacher's dynamism is inversely significant to other dimensions indicating the possibility that outgoing, aggressive dominant teachers may detract from the teacher student relationship and result in lower achievement gains.

Herbert Michael Anthony (1980) found 80.2% of the prospective teachers perceived that the facilitative interaction to be a helpful approach.

Lovetti, White (1980) conducted a study on the effect of human relations training on the attitude toward teaching of pre service teachers and reported that pre service teachers of the experimental group significantly gained positively over control group in their attitude toward teaching profession.

Gluckman (1982) studied the effect of humanistic education programme on teachers. The training programme has three phases. 1. awareness training, 2. interpersonal skills training and 3. humanistic or confluent educational techniques. The training programme for experimental group lasted for 24 weeks. The variables studied were self-concept, concept of self as a teacher, educational values, levels of interpersonal skills and the perception of teacher pupil relationship locus of control, anxiety, creativity of attitudes of learning etc. Results indicated positive changes in the self- concept of teachers, in their concept of self as a teacher, although statistical significance was not attained. Highly significant improvements occurred in the level of interpersonal skills, teacher's educational values, importance of human condition as an educational value, teacher pupil relationship and higher levels of creativity in the form of greater originality.

Kuchta, Howard (1983) conducted a study to determine the effect of teachers' humanistic behaviour on students' learning behaviour. Teacher's humanistic behaviour was assessed by using Tuckman's teacher feed back form which measures four dimensions: Creativity, dynamism, organized demeanor (organization and control) and warmth and acceptance. Findings revealed that teachers with higher humanistic behaviours had students with higher achievement gains. Teacher's age or teaching experience did not influence humanistic behaviour of the teacher.

Research studies were also carried to study the effect of trainer's (helpers) level of functioning and the training programme on the helpees. In this connection Vitalo (1970) reported that trainer's level of functioning and the nature of training programme exerted significant influence on the efficacy of learning of the trainees.

In India although not many attempts are being made in this area, an ongoing effort towards humanistic trend is observed in the areas of self-concept teacher behaviour, class room climate and psychological education.

As mentioned earlier, (vide chapter 1) the studies conducted at centre of Advanced study in Education are worth mentioning and followed four progressive phases toward humanistic trends.

The studies conducted between 1969 to 1976 fall under the first phase wherein the studies of teacher behaviour were dominated mostly by behaviouristic approaches. The following studies bear the evidence.

Desai (1969) conducted an experiment on developing concerns in pupils through an incentive treatment programme. Teachers were trained in incentive treatment model. The incentives included 1. feed back, 2. grouping, 3. increasing expectation, 4. competition and 5. counselling. As a result of training teachers' indirect influence was increased. This change in teacher behaviour resulted in greater pupil participation, increase in their expectancy and academic performance.

Perhaps humanistic concerns of teachers such as feed back, counselling and healthy competition might have influenced pupils' performance positively.

Desai (1970) conducted another experiment on achievement motivation development in high school pupils using Mehta's curriculum. He trained teachers in achievement development of pupils by using achievement motivation through scoring stories, games, simulation exercises etc. This training of teachers lead to significant changes in pupils' behaviour. They manifested more achievement imageries and developed concern for excellence. This achievement motive changed the overt behaviour of pupils and resulted in an increase in the academic performance and a change in their class room behaviour in terms of expectations, goal setting, aspiration etc. Teachers expressed more liking for the course.

Desai (1971) conducted an experiment on achievement motivation development through a specially designed Mehta's curriculum. Teachers were trained in achievement motivation programme and the gains in terms of pupils' achievement motivation and academic performance were studied. Results indicated that pupils increased their achievement motivation and academic performance to a significant extent. As the input programme had some affect exercises, the students might

have gained in achievement motivation and academic performance.

Desai (1975-1977) conducted an experiment on developing achievement concerns and sensitivity in pupils of J M E A Convent Schools through an orientation programme of teachers. Results showed that there was a change in class room climate. Pupils indicated better independency and academic performance.

The studies that fall under the second phase (were) showed some more inclination towards humanistic approaches by orienting teachers in Flanders (1970) indirect behaviour. Indirect teacher behaviour is found to be more democratic. The following studies fall under this category.

Raijiwala (1975) conducted an experiment to study the effect of training of teachers in Flander's Interaction Analysis system on pupil outcomes. The aim of this experiment was to train teachers for affective behaviours through proper feed back.

Results showed that teachers improved significantly in terms of their indirect behaviour categories.

Their pupils showed significant improvement in class room trust and initiative. As a result of these changes pupils indicated a significant improvement in their academic performance.

This study suggests that by creating supportive class room climate in the class room one can enhance students' affective as well as cognitive outcomes.

Pavanasam (1975) conducted an experiment to study the effect of indirect behaviour of teachers on students' outcomes. He found that pupils showed improvement in their class room trust, initiative, adjustment and academic performance.

H.B.Desai (1976) made similar attempt and studied the effect of training teachers in indirect behaviour on students' out comes. His study once again showed that the training of teachers in feed back and in generating supportive class room climate helped them to improve their teaching and as a result pupils developed greater trust in class room procedures, more initiative and more independence.

The studies conducted between 1976 to 1985 further traced the humanistic trend and fall in the third phase where the application of wholistic and humanistic approaches is quite vivid. The following studies bear the evidence.

Choksi (1976) developed an input model of psychological education for primary school children and herself implemented the model by assuming the role of an active teacher. Her findings showed positive gains in pupils' adjustment in the class room, trust, initiation and goal supposition in the class room work. These affective gains in turn increased the academic performance of students. This experiment revealed that if the psychological input model is developed on the needs (unsatisfactory) of children, then pupils develop better self image and concern for excellence.

Lakshmi (1976) conducted an experiment on the effect^{of} motivation input model on teacher trainees. The input model has four aspects, 1. thought, 2. feeling, 3. action and 4. planning. The input model touched cognitive, affective and conative behaviours of teacher trainees. She gave training for twelve days and studied

its effect on perception, anxiety and performance.

Results showed that trainees decreased their level of anxiety, increased achievement motivation, increased their self perception with respect to positive attitude towards self, optimism and respect for self. These affective gains as usual resulted in better academic performance.

This experiment also suggests that orientation towards wholistic humanistic inputs results in higher levels of affective and cognitive growth.

Olivia (1985) prepared a psychological education input model based the needs of college students and studied its effect on the enhancement of self-concept and achievement motivation. She herself implemented the model playing the role of a director. The inputs are mostly based on psychological and counselling approaches. The results indicate a highly significant gain in self-concept and achievement motivation.

This study again still more oriented towards humanistic approaches.

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Thangam (1980) conducted an experiment on class room climate. Teachers were trained in indirect behaviour and feed back, and students were given psychological education inputs. The results showed that teachers increased their indirect behaviour. Pupils showed a significant improvement in academic motivation adjustment, class room trust, activity level, dependency, expectancy and class room integration and academic performance.

This experiment also reveals that the more the wholistic and humanistic approaches are adopted by the teachers the more will be students' effective and cognitive growth.

Sundara Lakshmi (1981) went further towards this trend. She compared the effects of two instructional strategies on pupils' growth and found that when the teacher's role was an 'initiator' pupils gained more in academic performance and initiative. When the teacher's role was a 'facilitator', students gained more in class room trust, acceptability and cohesiveness.

From the studies reviewed so far, a clear path towards humanistic approaches is quite evident.

Thomas (1987) deviating much from behaviouristic approaches organized a single class room on humanistic grounds and studied its effect on some of the affective and cognitive outcomes. He trained teachers to play the role of a facilitator using Egan's (1976) model of counselling and psychotherapy, Transactional analysis and questioning techniques.

The students were also given training in some of the above concepts. Results showed that students improved significantly in their attitude towards school with respect to motivation for schooling, academic self-concept both performance and reference based, students' sense of control over performance, instructional mastery, self-esteem, perception of their teachers and academic performance. Although there is improvement in the creativity and cooperation, it not found to be significant.

3.8. The present study - Linkage with previous studies

From the above review of researches it is understood that the role of teacher is crucial to promote effective education. It is also confirmed that the relationship a teacher holds with his student is an important determiner of students' growth both personal and cognitive. Therefore, teacher, has to humanize the relationship and play the role of a facilitator and provide an accepting, secure and friendly climate to nurture human potential for greater release. Of course this demands too much from a teacher. If a teacher on the other hand is insensitive, authoritative and punitive, the effect is too damaging in the sense it retards the growth of the child. It is all the more worse in the case of students with various forms of handicaps. In other words a teacher may either facilitate or retard the growth of his pupils. It seems the whole system of education revolves round one single pivot - the teacher. From the research it is observed that it is not the teacher's expertise and competency that counts much for the total growth of the child, it is the understanding and warm relationship that facilitates the development of whole person' who frequently

engages in growth promoting activities.

The pioneering research work that has been carried by Aspy and Roebuck gives hope that teacher's humanistic interpersonal attitudes - empathic understanding, respect and genuineness can be enhanced through interpersonal skills training programme.

The criticism that skills programme lead only to a overt response than real change in the attitude of a person can be ruled out by the evidence provided by the above research studies that changes in attitude do take place along with the skills.

It is unfortunate that most of the teachers who are not trained in interpersonal skills programme are functioning below the minimally facilitative level. (Below level 3.0). Through this skills programme large number of people can be trained at a time. More over these skills are observable specific overt behaviours which can be measured and evaluated easily. All the above studies conclusively established that students improved their self-concept, reading ability, academic achievement and became more independent and responsible learners when their teachers are functioning at a high level on the facilitative skills.

In order to revitalise the whole system of education for greater meaning and quality, training of teachers for the role of facilitator becomes imperative.

Although sufficient work has been undertaken in other countries especially America and Germany, the work that has carried in India is still at its 'rudimentary stage. Though a progressive trend towards humanistic education is traced in the researches conducted by Centre of Advanced Study in Education, Baroda; the total spirit of humanistic education is not brought.

The investigator thought of could there an interpersonal teaching learning model, well researched which follows the whole spirit of humanistic education. Then she thought of using Carkhuff's model of interpersonal teaching skills evolved by National Consortium for Humanizing Education (NCHE).

In India few researches were conducted here and there following counselling and psychotherapy models. But researches using interpersonal teaching learning

model are quite meagre. After perceiving some of the research gaps mentioned above the investigator conceptualized the present study. Based on the research evidence it is expected that if teachers are oriented on humanistic grounds using interpersonal facilitative teaching skills, transactional analysis and exercises on self-confidence and achievement motivation, then their students will grow in personal and cognitive dimensions for the maximum exploitation of their human potential.

Table 2:

**TIMELINE OF RESEARCHES
IN HUMANISTIC ORIENTATION TRAINING
OF TEACHERS**

raux & Tatum -	1966	Aspy -	1972
Aspy & Hadlock -	1967	Berenson -	1972
Pierce, Carkhuff & Berenson -	1967	Samuel -	1972
raux & Carkhuff -	1967	Aspy & Roebuck -	1973
Aspy -	1969	Childers -	1973
Griffin & Banks -	1969	Roebuck & Aspy -	1973
Matochvil, Berenson & Carkhuff	1969	Berenson -	1974
Carkhuff & Pierce	1970	Berenson & Griffin -	1974
Hauble -	1970	Carkhuff & Pierce -	1974
Offer -	1970	Desselle -	1974
Stalo -	1970	Aspy & Roebuck -	1976 - 1977
Berenson	1971	Tausch -	1976
DeFele -	1971	Anthony -	1980
Griffin -	1971	Kutcha -	1983
		Thomas -	1987