

CHAPTER - SIX

REVIEW, MAJOR FINDINGS, OBSERVATIONS, DISCUSSION AND SUGGESTIONS

For him (Holt) everyday teaching is what it should be: a process of mutual discovery, interaction and exploration of the self as well as of another person and a subject matter.

- Allan Fromme.

CONTENTS

- 6.1 Introduction
- 6.2 An overview of the study.
- 6.3 Major findings.
 - 6.3.1 Findings related to teachers.
 - 6.3.1.1 Findings related to humanistic orientation training of teachers.
 - 6.3.1.2 Findings related to classroom interaction of teachers
 - 6.3.2 Findings related to experiment in schools.
 - 6.3.2.1 Findings related to personal growth of students.
 - 6.3.2.2 Findings related to cognitive growth of students.

- 6.3.2.3 Findings related to profile analysis
- 6.4 Observations
- 6.5 Discussion of the results
- 6.6 Educational implications
- 6.7 Suggestions for further research.

CHAPTER - SIX

REVIEW, MAJOR FINDINGS, OBSERVATIONS, DISCUSSION AND SUGGESTIONS

6.1 Introduction

This chapter provides a brief summary of the whole study including major findings and discussion of the results. It also deals with several observations regarding the nature of the study, their implications for education and suggestions for further research in the area of humanistic behaviour of the teacher.

6.2 An overview of the study

The main objectives of the present study were :

1. To develop a humanistic orientation training package for secondary school teachers.
2. To organize humanistic orientation training programme for selected secondary school teachers.
3. To study the effect of such orientation to teachers on personal growth of their students with respect to :
 - a) Motivation for schooling
 - b) Academic self-concept - performance based
 - c) Academic self-concept - reference based
 - d) Sense of control over performance
 - e) Instructional mastery
 - f) Attitude towards school
 - g) Self-esteem
 - h) Perception of their teachers and
 - i) Sociometric status.

4. To study the effect of humanistic input given to teachers on cognitive growth of their students with respect to :
 - a) Creativity
 - b) Academic performance.

The present study was an experimental intervention. Two group experimental, control pre-test, post-test design was employed to study the change in pupil's growth due to the treatment given. Two parallel studies were conducted to replicate and strengthen the results. This design envisaged four groups of VIII standard pupils and their teachers of four different schools. One set of schools were under co-educational and the other on girls. Among these two categories of schools, experimental and control groups were decided randomly. The study started with the development of humanistic orientation training package for teachers. Secondly, pre-test measures of the interacting variables both in terms of teachers and pupils were taken. Thirdly, the teachers of the experimental groups were given an intensive training for twenty days, as a first phase input, in carkhuff's interpersonal teaching skills, transactional analysis and exercises to develop self-confidence and achievement motivation. Then the teachers were asked to teach their students of VIII standard using the training inputs for six months. After four months, the teachers had second phase training to strengthen their humanistic skills and attitudes in the light of their experiences with students. During the experiment in schools, the teachers were given feed back in weekly meetings. During this period, the control groups followed the traditional method of teaching.

At the end of the experiment both teachers and pupils were tested

again on the post-test variables. This phase provided data to compare the experimental and control groups of teachers on the level of humanistic orientation and class-room interaction. The data were also used to test the hypotheses regarding the effect of humanistic orientation training of teachers on personal and cognitive growth of their students using four fold statistical analysis i.e., differential, correlational, profile and meta.

The major findings of the experiment have been listed below.

6.3 **Major findings of the study.**

The assumption that the humanistic facilitative dimensions of teacher behaviours and the learning climate created in the class-room through the humanistic input programme has been effective in enhancing the level of humanistic facilitative behaviours of teachers on one hand and a significant improvement in personal and cognitive growth of students on the other, can be conclusively established by the findings of the present study. All the findings of the study (vide chapter V) obtained from different types of analyses i.e., descriptive, differential, correlational, profile and meta are presented here once again as a summative gestalt under two heads ;

1. Findings related to humanistic orientation training of teachers and
2. Findings related to experiment in schools.

6.3.1 **Findings related to humanistic orientation training of teachers.**

The following major findings are emerged from the analysis of test scores of humanistic interpersonal skills and class room interaction of teachers.

6.3.1.1 Findings related to humanistic interpersonal skills of teachers.

1. As a result of humanistic orientation training programme, teachers enhanced their skills markedly with regard to empathy, respect, warmth and genuineness in study I (vide chapter V tables - $(1.5 > 0.53)$)
2. The humanistic orientation training also enhanced the level of humanistic interpersonal teaching skills to a noticeable extent in the experimental group of teachers belonging to study II ($1.6 > 0.50$)
3. The experimental teachers of both the studies reached to a minimally facilitative level with respect to the dimensions of empathy, respect, warmth and genuineness (vide chapter V 3.17 and 3.08)
4. The average discrimination index of an untrained teacher ranges between 1.00 and 1.80.
5. From the evaluations of training programme almost all teachers expressed that on account of the specifically designed skills and exercises of the training programme, they could easily practice these humanistic skills and attitudes. They also emphasized that these skills should be practiced and used continuously, otherwise there is every danger of going back to their habitual routine behaviour.

6.3.1.2 Findings related to class room interaction of teachers.

1. As a result of the given training in humanistic interpersonal skills, the teachers of study I and II increased their positive behaviours in terms of responding, persuading and supportive in their class rooms (20.96% and 30.22%).

2. The teachers of study II (St. Ignatius school) exhibited more positive behaviours than in study I (St. Joseph's girls school).
3. When teachers increased their positive behaviours, accordingly their pupils also increased their positive behaviours in terms of responsive, initiative and co-operative. (16.82% and 25.52%).
4. Humanistic orientation training programme has been effective in facilitating the positive class room interaction.

6.3.2 Findings related to experiment in schools.

The teachers of experimental groups in both the studies used atleast minimally facilitative level of humanistic interpersonal skills with respect to the dimensions of empathy, respect, genuineness and warmth and created and understanding, nurturing, positive and humanistic climate for about seven months. The enhanced level of humanistic orientation of teachers and positive interaction in their class rooms facilitated the growth of students with respect to personal and cognitive dimensions.

6.3.2.1 Findings related to personal growth of students.

1. In both the studies students' motivation for schooling is affected positively and significantly by the humanistic orientation input programme. [Mean gain in the experimental group of study I is 4.04, significant at 0.01 level. Mean gain of experimental group in study II is 4.40, significant at 0.01 level. Meta analysed 'Z' value is 8.89 significant at 0.01 level].

2. The humanistic orientation input programme has been effective in enhancing the level of academic self-concept of students significantly based on their performance. The gain is found to be comparatively high in study II (Mean gain is 4.60 and 6.16 in experimental groups of study I and II, significant at 0.01 level. Meta analysed 'Z' = 10.73, significant at 0.01 level).
3. Both the studies confirmed that the humanistic orientation treatment given has enhanced the level of academic self-concept significantly based on what others expect of their performance in school. [Mean gains in experimental groups of study I and II are 6.40 and 5.68 significant at 0.01 level. Meta analysed 'Z' = 9.41, significant at 0.01 level].
4. Humanistic orientation programme was found to be effective in increasing the students' sense of control over performance that affect them at school i.e., willingness to take responsibility for school outcomes and perception of their ability as against luck or fate. In short, the locus of control over performance changed its direction from external to internal due to the effect of treatment. [Mean gains in experimental groups of study I and II are 8.28 and 6.44 respectively are significant at 0.01 level. Meta analysed 'Z' 9.95, significant at 0.01 level].
5. Students' instructional mastery is also affected positively and significantly after humanistic orientation input programme [Mean gain scores of experimental groups in study I and II

are 7.08, 5.88 significant at 0.01 level. The meta-analysed 'Z' value is 8.33, significant at 0.01 level].

6. The humanistic treatment had produced significant differential effects on students' motivation for schooling, academic self-concept both performance and reference based, sense of control over performance and instructional mastery. Among these five variables of personal growth, students gained highest in students' sense of control over performance and lowest in motivation for schooling. (The 'F' values of study I and II are 6.42, 2.74 respectively and are significant at 0.01 and 0.05 levels).
7. Humanistic orientation training input programme has helped the experimentals to enhance their attitude towards school positively and significantly. (Mean gain scores of experimental groups are 37.2, 28.56 and are highly significant at 0.01 level. The meta analysed 'Z' value is 15.56, is also highly significant at 0.01 level).
8. Both the studies significantly established that the humanistic input programme was found to be effective in enhancing the students' level of self-esteem in terms of self-acceptance, self-confidence and self-respect to a significant degree.
9. Between the two studies, students belonging to study I (St. Joseph's english medium school) gained higher in self-esteem than the students of study II (St. Ignatius english medium school).[The 't' values of the mean gain scores of study I and II are 11.99, 4.75 respectively and are found to be

significant at 0.01 level. The meta-analysed 'Z' value is 10.89 which is highly significant at 0.01 level].

10. Both the experimental studies conclusively established that the humanistic orientation training given to teachers enhanced their level of functioning with regard to teachers' empathic understanding, warmth, respect and genuineness to a significant extent and adopted facilitative teaching styles as perceived and experienced by their students.
11. Experimental students of study II (St. Ignatius school) perceived and experienced higher levels of humanistic teaching style than the students of study I (St. Joseph's school). [This is evidenced by the 't' values of mean gain scores of study I and II over their control groups $11.31 < 19.35$ which are highly significant at 0.01 level. The meta-analysed 'Z' value is 21.20 which is also highly significant at 0.01 level].
12. The humanistic orientation input programme has helped the students to enhance their sociometric status with respect to liking, acceptance and interpersonal relations among themselves to a significant extent.
13. The students of study I are found to be comparatively more influenced by the humanistic treatment than the students of study II with respect to the sociometric status of students. [The 't' values of the mean gain scores of study I and II are 8.68 and 2.89 which found to be significant at 0.01 level. The meta-

analysed 'Z' value is 8.00 and is significant at 0.01 level].

14. The humanistic orientation treatment has helped the experimental students to gain uniformly on most of the variables of personal growth. [This is evidenced by the result of correlational analysis] (vide chapter V).

6.3.2.2 Findings related to cognitive growth of students

The humanistic orientation input programme is found to be effective in enhancing the creative ability of students to a significant extent with respect to:

1. Students' sensitivity to see problems. [The mean gain scores of experimental groups in study I and II are 9.16 and 9.92 respectively, significant at 0.01 level. The meta-analysed 'Z' value is 4.52, significant at 0.01 level].
2. Students' ability to perceive unusual uses. [The mean gain scores of experimental groups in study I and II are 8.88 and 18.00, significant at 0.01 level. The meta-analysed 'z' value is 8.79 significant at 0.01 level.]
3. Students' ability to perceive consequences. [The mean gain scores of experimental groups in study I and II are 17.16 and 9.88. The 't' value of study I is significant at 0.01 level but the 't' value of study II is not significant over control group. The meta-analysed 'Z' value, 3.69 is significant at 0.01 level].
4. Students' creative ability in terms of fluency, flexibility and

originality dimensions(total test score). [The mean gain scores off experimental groups in study I and II are 36.84 and 37.8 significant at 0.01 level. The meta-analysed 'Z' value is 9.86, significant at 0.01 level].

5. Academic performance of students.

Humanistic orientation training given to teachers significantly increased the academic performance of their students. [The mean gain scores of experimental groups in study I and II are 45.68 and 34.44 significant at 0.01 level. The meta-analysed 'Z' value is 11.45, significant at 0.01 level].

6. The humanistic orientation treatment facilitated uniform and significant gain in experimentals with respect to almost all cognitive growth variables without disturbing their relative positions.

6.3.2.3 Findings related to profile analysis

The findings of profile analysis indicated the nature of gain with respect to the following variables of personal and cognitive growth.

1. Student's motivation for schooling
2. Academic self-concept - performance based
3. Academic self-concept - reference based
4. Sense of control over performance
5. Instructional mastery
6. Sociometric status

7. Seeing problems
 8. Unusal uses and
 9. Consequences tests of creativity due to the humanistic input.
- a). Both the studies indicated that the profiles of personal and cognitive growth variables are found to be parallel in nature, revealing that the gain due to humanistic orientation treatment is significant, more or less similar and uniform, (Study I-F = 1.72 not significant. Study II-F 1.87 not significant).
 - b). Both the studies evidenced that the pre and post test profiles are found to be at a significantly higher level than pre-test profiles indicating that there is a significant gain in the above mentioned variables of personal and cognitive growth of students due to the humanistic orientation input [Study I-F = 3.23, significant at 0.01 level. Study II-F = 4.65 significant at 0.01 level].
 - c). The pre and post test profiles of study I and II are found to be almost similar and uniform except the comparative higher gain evidenced in all the variables of study II.
 - d). The profiles of study II (St. Ignatius school) indicated more parallelness, higher level of post test profile and test main effects than study I (St. Joseph's school) revealing that the students of study II gained more than study I due to the humanistic orientation input programme.

6.4 Observations

Many observations emerged from the study which do not fall under the preview of quantitative analysis of the data and the findings reported. The following are few observations with regard to the humanistic orientation input programme of teachers.

1. The humanistic orientation training programme brought an awareness of humanistic attitudes. Teachers expressed their dissatisfaction about the present day dehumanizing culture, that is, a great humanistic movement is going on within themselves and reported that they are happy because at least now they are remained of the very basic nature of human being and his ability to show love and compassion to other human beings.
2. In the beginning of the training almost all teachers felt that although they are humanistic towards others, they are receiving inhuman treatment from others.
3. It is observed that almost all teachers are undergoing some kind of stress and burn out in their profession. The first persons to be blamed for their burn out were mostly their headmistresses and other figures of authority. They felt that these people do not understand and treat them inhumanly. Later they directed the cause for their burnout to the people both in home and society who do not understand them and hurt their feelings.

4. Nearly at the end of the training all of them realised their level of understanding and how they also hurt others' feelings without being aware of it. Slowly they decreased their antagonism and aggression towards their authority figures and felt that they also didn't understand them. Slowly they began to think of how hurtful and inhuman they are with their students. They began to explore and understand their feelings.
5. All the teachers collectively decided to increase their level of understanding and other humanistic attitudes such as respect, warmth and genuineness.
6. They expressed that the moment they decided to improve their level of humanistic orientation, they felt most of their burnout is lost.
7. Therefore, training programmes of this sort will become effective only when the trainees grow to the level of self-understanding.
8. They decided to exercise these humanistic interpersonal skills first at home and later on in their class rooms. They started, to exercise these skills first with their students to whom they are close.
9. Teachers began to realise that the cause for their burnout is not others but they themselves. In other words they felt responsible for their own problems. This is a significant turning point in their personal growth and felt that they have grown more than before.

10. Teachers decided to practice these skills both in and out for their own benefit. They expressed that now they are feeling inner support and comfort than before. Moreover they felt confident to face problems. This personal growth was experienced by almost all teachers. They felt that this training was more beneficial to learn about themselves and their very basic nature and expressed more confidence in dealing with interpersonal relations.
11. The personal growth experienced by the teachers motivated them to practice the humanistic skills in their class rooms. In the beginning they felt that these humanistic attitudes are difficult to practice. When once they are initiated by the skills programme, they felt it not difficult to put the attitudes into practice. In other words the skills of humanistic orientation made the whole programme easy. They expressed that in the beginning they thought that the progress is too idealistic and they are not going to be benefited by this programme. Later on the skills programme made them to realise that they can practice the attitudes through these skills.
12. In this type of training programmes, with initial enthusiasm and novelty of the programme the teachers may practice these skills in the beginning and later on there is every danger to neglect these attitudes and resort to their previous behaviours. So even during the training there is every need

to revitalise these humanistic interpersonal skills to save them from being taken away by their previous behaviours.

13. It is observed it takes more time to internalise these skills and attitudes. But once the basic approach is grasped it is understood that it may not take much time.
14. Even if teachers practice any one of these skills i.e., attending, listening, observing and understanding skills to a moderate extent, the effect on students is found to be far reaching.
15. The effect of training programme is found to be more after the completion of the study than during the study.
16. The training programme becomes effective only when the trainer also possess higher levels of these facilitative skills and have sufficient experience to conduct the training programmes.
17. This type of training to become a facilitator of learning demands too much from the teacher. The trainees need to have sufficient level of maturity to undergo this type of training programmes.
18. It is observed that teachers can be trained in higher levels of humanistic interpersonal skills without the influence of sex and socio-economic status. This observation is supported by the findings and observations of National consortium for Humanizing Education (1977).

19. It is also felt that if the headmistress are oriented the effect of the training might have been more.
20. Teachers expressed that the supply of handouts on these skills helped them to pick up the skills quickly and to develop humanistic attitudes.
21. In India, it is felt that it is the right time to introduce such training programmes to save people from dehumanizing culture.

6.5 Discussion of the results

The discussion of the results also follows the same bifurcation as in the reporting of findings i.e., discussion of the results of 1.humanistic orientation of training of teachers and 2. experiment in schools.

6.5.1 The results of humanistic orientation training of teachers

The results and findings under this section (vide chapter 5a, tables 7,8,9,10,11,12 and 13) indicate that all the teachers in both the studies reached a minimally facilitative and higher levels in their post-training ratings and ratings by the group. Due to the enhancement of their humanistic interpersonal skills, the percentage of their positive behaviours were increased in their class rooms and intum their students also increased their positive behaviours. The following questions lead the discussion of results based on research evidence.

1. Can the training in humanistic interpersonal skills enhance

teachers' level of facilitative behaviours?

2. As a result will there be more incidence of positive behaviours, interaction and human climate in their class rooms?
3. Does it make any difference in the learning of students compared to traditional learning? The role of a teacher as a "facilitator of learning" takes its roots from humanistic psychology and got foundation from the early advocates of humanistic approach to teaching. William James and John Dewey: If one is using humanistic approach means he tries to understand others in terms of how he view himself. Individuals can achieve their uniquely human qualities through effective interpersonal contact. Maslow(1962) advocated that the goal of humanistic education is to produce self-actualizing persons. In order to nurture the self actualizing tendencies one should supply an atmosphere of acceptance of the child's nature which reduces fear, anxiety and defense to the minimum and helps him to learn his unique nature, what he is good for and what are his potentialities etc. When such an unconditional positive regard by significant others such as parents and teachers(Rogers, 1951) is provided the child slowly learns to express himself, takes initiative, act, experiment and develops courage to make mistakes and become more transparent. At this juncture suitable feed back as in non directive counselling will help the child to discover what and

who he is which slowly leads him to the path of self actualization. The above educational implications of humanistic psychology gained strong practical ground from the researches of Rogers (1957) on therapeutic relationship in non directive counselling. He believed that the nature of interpersonal relations underlying successful therapy, where in the therapist provides some facilitative conditions he must be genuinely himself, must freely accept the client and must be sensitively empathetically aware of the client's experiences and must be able to communicate him that he understands his feelings and experiences. He came to the understanding neither the scholarlyness nor the techniques or the methods and skills employed by the therapist made any difference but what affected was the personality and certain attitudinal qualities of the therapist.

The findings of his research showed that patients got cured when the therapist or any other person had provided such facilitative conditions in their intense personal relationship with them. There is research evidence to show what is true in therapeutic relationship is also true to teachers and pupils and for that matter in any helping relationship between person to person.

What do we mean by these facilitative attitudes? To what extent these attitudes can be analysed into specific skills?

To what extent these facilitative interpersonal skills can be enhanced through a training programme?

Rogers (1957) described the qualities and attitudes of the facilitator realness, prizing, acceptance, trust and empathic understanding served as an impetus for others to focus renewed interest on these and similar characteristics. The evidence of the validity of these core conditions are found in the work of Rogers et al.(1967), Truax and Carkhuff (1967), Carkhuff and Berenson (1967), Berenson and Carkhuff (1967), Carkhuff (1969a, 1969b) Carkhuff (1971b), and Berenson and Mitchell (1974).

The results of the present study supports the findings of Griffin and Banks (1969), Stoffer (1970), Hefele (1971), Childers (1973) and Desselle (1974) who confirmed that humanistic interpersonal skills can be enhanced through a systematic training in human relations.

The National consortium for Humanizing education (1971 to 1974) trained on Carkhuff's model a total of over 500 teachers and 10,000 students drawn from elementary, junior and senior high schools in urban and rural areas. They concluded that teachers can be trained to increase their levels of facilitative interpersonal skills, it is feasible to train large number of teachers at a time. They found that increased levels of facilitative interpersonal conditions provided by teachers are accompanied by pupils gains in affective and cognitive growth indices. Thus the research in National Consortium for

Humanizing Education build up the gap between theoretical and practical concepts ie., 'Values' and 'Skills', 'Learning' and 'Training' and could synthesize these that there can be no values without the skills needed to live them (Aspy, Roebuck 1977).

Later several training models passed on the work of Carl Rogers (1957) were developed to enhance teacher's facilitative qualities through a human relations training programme (Carkhuff, 1969; Egan, 1975; 1976; Gazda, 1977). These studies also support the studies on class room interaction and climate (Withal, 1969; Flanders, 1965; and Thelen, 1974).

As mentioned in chapter - 3, attempts are being made in India in the areas of teacher behaviour, class room interaction, climate and psychological education which followed four progressive phases towards humanistic education (Desai, 1969; 1970; 1970; 1976; Raijiwala, 1975; Pavanasam, 1975; H.B. Desai 1976; Choksi, 1976; Lakshmi, 1976; Olivia, 1985; Thangam, 1980; and Sundara Lakshmi, 1981), gain support from the results of the present study. Fuster (1980) enhanced the interpersonal skills of seventy two teachers using Carkhuff's model of interpersonal skills. Thomas (1987) also enhanced the level of humanistic interpersonal skills using Egan's model of counselling and psychotherapy.

Thus enhancement in teachers behaviour and the level of humanistic interpersonal skills through training programmes

can be conclusively established by the research carried in Indian classrooms also.

Therefore, one can say that to behave in a humanistic manner is quite natural to a human being and can be enhanced when they are made aware of their humanistic tendencies and being trained through skills programme.

From the above research studies and discussions one can understand that:

1. Systematic human relations training programme enhances teachers' level of humanistic interpersonal skills.
2. The enhancement of humanistic interpersonal skills increased the percentage of their positive behaviours such as understanding, accepting, providing, involving and initiating the students.
3. The increase in the percentage of positive behaviours of teachers increased the percentage of positive behaviours of students such as responsive, initiative and Cooperative.
4. Positive change in teachers' and pupils' behaviour promoted positive and humanistic climate.

Therefore the role of teacher in humanistic education is very crucial whose function is to create facilitative climate to nurture pupils' actualizing tendencies both in personal and cognitive domains.

6.5.2 The results of experiment in schools.

The findings of the present study highlight the fact that when students experience humanistic interpersonal behaviours of their teachers such as empathic understanding, acceptance of him as a person of worth and genuineness, their growth both personal and cognitive is facilitated. These findings support the findings of Aspy and Roebuck (1977), Stoffer (1970), Berenson (1971), Hefele (1971) and Desselle (1974), Carkhuff (1969), Carkhuff and Berenson (1976) Tausch (1976) and National Consortium for Humanizing Education (N.C.H.E) (1977) who directed their research on the effect of humanistic interpersonal behaviour of teachers on students' personal and cognitive growth.

Classroom climate and interaction studies conducted both in abroad and India gain support from the findings of the present study.

The present study aims at finding how humanistic role of a teacher builds facilitative interpersonal climate in the class room to promote personal growth which in turn promotes cognitive growth of students. An experimental treatment was given to two groups of VIII class students by training their teachers on humanistic facilitative interpersonal dimensions over a period of six months and measured their personal and cognitive, growth outcomes against their pre-post versus control group performance. Thus two parallel studies were conducted and replicated the experiment to strengthen and generalize the results.

6.5.2.1 Personal growth

The findings of the study (vide 6.3) show that the students gained on all the variables of personal growth i.e., motivation for schooling, academic self-concept-performance based as well as reference based, sense of control over performance, instructional mastery, attitude towards school, self-esteem, students' perception of their teachers and sociometric status.

6.5.2.1.1 Motivation for schooling

The results of the present study indicated that there is a significant improvement in the students' motivation for schooling after the humanistic orientation input programme (tables 14, 15, 36, 37 and 38).

Teachers' enhanced level of humanistic interpersonal skills might have taken care of the students' needs of being recognized and acceptance for what he is, in turn might have resulted in increased level of motivation for schooling among students. Perhaps, experimental, meaningful learning and personal involvement which engages the total being - feelings and cognitions might have intrinsically motivated the students for schooling.

Humanistic view of motivation emphasizes that there is a single over arching motive - the need for self-actualization (Maslow, 1954), self-fulfillment (Rogers, 1961, 1969), process of becoming (Allport 1961), maintenance and enhancement of self (Combs and Snygg, 1959).

Further, motivation is described as internal, intrinsic, continuous and an ongoing process that each and every human being has at all times in all places and when engaged in any activity (Purkey, 1970). This universal striving to maintain, protect and enhance the self goes by the name motivation. Teachers realising that students are always motivated by the master motive - self actualization can provide opportunities to stimulate and nurture the same.

Therefore, it is important to note that in the present study the gain in motivation cannot be attributed to extrinsic motives alone but intrinsic motives such as satisfaction and joy of learning as well.

The findings of the present study supports the following researches. Hefele (1971) found that both the primary and secondary students of the teachers received training in systematic human relations training attained higher levels of motivation for schooling than the students of untrained teachers. Roebuck and Aspy (1973) found significant relationship between teachers' level of interpersonal functioning and students' motivation.

In India Thangam (1980) found that students of those teachers who were trained in Flander's Interaction Analysis category system for indirect behaviour increased their level of motivation to a significant extent.

Desai (1969, 1970, 1971, 1977) Choksi (1976), Lakshmi(1976) and Olivia (1985) confirmed that the training in teacher behaviour increased students' motivation to achieve.

From the above discussion the following observations could be made.

1. Systematic human relations training to teachers increased their students' level of motivation for schooling and learning to a significant extent.
2. It is important to note that behaviouristic (atomistic and manipulative) psychological inputs to teachers brought a wholistic effect on students' motivation and resulted in their extrinsic motivation.
3. Although humanistic orientation inputs do not overtly related to motivation of their students, they touched the master motive - self-actualization and resulted in intrinsic motivation.

6.5.2.1.2 Academic Self-concept-Performance and reference based

Self-concept according to Rogers (1951) is developed as a result of evaluational interaction with significant others (Parents and teachers etc). The way these people value and regard us is generally how we come to regard ourselves. What we believe about ourselves is the self-concept. When once it is formed, the self-concept thereafter provides a screen through which every thing else is seen, heard, evaluated and understood (Combs et al 1971). In the present study the academic self-concept of students was enhanced by the positive regard shown by their teachers. As teachers are quickly established as significant persons in the lives of most students (Hama Chakraborty, 1971).

If a teacher believes that their students are capable in their academic activities and this in turn creates confidence in students to carry on their academic work with a positive feelings of 'Can-ness'. The results reveal that there is a significant enhancement in the level of academic self-concept both performance and reference based in study I and II . The meta-analyzed 'Z' values integrating the results of study I and II are highly significant than 't' values (Tables 16, 17, 18, 19, 36, 37 and 38). It is concluded that there is a significant increase in the level of self-concept -both performance and reference based after the humanistic orientation treatment.

Humanistic treatment of teachers by adopting facilitative interpersonal skills, positive and negative strokes and being transparent and real in their relationship with their students might have made them to feel positive about their school performance and also their teachers feel confident about their performance in school.

Can self concept be enhanced through an interventions and training programmes?

Maclelland (1969), Desai 1972, Lakshmi 1976, Choksi (1976) and Olivia (1985) found self concept can be enhanced by developing need achievement programme.

To bring more coherent and integrative self, clinical experiments with systematic psychological education inputs like transactional analysis, counselling, enhancement etc. were carried.

Rogers and Dymond (1954) found that therapy and the counselling either non-directive or client-centred increased the capacities of the client.

Butler and Haign (1954), Dymond (1954), Vargas (1954), Rogers (1954) found clients who underwent treatment showed a significant increase in their self-concept. Humanistic approaches from clinical and counselling psychology gained ground in education also. Brookover et al (1969) found treatment given to parents enhanced their children's self-concept of academic ability. Many studies strokes (1979), Gallagher (1981), Dye (1980), Lee (1982), Rosen stock et al (1982), Hartman (1982), Wholostrom (1982), Diaz (1982) revealed that self-concept can be enhanced through a humanistic input programme.

Later attempts were made to enhance self-concept through inputs of instruction in classrooms.

Jersild (1952, 1960, 1965) emphasized in service group counselling situations for teachers in which increased understanding of and sensitivity to one self occurs which in turn results in effective teaching. Similar view is reported by Combs and his associates (1963, 1964, 1965, 1969) in their research on perceptual organization of effective helpers and suggested teacher preparation should be based on a perceptual. The evidence points out that when teachers hold favourable attitudes towards themselves, they are able to build positive self concepts in their students.

Brookover et al. (1965, 1967) concluded that students' perception of the evaluation of their academic ability by others (teachers, parents and friends) are associated with self concepts of academic ability. Grill (1969) emphasized that teachers' attitudes toward students are considered vital and important in shaping the self-concept of their students which through the educational process should promote and foster in every child.

National consortium for Humanizing Education (1977) conducted exhaustive research on Roger's facilitative humanistic interpersonal attitudes of teachers - empathic understanding respect and genuineness. Carkhuff developed a model for human relations training and was accepted as the most systematic and effective teaching model. Three years of Research conducted by National consortium for Humanizing Education (1971 to 1974) conducted two studies and found that interpersonal skills training to teachers resulted in gain in their students' self-concept. In an other study they found that educationally handicapped students of teachers offering high levels of empathy congruence and positive regard maintained or increased their scores on self-concept measures while students of teachers offering low levels of empathy, congruence and positive regard showed decrease on their self-concept measures (-2.5; -1.2 Sig -0.04; +4.2 +0.5 - Sig 0.02 +2.5 +0.4 significance 0.05). The findings of N C H E also reveal that the teachers' level of empathy was the single effective predictor of students' growth on self concept.

Tausch (1976) out of his series of researches found that empathic understanding genuineness, warmth, respect and non-directive facilitation significantly facilitated pupils positive feelings during the lesson, initiative, independence and their positive perception of their teacher.

Similar attempts were made in India to enhance the level of self concept by using psychological education inputs to teachers. Desai (1970, 1976) found that training inputs on psychological education to teachers resulted in the development of positive self-concept and healthier self-image in their pupils'.

Choksi (1976) prepared a psychological education input model for teachers and studied its effect on students' self image. She found that input was effective in developing positive self-image of pupils'. Olivia (1985) reported that her psychological education input model was effective in enhancing the self-concept of college students. Thomas (1987) found that students showed significant improvement in academic self-concept both performance and reference based after the humanistic input programme.

The above discussions of results made the investigator to arrive at the following observations.

1. Self-concept is understood as the determinant of behaviour.
2. Self-concept is developed through the evaluational interaction with significant others (teachers, parents etc).
3. The expectations of significant others are internalised as self-perceptions.

4. Self-concepts can be enhanced through humanistic orientation input programmes of parents and teachers.
5. Humanistic interpersonal training programmes emerged from the researches of clinical and counselling psychology
6. Academic self-concept is developed out of students' perceptions of the evaluation of their academic ability by teachers, parents and friends.
7. Those teachers who have positive and healthy self-concepts about themselves are in a better position to build positive and realistic self-concepts in their students.
8. Systematic human relations training programme of teachers resulted in students gain in their self-concept.
9. Educationally handicapped children increased their self-concept when their teachers offered high level of facilitative conditions.
10. Out of the three facilitative conditions i.e., empathy, respect and genuineness, empathy was found to be single predictor of students' self-concept.
11. 'In Indian classrooms also humanistic inputs of teachers in one form or the other also resulted in the growth of the self-concept of their students'.

6.5.2.1.3 Attitude towards school

The findings of the present study show that the humanistic treatment given by teachers promoted better attitude of students towards school (tables 24, 25, 36, 37 and 38).

In the present study, attitude towards school is an over all idea characterized by feeling and is the combination of affective components such as motivation for schooling, academic self-concept both performance and reference based, sense of control over performance and instructional mastery. All these affective components lead to a global concept - the attitude towards school.

The results of the first three components were discussed separately in the preceeding pages. Results of the rest of the componenets 1. Students' sense of control over performance, 2 instructional mastery and 3. attitude towards school are discussed in this section.

The findings of the present study with respect to sense of control over performance reveal that humanistic orientation training programme of teachers significantly increased students' sense of control over performance (tables 20,21,36,37and 38).

The results of the present study supports the results of Thomas (1987) who reported that humanistic input programme resulted in the significant increase in the students' sense of control over performance.

Teachers' understanding, warmth, respect, acceptance and genuineness might have facilitated students' growth in terms of developing internal locus of control where in students show willingness to take responsibility for their own outcomes like grades, promotions etc. as against luck or fate.

The findings related to instructional mastery reveal that humanistic orientation input programme has been effective in enhancing students' instructional mastery to a significant extent. (tables 22, 23, 36, 37 and 38).

The results of the present study once again support the findings of Thomas (1987) who reported that humanistic intervention programme of teachers and students enhanced the level of students' instructional mastery to a significant extent.

Let us see what happens to a student who is accepted,, understood from his own point of view and respected by the teacher, naturally the students get interested in studies and evaluate their instructional tasks to succeed school and achieve better grades.

The findings related to students' Attitude towards school revealed that humanistic orientation training of teachers enhanced the attitude of students towards school to a significant degree (tables 24, 25, 36, 37 and 38). This finding supports the findings of Thomas (1987) where in humanistic intervention programme significantly increased students' attitude towards school to a significant level.

6.5.2.1.4 Self-esteem

At this juncture application of humanistic interpersonal dimensions in one's life costs the person more and becomes revolutionary (Patterson, 1973). Even if one has minimum level of these facilitative nurturing conditions, the self which is organized and dynamic can be nurtured. The students who experience such humanistic conditions feel accepted when he is understood from his own point of view, respected for what he is, inspite of his limitations. Then his self flows to be himself without conceal or defence and becomes free to change his self and sow the seed of 'canness' inspite of his 'cannotness' and develops slowly the positive self-concept and later self-esteem.

The self-esteem of students is not simply to accept themselves for what they are but they want to grow, to improve and overcome their deficiencies (Rosenberg, 1965).

The present study shows that the self-esteem of students is significantly raised in post-test compared to pre-test, due to the experience of humanistic behaviours in their teachers. In order for one to accept oneself, one must be accepted and respected by others. The facilitative behaviour thus offered might have enhanced the students' level of self-esteem significantly (tables 26, 27, 36, 37 and 38). This finding supports the findings of Aspy (1969, 1972), Roebuck (1976, 1977) and Carkhuff (1982) who reported that higher levels of teachers' interpersonal functioning resulted in higher levels of self-concept and behaviour at school.

Davidson and Lang (1960) found that when students feel that teachers value and respect them, they are likely to value and respect themselves. Moustakas (1966) summed up that by cherishing and holding the child in absolute esteem, the teacher is establishing an environmental climate that facilitates growth and becoming.

Spaulding's research (1964) reveals that the existence of significant correlations between the height of the self-concept and the degree to which the teachers in his study were calm, accepting, supportive and facilitative and significant negative correlations with height of pupils' self-concepts were found when teachers were dominating, threatening and sarcastic.

Thomas (1987) found a significant enhancement in the self-esteem of students after the humanistic intervention programme.

The above empirical support reveals that if a teacher creates a humanistic climate in their class rooms, their students enhance their self-esteem to a significant extent.

6.5.2.1.5 Students' perception of their teachers

The findings of the present study also reveal that humanistic orientation input exerted direct influence on personal growth variables and resulted in significant growth in their motivation towards school, self-concept both performance and reference based, sense of control over performance, instructional

mastery, self-esteem and students' perception of their teachers. This empirical evidence again strengthens Carl Rogers' assumption that even if a teacher establishes a definable class room climate characterized by empathy, genuineness and respect in which the subject matter is more relevant to the learner and the learner is more involved in Self-initiated, self-evaluated. experiential learning. This intrinsic learning is possible only when pupils are aware of and experience that these attitudinal qualities are present in the facilitator. When these attitudes are present, there is not only a better cognitive achievement but also greater self reliance in learning, increased creativity and more liking for one another (Rogers 1969, 1980, Aspy, 1972). The findings of the present study provide an empirical evidence by the significant gain in both the studies (tables 28,29,36,37 and 38) on students perception of their teachers' facilitative humanistic behavioural skills attending, listening, empathizing, responding, personalizing, and initiating. Practicing of the above interpersonal skills in their class rooms during the input lead the students enjoy the facilitative conditions i.e., empathy, respect and congruence created by their teachers allowed students to learn that they are accepted for what they are by the teacher who has an understanding of himself.

The findings of the present study supports the findings of Thomas (1987) who reported that humanistic intervention programme resulted in increased perception of their teachers' humanistic interpersonal behaviours such as empathy, respect, warmth and genuineness.

6.5.2.1.5 Sociometric status

Simple statistical analysis of data by 't' tests revealed that the gain is not found to be significant in experimental study II. Whereas in experimental study I the gain is found to be significant at 0.05 level only in experimental group but could not gain significantly over the control group.

As the level of sociometric status is found to be initially high in study II, even before treatment, and it is further strengthened by the experimental treatment and showed further enhancement of interpersonal relationships in the group, although the gain is not statistically significant (tables 30, 31). When the results of the two separate studies are subjected to further analysis i.e., meta analysis to make an over all conclusion regarding the effect of intervention programme, the combined meta analysed 'Z' value indicated higher levels of significance in this dimension also (table 38). From this deeper analysis it is concluded that humanistic orientation treatment enhanced interpersonal relations among children and contributed to more cohesiveness in the group.

The present finding supports the findings of Schmuck (1963) when teachers are empathically understanding, their students tend to like each other better. It is an understanding climate, every student tends to feel liked by all the other children in the class, has a more positive attitude towards self and a positive

attitude towards school. This ripple aspect of teacher's attitude is provocative and significant. If one extends an empathic understanding to students, has effects that go on and promote more cohesiveness in the group.

He further found that significant relationships existed between the actual liking status of students who are highly involved on one hand and utilization of abilities, attitude towards self and attitude towards school on the other (Schmuck 1963,1966). In an empathic environment the teacher understands the child's innerworld and the deep feelings from the students' point of view not evaluated and judged and in turn establishes a climate of self initiated, experimental learning with freedom and responsibility (Carl Rogers 1969). He slowly learns to be confident and accepts himself. Acceptance of himself leads to a feeling of security and learns to accept the feelings of others and starts liking others. Therefore, a person with adequate and positive self concept is capable of living efficiently and effectively with his fellows (Combs and Snygg 1962). An empathic understanding climate thus enhances the individual's capability- the speed and economy with which he can adapt to continual change (Toffler 1970).

The findings of the present study supports the findings of Derselle (1974) who found that students who received human relations training were observed to be cooperative in class and were rated more positively by their teacher than students in the control group.

6.5.2.2 Cognitive growth

Since attitudes determine one's behaviour, to build positive attitude towards school becomes an essential ingredient for promoting cognitive growth among students.

6.5.2.2.1 Academic performance

The findings of the present study show that there is a significant cognitive growth in the dimensions of academic performance and creativity after the humanistic orientation treatment, where the gain is found to be significant at 0.01 level in both the studies (tables 47,48,53,54 and 55).

These findings support the findings of ASPY. D.N (1969,1972) and Roebuck F.N. (1976, 1977) and Cark huff (1982) who provided a strong research evidence that higher levels of teacher's interpersonal functioning resulted in higher level of pupil achievement and significant improvement in I.Q.s of their students.

Kratochvil et al. 1969 found that the students of highest level teacher in their interpersonal functioning obtained an average of twenty two months academic growth, while the students of lowest level teachers obtained an average of nine months academic growth measured over a period of time. Thomas (1987) found a significant increase in the academic achievement of students after the humanistic intervention. Christensen (1960) found the warmth of teachers significantly related to their students' vocabulary and

achievement in arithmetic. Read (1962) concluded that teachers characterized as considerate, understanding, and friendly and with a tolerance for some release of emotional feeling by students, had a favourable influence on their students' interest in science.

6.5.2.2.2.Creativity

A significant increase in the creativity of students on all the three dimensions after the humanistic orientation treatment in the present study (tables 39, 40, 41, 42, 43, 44, 45, 46, 53, 54 and 55) supports the findings of the following studies. Cogan (1958) - the students with warm and considerate teachers produced unusual amounts of original poetry and art.

Roebuck and Aspy (1973) found significant relationship between teachers' level of functioning and students' creativity in terms of finding, flexibility and originality.

Thomas (1987) reported that although there is an improvement in the creativity of students after the humanistic intervention programme, it is not significant even at 0.05 level.

Therefore, teachers' facilitative interpersonal skills enable the students to develop positive self-concepts and in turn result in their cognitive growth. Hence a challenge and an opportunity for the teacher to develop such facilitative humanistic skills and attitudes to promote growth in their students.

6.6 Educational Implications

The above mentioned findings, observations and discussion led the investigator to arrive at the educational implications of the present study.

The findings of the present study once again emphasized that for the development of whole persons' there is need to supply humanistic teachers who are trained in human relations to adopt facilitative teacher behaviours and promote the total growth of the child both affective and cognitive. It is believed that such an education helps to develop childrens' unique potentialities by synchronising their ideas and feelings together and learns to get along with people as a part of human race with compassion and love.

As the goal of humanistic education is to produce self-actualizing and fully functioning individuals who can feel for others, training on 'whole person' model becomes imperative. To, reach this end childrens' affective needs should be given at least as much consideration as their cognitive needs. In the present education, in practice undue emphasis is given to meet only cognitive needs thinking that affective needs are also taken careof. As mentioned earlier the citizens that are developed are lopsided individuals. This may ultimately end in interpersonal problems of different kinds. No person can truly live effectively, in a more coherent

way with other human beings if an individual lacks either the necessary cognitive or affective skills; to forego the opportunity to educate children faithfully and imaginatively for this larger world will be to fail them tragically and inexcusably (Fischer, 1968).

Humanistic approach of teachers become imperative to accept the new roles of teachers - facilitator (Rogers, 1969) and invitor (Purkey 1984) - inviting students to see themselves as able, valuable and self-directing individuals rather than mechanical adopted individuals. The following educational implications can be thought of.

The model of interpersonal skills (Corkhuff, 1977) suggests the development of a model integrated with content of teaching or syllabus.

The effectiveness of a particular skill can be evaluated for their use as per the issue. The findings related to humanistic orientation training programme have implications for the loss of burnout and maintenance of mental health. Humanistic interpersonal skills of teacher can take care of the problems of mental health among students also.

.6.1 **Implications for teacher education**

It was emphasized by many humanistic psychologists and educationists that it is not the competence, expertise or methods

of teaching which make a good teacher, but the humanistic interpersonal relationship that the teacher maintains with his students. But the emphasis in teacher education as it stands today is mostly on methods of teaching rather than preparation in humanistic interpersonal skills. As there is no systematic theoretical approach to human behaviour, humanistic psychology provides such a theory which is highly practical. The focus of teacher education should be directed to this angle.

The methods of teacher education should exemplify the flavour of humanistic approach. Humanistic orientation training programme can be introduced in the following levels of teacher education.

1. In theory a separate paper or a part of a paper on humanistic education can be offered.
2. In the observation schedule of students' practice teaching.
3. In teaching practice lessons.
4. In writing lesson plans.
5. Before the start of teaching practice.
6. Text books should be written exemplifying humanistic attitudes.
7. Practical orientation of developing self-actualizing individuals.
8. In inservice teacher education programmes.
9. In orienting teacher educators.

10. In orienting headmasters.
11. Evaluating the lessons through the interpersonal skills scales (Carkhuff, 1977).
12. In developing constructive supervision programme and schedule.
13. To train students in interpersonal skills.
14. To train some specialists to organize training programmes.
15. Education of parents through humanistic orientation programme.

6.7 **Suggestions for further research**

Research in humanistic education started between 1960 and 1965 as a reaction against dehumanization. Review of related researches (vide chapter III) shows that sufficient research has not been undertaken in various areas of humanistic education. In India although there is a growing trend towards humanistic approaches, true spirit of humanistic education is not bought to provide a systematic theoretical base. Therefore, concerted attempts need to be made in research on humanistic education in general and humanistic interpersonal relationship of the teacher in particular. If desired changes are to be bought in our society development of humane society to face the future challenges of life is the immediate requisite. Such a change can be bought only through nurturing humane individuals in the class rooms. In order

to nurture the humaneness of children one should be effective in providing humanistic interpersonal relationships. Hence teachers should be equipped with humanistic interpersonal skills which necessitates the training programmes in such dimensions to produce humanistic teachers at a massive level.

The findings of the present study generate few suggestions for further research.

1. Content teaching model of interpersonal skills should be developed for elementary and secondary stages of education with respect to all the academic subjects. In other words preparation of lesson plans using content teaching model (Carkhuff 1977) can be taken up.
2. A study of the effect of training on each humanistic attitude- empathic understanding, respect and genuineness of teachers can be taken up.
3. Effect of humanistic orientation training of teachers on the burnout and mental health of teachers can be undertaken.
4. A study on the effect of humanistic orientation input programme on teachers' personal and professional growth can be taken up.
5. A study of the personality profiles of high and low humanistically oriented teachers.

6. A study of the level of humanistic orientation of teachers and their adjustment can be undertaken.
7. Effect of humanistic orientation training on locus of control of teachers.
8. Humanistic orientation input models for teacher trainees can be taken up.
9. The effect of humanistic orientation training of teacher trainees on self-concept, self-esteem, creativity and academic performance.
10. Effect of humanistic orientation training on a) tribal people b) deprived communities c) depressed folk.
11. A measure for humanistic orientation and a course for teacher education can be developed.
12. Longitudinal studies should be undertaken to study the effects of humanistic orientation training programme to study the nature of gain after one year, two years etc.
13. A study of humanistic orientation training on parents in relation to their child rearing practices can be taken up.
14. Effect of humanistic orientation training on parents of handicapped children of all kinds.
15. A study of the effect of humanistic orientation training of administrators on their leadership behaviour.

16. Effect of humanistic orientation training programme of teachers on students' adjustment, locus of control, discipline and creativity can be undertaken.
17. Case studies of students who achieved very high and very low due to the effect of the humanistic orientation training of their teachers.
18. A study of the humanistic orientation of teachers in relation to their innovativeness can be taken up.
19. A study of the self-esteem of humanistic teachers.
20. Effect of humanistic orientation training of manager, and personnel on the motivation of workers.
21. Research needs to be undertaken to find out whether the effect of humanistic orientation training of teachers falls directly on personal growth and in turn cognitive growth or two variables are simultaneously affected.
22. Effect of humanistic orientation input programme on the nature of learning can be taken up.