

CHAPTER - ONE

SIGNIFICANCE OF THE STUDY

I see the facilitation of learning as the aim of education. The facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner.

-Rogers. C.R.

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CHAPTER - ONE

SIGNIFICANCE OF THE STUDY

1.1. Introduction:

Throughout the globe, education has, of course, been the subject of criticism. Some critics of education charge that most school programmes tend to curb the natural creativity and curiosity possessed by individuals when they first enter school. Silberman (1970) pointed out:

"It is not possible to spend any prolonged period visiting public school class rooms without being appalled by the mutilation visible everywhere—mutilation of spontaneity, of joy in learning, of pleasure in creating of a sense of self. Because we all take schools so much for granted, we fail to appreciate, what grim, joyless places, most American schools are, how oppressive and petty are the rules by which they are governed, how intellectually sterile and aesthetically barren the atmosphere, what an appalling lack of civility obtains on the part of teachers and principals, what contempt they unconsciously display for children as children"¹

Along with Silberman many other critics of education sensed that most of the schools are actually harmful to the personal growth and development of children. Various reforms in education could not reach the roots of

1. J. Silberman, "Crisis in the Class Room" (New York: Random House, 1970) P.10

the problem - the schools are not promoting the development of students as persons. There are many indications that the school environments are not facilitating positive growth. Large number of dropouts and failures every year are finding meaning elsewhere. The rapid increase in the number of drug users, the increasing rate of cheating and suicides among school and college going youth are some of the indications of failure of schools in facilitating the personal and positive growth of students. In Class rooms, teachers seldom recognize and attend to students' feelings and emotions. Naturally, a student whose expression of his feelings is suppressed will turn towards world outside and becomes a problem to himself as well as to others.

We cherish and believe that the goal of education is to develop alround personalities - 'the whole persons'. The framed objectives of education geared to train children in the three domains of behaviour i.e., the cognitive, affective and psychomotor. But in practice, training of the affective domain is mostly neglected. Most of us are of opinion, that training children in cognitive and psychomotor domains includes affective domain also. As human being is both thinking, feeling and acting being, neglecting the training in affective

domain may produce persons, who are lopsided and emotionally crippled but not whole persons - the integrated beings. Such persons are not only a burden to himself but also a great liability to society who impede the progress of a nation either directly or indirectly. It is believed that their psycho-social problems can be lessened and can direct themselves in developing their cognitive potentials, when teachers can begin to facilitate the personal growth of their students. Therefore, the call is for humanistic education to tide over the educational crisis.

All human beings have a basic drive to grow to their best. This urge for self-expression paves way for the realisation of one's self. The history of mankind shows that a person always tries to reach the heights of self-realization. Maslow (1954) explained this urge as "self-actualization". It is a continuous attempt of an individual to reach his full potential by using his talents, capacities and abilities to a maximum extent. It is growing to the full stature to which one is capable of. Carl Rogers (1959) agrees with Maslow that there is an inherent tendency of the organism to develop all its capacities in ways which serve to maintain or enhance the organism. He believes that the ultimate goal of human

being is to become a "fully functioning person".

Unless it is impeded, this drive for fulfilment continually moves an individual toward personal growth. On the other hand, if one experiences an environment which makes him closed to his experiences, he cannot reach an optimal level of functioning. This implies that the goal of education should be to facilitate personal growth of students. Humanistic education has as its goal the development of self-actualizing persons. Now the question is how to develop students into self-actualizing individuals. Carl Rogers (1969) suggested a new and challenging role of a teacher - the "facilitator of learning". He believes that the attitudinal quality of interpersonal relationship that exists between the facilitator and learner determines the conditions that nurture individual's growth tendencies.

In other words, if the facilitator builds up effective and facilitative interpersonal relationship by providing such conditions as empathic understanding, respect, non-possessive warmth and genuineness, the student slowly learns to accept himself, develop healthy and positive self-concept and set himself free to engage in personal growth activities.

Patterson (1973) views the best teacher as one, who by establishing a personal relation, frees the student to learn. Learning can take place in the student and the teacher can only create the conditions for learning. The atmosphere created by a good interpersonal relationship is the major condition for effective learning.

1.2. The present day crisis in life:

From times immemorial man is trying to explore his surroundings to get knowledge and to win over the entire cosmos. This basic need is satisfactorily met when we look at the present day advancement in science and technology. Man's increasing mastery of the secrets of nature can bring him physical well-being and comfortable life. But parallel to this progress, we are facing the dangers of a divided world, nuclear warfare, population explosion and other complex problems which man has never faced before. If man has to progress, he has to solve these problems. The solution to these problems seems to depend less on the technological progress but more on a better understanding of man and the way he relates himself with others.

In the history of the world, in no other period,

we can see that mere fulfilment of the basic needs like food, clothing and shelter has never left man satisfied. He searched for something more than the basic needs.

All religions of India collectively advocated the value of the development of inner self to bear human misery and suffering and to attain the heights of truth, beauty and goodness for human fulfilment. Our upanishads emphasized the union of Atman (individual self) with Brahman (the universal self) to realize one's self. This rich heritage of spiritual culture led man to go beyond the blind acquisition of wealth and power and was able to reach the supreme value - self-realization. This path might have made the generations of the past strengthen their 'self' and enjoy satisfaction in life.

The materialistic progress of the modern world has left a confused child of the present era with an 'identity crisis', as he does not know who he is, where he wants to go and what the ultimate purpose of one's existence and life is. The modern man, living in an era of rapid change, when human values of the past are fading away before his eyes, searches for temporary and false sense of security in the possession of wealth and power.

Technology, automation, knowledge explosion, population explosion and the quest for personal identity are causing a shift of emphasis from physical to psychological world. There is a demand for human values, philosophy and culture, due to the influence of the great mechanical and technological progress the Western world has made in the fields of science and industrialization. The attraction to the fruits of modern life and materialistic progress, has produced a cultural crisis in the present day society. Many of our philosophers, psychologists and educationists are aware of the fact that, all the comfortable life with necessities and luxuries cannot produce real satisfaction within the minds of modern men. ✓

Undue emphasis on technology leads to the dehumanization of man ignoring that he is a thinking, feeling and acting human being. Consequently, man became self-centred and is unable to relate himself with others around him, with his care, concern and capacity to love. As a result of the dehumanization of man, many negative feelings sweep in making him feel stress, anxiety and tension. This in turn, might have made him lose interest, happiness, meaning and purpose in life (Victor Frankl, 1962). Most of the researches on stress reveal that the root-cause for the existential neurosis of human beings is the quality of interpersonal relationships that the individual holds with others.

The problems that the modern man faces are of human ones, which do not respond to the accustomed ways with which he is familiar. Slowly people are recognizing that a great new humanistic movement is gaining ground in them. Humanistic movement is based on the reaction against the mechanized world dominated by technology, where human beings are ignored and treated like machines. Human values, beliefs, understandings and concern for themselves and others have become the major issue of the day. The dignity and integrity of man and the importance of human spirit is no longer a pleasant concept advocated by philosophers, but it is a pressing necessity for all of us. Hence, there should be a humanistic conception of man which helps us to overcome the crisis in life. The humanistic view of man, considers him to be an active, consciously self-determining subject, with freedom and responsibility to be and to become his authentic self (Singh, 1979).

1.3. Educational crisis:

"Our most pressing educational problem is not how to increase the efficiency of schools; it is how to create and maintain a humane society" (Silberman, 1970). The present day school is criticized as cold, aloof,

negative, punitive, joyless, boring, irrelevant, bureaucratic, petrified institution, instead of a warm, friendly, positive, rewarding, happy, vital, relevant and flexible growing human community (Raymond and Cogan, 1972). Rigid, neuroticized class room climate, heavy syllabus, unreasonable demands on pupils, a competitive jungle for those, who want to conform and over taxing school system made schools oppressive and intolerable and makes children ill (Time, 1983), and deprives them of their childhood and joy of life (Rai and Mehra, 1983). They damage, thwart, they stifle children's natural capacity to learn and grow healthily" (Simon and Schuster, 1969). The environments of schools at present are found to be dehumanizing. As such students lose motivation for learning, express truancy, neuroticism, acts of indiscipline and open aggression (Aurin, 1981). The educational system as it stands today is found to over-emphasize the cognitive development with a highly subject-biased curriculum and neglects the affective development of child. Since, thinking and feeling almost always accompany each other, neglecting the proper education of child's feelings is stunting one of his greatest potentials. Therefore, steps should be taken to provide humane environment in our schools.

Human beings are distinguished from other beings by their higher human values, devotion to human welfare, interest in and concern for man and his capacity to achieve self-realization through the use of reason and scientific method. A sound theory of education must be based on the identification of what is human in man and propose instruction to perfect and actualize the capabilities which all men share by virtue of being human. We need citizens free of prejudice, concerned about their own fellow citizens, loving, caring persons of good will and whose values and purposes are positive. The emphasis of education for future, should be upon human relations - 'the fourth R'. A study by David Aspy (1965) showed that the students of empathic teachers made higher academic gains than the students of non-empathic teachers. It is true that we have to teach basic skills - the three R's which lead to a small part of education i.e., preparation for living. There is a greater need to realise the broader meaning of education - 'Preparation for life' for which we need people who are skilled in human relations not mere technicians and scientists who are trained in three R's.

At this juncture, the role of a teacher will be no more an instructor, authority or dictator but a 'facilitator of learning', providing students with freedom and

life and the opportunity to learn (Rogers 1968, 1983). The aim of education should be the development of a whole human being, and the learning will involve him deeply, openly, exploringly, in an awareness of his relationships to the world of others, as well as an awareness of the world of abstract knowledge (Rogers, 1968). There is an urgent need to make present day class rooms more humane and exciting places of living and learning. Hence, ✓humanization of education is an immediate concern to overcome the present day's crisis in education.

1.4. Humanistic Psychology - 'The Third Force':

The educational system at present is over-ruled by two psychologies, i.e., Freudianism and Behaviourism. Freudian concepts of psycho-analysis have worked out best for mentally ill patients but could not explain satisfactorily, the experience of many normal happy and productive individuals. Behaviourism emphasizes the "tabula Rasa" notion of human behaviour as if the human being is a sort of passive clay to be shaped, controlled, reinforced, modified, conditioned in any way that somebody arbitrarily decides (Maslow, 1968). We can see the influence of behaviourism in almost all our schools, in the efforts of teachers trying to shape students according to the

goals of teaching, often ignoring their potentialities on one hand and meeting the psychological needs on the other.

As the above two theories could not explain satisfactorily about self, internal life and higher values of man, humanistic psychology as the 'third force' to study human nature, becomes the main alternative. It takes a more inclusive image of man. Unlike the other two psychologies it is concerned with the understanding of a healthy and creatively functioning person. Such a person pursues goals and values not because of a need for 'homeostasis' as psycho-analysis taught, but for the purpose of what Fromm and Horney called self-realization, or what Stein and Maslow called self-actualization or Buhler and Rogers called self-fulfilment.

Humanistic psychology unlike other two psychologies starts with human behaviour rather than animal behaviour. It attempts to deal with the holistic broader objectives of human nature as the central point. It stands for the respect and worth of persons, uniqueness, respect for differences of approach, open-mindedness for acceptable methods and shows interest in the exploration

of new aspects of human behaviour. It emphasizes the affective domain of human behaviour. It concentrates on persons and processes. It is an open system of thinking concentrating on the study of 'whole person' model (Maslow, Rogers, Buhler, 1962). It is concerned with topics like love, creativity, self, growth, organism, basic need gratification, self-actualization, higher values, being, becoming, freedom, trust, spontaneity, play, humour, affection, naturalness, warmth, ego-transcendence, objectivity, autonomy, responsibility, meaning, fair play, transcendental experience, peak experience, courage and related aspects (Association for Humanistic Psychology, 1962).

This approach is mainly characterized by the doctrine of Self-actualization (Maslow, 1968), and the ✓ person centred approach to counselling, therapy and education (Rogers, 1961). It also adopts the approaches of Allport, Angyal Ach, Buhler, Fromm, Goldstein, Horney, Wertheimer, Jung, Adler, Sutich and psycho-analytic ego-psychologists, existential and phenomenological psychologists.

Bugental (1962) the first President of American Psychological Association for humanistic psychology lists

Five basic postulates of humanistic psychology.

1. Man, as man supersedes the sum of his parts.
2. Man has his being in human interpersonal relationship.
3. Awareness is considered as an essential part of man's being.
4. Man is aware that he is capable of making a choice and understands he is a person in the process.
5. Man is intentional through his purpose, valuing creating and recognising meaning on which he builds his identity which distinguishes him from other species (Bugental, 1962).

Humanistic psychology emphasizes the following fundamental assumptions to study the nature of man.

1. Man is inherently good by nature.
2. Man is holistic, an integrated whole.
3. Man is active as well as reactive and future propelling with freedom and choice.

4. The individual has a natural tendency to grow to actualize his potentiality to strive for self-actualization and creative experience i.e., growth motivation.
5. Individual is unique.
6. Self-concept is the most important determiner of behaviour.
7. Affective domain of human behaviour is given equal importance with the cognitive domain (Hall and Lindzey, 1978).

Maslow (1970), the father of humanistic psychology, contributed immensely to motivation of human behaviour through his need hierarchy and stressed those motives which are distinctly human i.e., growth motives - self-actualization and cognitive needs along with deficiency motives like physiological, love, security and esteem needs. This need hierarchy is not only a series of increasing need gratification but also a series of increasing degrees of psychological health (Maslow, 1974). He believed that unless one satisfies his deficiency motives he cannot reach growth motives i.e., self-actualization, aesthetic, cognitive etc.

According to him each individual has an innate need and drive for self-actualization. "It is an on going actualization of potentialities, capacities and talents, as fulfilment of mission or call, fate, destiny or vocation as a fuller knowledge of, and acceptance of the person's own intrinsic nature, as an unceasing trend toward unity, integration or synergy within the person" (Maslow, 1968). He believed that it is an on going attempt of an individual, but not an end in itself for the maximum utilization of human potential and the need to develop to the full stature which he is capable of.

The contemporary social scientists like Mead, Rogers, Allport, Maslow, Fromm, Otto etc., have hypothesized that the average 'healthy' or fully developed human being is functioning at 10 per cent or less of his or her potential (Otto, 1970). Humanistic psychology, contradicts normality as the goal of life, but aims at more humane beings who closely approach the utilization of their full potential. Psychotherapy is no longer being viewed as the elimination of mental illness and the promotion of adjustment but also aims at growth and creativity of healthy individual. Hence, the identification and development of human abilities has become the main aim of humanistic education. Roger's (1947) self theory

with its three themes - self-maintenance, self-enhancement and self-fulfilment made the goal more operational.

He describes the development of self as follows. "As a result of interaction with the environment, and particularly as a result of evaluational interaction with others, the structure of self is formed - an organized, fluid, but consistent conceptual pattern of perceptions of characteristics and relationships of the 'I' or 'me' together with values attached to these concepts".

It is understood that the self-concept is developed by the evaluations of significant people like parents, teachers etc. These persons help children learn what they are and help to learn whether they are valuable or worthless. When these people provide unconditional positive self-regard by a complete and communicated empathic understanding and acceptance, self structure becomes fluid (free) to develop on their evaluations. Thus one develops attitudes, values, beliefs and concepts about 'self'. "Once established, the self-concept thereafter provides a screen through which everything else is seen, heard, evaluated and understood (Combs et al., 1971). The behaviour that one exhibits is determined largely by the concept that he holds about 'himself'. Hence Rogers (1968, 1983), Otto (1970) emphasized that

the quality of interpersonal relationships one maintains with others is of prime importance to nourish the other person's self and to direct him towards the goal of "fully functioning individual".

The discovery of 'real self' (Rogers, 1961; Maslow, 1968 and Laing, 1967), led host of humanistic psychologists to develop number of training programmes to train in warm interpersonal relations to relate to others with empathy, authenticity and respect.

1.5. Humanistic Education - A solution:

At present there is a lot of criticism levelled against the environments of schools. It is accused that the schools are inhuman and that they are unfit environments for children to live, are not promoting the development of students as persons sensitive, autonomous thinking and humane individuals (Patterson 1971). There is a general criticism against the present day class rooms that they are dominated by teacher talk, cramming, unhealthy competition, memory, heavy syllabus, and meaningless presentation of learning materials without relating them to life.

There is a hue and cry for reform in education and a call for humanistic education as a solution for the problems and challenges of education. The American movement "educating Americans for 21st Century" emphasizes an educational system which promotes independent thought and judgment, analytical capacity and the maximum development of each individual potential (National Science Board, 1983). Similar attempt has been made by the National Policy of Education (1986) to prepare Indians for 21st Century through a system of education which is geared to produce "thinking, feeling and creative citizens". In effect, training programmes are organized all over the country to train all teachers both primary and secondary to accept and adopt the new role of teacher as a 'facilitator'.

Humanistic psychological principles stated earlier laid foundation for a new direction in education which later metamorphosed into humanistic education. Now the goal of humanistic education is to develop men who can think, feel, act, understand, accept and respect one self and others, not only on the basis of intellect but on feeling as well.

Our failure is not in giving information to the students, but in not helping them discover the meaning of information, so that it makes a difference in behaviour. Learning itself is a human process. To ignore the human aspects of learning is to destroy the efficiency of teaching on one hand and fails to prepare the youth to face the challenges of the world on the other.

Thus Humanistic Education aims at educating the whole person. It emphasizes the importance of both cognitive, affective and experiential learning. It takes into account the uniqueness and individuality of persons. It focusses on persons and processes rather than subject matter mastery which is a natural by-product of such a relaxed environment characterized by warm, positive and accepting human quality (Goodlad, 1967; Huckins, 1974). The spirit of humanistic education lies in Teacher-pupil transactions characterized by mutual respect, acceptance and recognition of pupils needs for safety, identity and individual treatment. The goal of humanistic education lies in providing such conditions like empathic understanding genuineness respect and unconditional positive regard (Rogers, 1969) to nurture the child's self actualizing and growth tendencies (Maslow, 1968).

The approaches of Maslow, Rogers and Moustakas opened up new ways of looking at human nature, which demand the need for humanistic education. There is a need at present to create and enhance humane class room climate which nurtures the understanding that individual has within himself vast resources for self-understanding, for altering his self-concept, his attitudes and his self-directed behaviour. These resources can be tapped if only a definable climate of facilitative psychological attitudes is provided. Hence, teacher perception, stance and teacher behaviour need to be blended to have a theory of practice. Therefore, there is a need to multiply humane class rooms to nurture child's actualizing tendencies.

Education is considered a means of drawing out the best in child. Secondary Education Commission (1964-66) emphasized the need and importance of education to help the child think, invent and innovate, while Neil (1960) believed that a young human being will develop into a healthy and fulfilled individual if she is given freedom and unconditional support to do so. Hence, education should provide opportunities for self-understanding and self-development. Knowing oneself leads to knowing and accepting of others. Self-development leads to helping

others to develop. As the present day education over-emphasizes the training of cognitive domain, there is every need to realise the importance of training the affective domain on par with cognitive domain understanding the holistic nature of child.

1.6. Need for training of teachers in human relations:

School is found to be one of the major instruments for socializing children in terms of our cultural values, traditions, attitudes, beliefs, knowledge and skills. It is also believed that education is a continuous and life-long process and therefore, should also be concerned with life-coping skills and not just the class room, or academic subjects isolated from the larger world.

Many of our most difficult problems in life are interpersonal in nature. Therefore, it is necessary and reasonable to help teachers and students develop the skills necessary for establishing and maintaining effective and facilitative inter-personal relationships.

If the teachers are facilitators of learning, they must begin with where the students stand psychologically, i.e., where their feelings are. Feelings are the sources

of energy. If students feel negative about their school work and learning, they lose energy and are misdirected. Tremendous amount of energy is present when teachers relate subject matter more meaningfully to their needs and arouse positive feelings. Positive feelings in turn are created when students feel good about themselves. Humanistic education places special emphasis in helping teachers to understand and build on the feelings of their students. All students deserve to have their total development facilitated by a truly competent human being - their teacher. Therefore, teachers themselves must grow and live fully if they are to help students learn to do likewise. Hence a systematic human relations training is needed to equip teachers with necessary humanistic skills to facilitate a healthy teacher-pupil relationship.

If a teacher is to be facilitative in the class room, he needs to have effective inter-personal communication skills, through which he could assist his students in their self-development. Effective inter-personal skills do not just happen by chance; they are to be learned (Joewittmer and Myrick, 1974).

Great and good teachers of all times are found to be humanistic in their approach. Great teachers like

Aristotle, John Locke, Rousseau, Froebel, John Dewey, Pestalozzi, Neill, Annie Besant, Aurobindo Ghosh, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi and Sarvepalli Radhakrishnan have respected their students, have treated them as persons and have been interested in their feelings and attitudes. They collectively argued that education involves the whole person - body, mind and spirit but is not purely a cognitive activity. They not only gave us theories of education, but also proved them in their actual practice. Therefore, the present day teachers need to be trained in human relations to facilitate both personal and cognitive growth of their students and to develop whole persons i.e., allround personalities. National consortium for humanizing education made a big venture in the field of humanistic education and laid research foundation on Rogers' three basic human conditions which enhance learning - empathy, congruence (genuineness) and positive regard (respect) (Rogers, 1957). Carkhuff developed a teaching model based on the above humanistic interpersonal dimensions. His model involves skills of teaching - interpersonal skills and the levels - attending, responding, personalizing and initiating. He proved through research that only those teachers who received training in humanistic interpersonal skills facilitated students' growth both

personal and cognitive and those teachers who could not employ the above skills had retarded effect rather than neutral effect on their students (Aspy and Roebuck, 1977).

1.7. Humanistic Orientation Training of Teachers and related variables:

As mentioned earlier, in humanistic education, subject matter mastery is a natural by product of warm, positive, accepting, and humane climate. It is understood from previous research that such a learning would occur due to some of the intervening variables like self-concept, attitude towards school, locus of control and perception of teacher's facilitative behaviours i.e., empathy, genuineness and respect (Coleman, 1966, Rogers, 1969 and 1980; Aspy, 1972). National Consortium for Humanizing Education (NCHE) found that higher levels of teacher's interpersonal communication skills increased students' attendance, self-concept, academic achievement and I.Q (NCHE, 1977). The shift from teacher-centred to child-centred education has made teachers accept the idea of Pestalozzi who was the first in psychologizing education. Theoretically, educationists have accepted the idea that unless the learner's affective needs are on the

way of being met, they will not make themselves free to learn the cognitive content and release their creative potential.

Present day teachers require training in such humanistic approach to teaching, as their pre-service teacher education was mainly based on behaviouristic and psychoanalytic principles.

1.8. A glance at previous studies, felt gaps and needed research:

A few research studies which are relevant are reviewed and classified under two heads, studies on (1) class room climate and psychological education and (2) humanistic interpersonal skills of teacher and pupil's growth. This classification helps the researcher have a bird's eye-view of the present status of research and provides a rationale to undertake the present study.

1.8.1. What do studies on class room climate and psychological education convey?

As it is rightly pointed out by Indian Education Commission (1966), "The destiny of India is being shaped in her class rooms". Class-room plays a vital role in

the life of a child. Class-room climate which provides a suitable nurture both in cognitive and affective aspects enhances the total growth of a child.

In India, the research in humanistic education is still at its embryonic stage. Though the intervention studies to facilitate personal and cognitive growth through humanistic approaches are fewer, an ongoing effort toward this trend is observed in the areas of self-concept, teacher behaviour, class room climate and psychological education. In this light, the studies conducted at the centre of Advanced Study in Education, Baroda can be seen in four progressive phases toward humanistic trend.

The studies (1969 to 1976) in the first phase show domination of behaviouristic approaches in the study of both independent and dependent variables. The following studies conducted in the development of achievement motivation bear the evidence.

1. Developing concerns through incentive treatment (Desai, 1969).
2. Developing motivation through Mehta's curriculum (Desai, 1970).

3. Developing motivation through new curriculum inputs (Desai, 1970).
4. Developing concerns and sensitivity in pupils of convent schools through teacher orientation (Desai's JMEA experiment, 1976).

The results of the above studies indicated that by training teachers in using positive incentives and motivation developing curricula, their pupils showed a significant improvement in concern for excellence, self-image and academic performance.

The studies in the second phase show that teacher behaviour was studied by atomistic and behaviouristic approaches and the study of concomitant pupil behaviours showed an inclination toward wholistic and humanistic approaches. The following studies fall under this category. Raijiwala (1975), Pavanasam (1975) and H.B. Desai (1976) trained teachers in indirect behaviour (Flanders, 1970) and studied its effect on pupils' psyche. The results conveyed that by training teachers in Flanders' Interaction Analysis categories for indirect behaviour, their pupils exhibited a significant improvement in concern for excellence, trust, initiative, independence and

adjustment, in short their psyche and academic performance. The results also indicated that an integrative class room climate was generated due to the interaction of teachers and pupils.

The studies conducted later, fall under the third phase where a progressive trend towards wholistic and humanistic approaches is quite vivid. In the following studies, both teacher behaviour and its effect on pupils' psyche and academic performance show still more inclination toward wholistic and humanistic approaches. As an evidence the following studies can be cited.

1. Psychological education in primary school children (Choksi, 1976).
2. Developing motivation in teacher trainees (Lakshmi, 1976).
3. A psychological education input for the enhancement of self-concept and achievement motivation in college students (Olivia, 1985).

The results of the above studies collectively confirm that when wholistic and humanistic approaches (Psychological education inputs) are adopted, pupils show greater gains in affective and cognitive outcomes.

The studies conducted by Thangam (1980) and Sundara Lakshmi (1981) are further oriented toward wholistic and humanistic trend depicting fourth phase in this line. The following studies bear the evidence.

1. An experimental study of class room climate (Thangam, 1980). The study revealed that by training teachers for indirect behaviour and the use of psychological education inputs to pupils resulted in significant gain in pupils' academic motivation, adjustment, class room trust, activity level, dependency, expectancy and class room integration which in turn facilitated the generation of a positive class room climate. Such a positive change in class room climate resulted in higher gain in the academic performance of pupils.

Sundara Lakshmi (1981) went further in this line and conducted a study comparing the effects of the two instructional strategies on pupils' growth. She found that when the teacher's role was ^{work of} an 'initiator', pupils gained more in academic performance and initiative, whereas when teachers' role was ^{work of} a 'facilitator', students gained more in class room trust, acceptability and cohesiveness.

From the above research studies one can trace a clear progressive trend from behaviouristic to humanistic approaches in the study of human behaviour. Thomas (1987) made a beginning in the area of humanistic education. He conducted an experiment by organizing a single class room on humanistic grounds following a counselling and psychotherapy model (Egan, 1976) and studied its effect on certain student outcomes. The results revealed that students showed significant and greater gains in their attitude toward school, self-esteem, perception of teachers and academic performance. Although there is gain in creativity and cooperation, it is found to be not significant.

The investigator perceived a research gap and thought whether there is any teaching model based on humanistic interpersonal skills rather than counselling and psychotherapy model. Hence the investigator selected Carkhuff's model of interpersonal skills of teaching (1977) which was widely used by Carkhuff institute of human technology and Gazda et al. (1971).

1.8.2. How do humanistic interpersonal skills of teacher influence pupil's growth?

Rogers (1969) and Patterson (1973) strongly believe that learning will best be promoted by facilitative interpersonal skills of teachers - empathic understanding, respect and genuineness. Observations of the 'turned on' students reveal that they had been nurtured mostly by the teacher's facilitative interpersonal relationship. In a symposium on 'what do I expect of a teacher' conducted on Fifth September, 1987 in St. Joseph's College of Education for Women, Guntur, most of the students from Colleges of Medicine, Engineering, Law, Arts, etc., expressed one thing loudly, 'apart from subject matter mastery there should be a human quality i.e., warmth, understanding and personal touch of the teacher to promote motivation and interest towards studies'. (Subrahmanyam, II Year Engineering student, 1987).

Rosenthal and Jacobson (1968) reported that students achieved better when their teachers had high expectations regarding them. Flanders (1965) found that pupils achieved more when their teachers used indirect methods rather than direct methods. Combs and Super (1963) found that both effective and ineffective teachers

felt that the helping relationship was important for effective learning in the class room. Gooding (1964) found good teachers tend to see their purpose in teaching as one of freeing rather than controlling students. Emmerling (1961) 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-Lennard's relationship inventory. McDonald 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 students' responses tended to be reproductive. Leeper (1967) found that pupils learn school subjects better when their teachers are courteous, friendly and respectful. Carkhuff (1982) found positive results in students' cognitive growth, when the teachers communicate effectively. Schmuck (1963) found when the teacher is empathic, liking and affection among students are distributed more evenly throughout the group. In his later study (1966) he found that significant relationships existed between 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, Kounin and Gump (1961) found that

punitive teachers had more pupils who manifested aggression, displayed misconduct and who were careless about learning.

National Consortium for Humanizing Education (N.C.H.E) headed by Carkhuff, David Aspy (1969, 1972), and Roebuck (1976, 1977) trained more than five hundred teachers and administrators and ten thousand students in specific interpersonal communication teaching skills (Carkhuff Model) and found that the training resulted in higher achievement, high self-concept, high attendance and significant improvement in I.Qs. of their students. Kratochvil et al. (1969), found that students of the highest level teacher obtained an average of twenty two months academic growth, while the students of lowest level teachers obtained an average of nine months academic growth, both measured over a period of one academic year.

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) found that empathy and positive regard were significantly related to positive changes in children's adjustment to school, teachers and peers,

Griffin and Bruks (1969) conducted a systematic human relations training for teachers working with inner city students. Following training, the teachers demonstrated high levels of interpersonal skills and the elementary students were unanimous in evaluating the learning experience as the best in their school years. Carkhuff (1970) 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 class room. 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. Stoffen (1970) examined the relationship between the levels of empathy and positive regard offered by teacher-counsellors and measures of elementary school achievement and class room

behaviour. He reported a significant positive relationship between these variables.

Childers (1973) compared student teaching practices of preservice teachers who had participated in systematic human relations training with student teachers who had not participated in such training. He 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 the effects of 'systematic human relations training on fourth graders, Desselle (1974) found that students who received human relations training were observed to be more co-operative in class and were rated more positively by their teachers than students in the control group.

The above review of researches conducted in the field of humanistic education highlights that higher levels of humanistic input in class rooms resulted in higher levels of students' affective and cognitive outcomes. It is noted that when teachers are trained by a systematic human relations training model, the effect is found to be more vivid in students as well as teachers.

This empirical evidence further strengthened the investigator with a rationale to undertake the present study. As the field is of recent origin, very few attempts are made in India to study the affective and cognitive growth of students based on systematic training of teachers in human relations. Lot of research needs to be undertaken in this line to build a strong theoretical frame work. Secondly, there is every need to multiply humanistic class rooms by organizing systematic training programmes to both pre-service and inservice teachers. The present study is such an attempt to train teachers on systematic human relations and to study its effect on personal and cognitive growth of their students.

1.9. The present study:

As mentioned earlier, humanistic education integrates and develops both cognitive and affective behaviours of students. But very often teachers ignore the fact that student is a feeling thinking being. As such, teachers tend to create a climate characterized by fear, pain, anxiety and threat. Humanistic approach emphasizes the possibilities for positive growth and looks at human motivation developing beyond the more basic level towards a single over arching need - the self actualization. If

the learning climate is one of acceptance of the child as he is, if there is mutual trust and when most of the psychological needs are on the way of being met, then there will be a heightened ability to grow and nurture the human potential. In order to create such a climate which nurtures and facilitates both personal and cognitive growth of a pupil, the teacher should be equipped with interpersonal skills to establish, maintain, and promote effective interpersonal relationships in the class room.

The review of previous studies indicates that humanistic education promotes improved cognitive and affective outcomes of students such as academic achievement and I.Q., self-concept, academic self-concept, academic motivation, self-esteem, improved teacher-pupil, and interpersonal relations among students, sense of control over performance and instructional mastery. Rogers (1969), stresses that if a child is psychologically secure and most of his needs are on the way of being met, there will be a greater release of creative potential. As humanistic education aimed at the release of creative potential, the studies reviewed above, gave very scant attention to measure this variable. Therefore, the present investigator would like to fill in the perceived

gap by taking up creativity also as one of the variables.

Unfortunately teacher education programmes, both Pre-service and inservice, have generally given insufficient attention to the human relations aspect of teaching. The emphasis is placed on theory rather than direct application to class room. In other words, the focus is on the discrimination of desirable teaching behaviour rather than the communication of these behaviours. Thus, deliberate modelling and other experiential sources of learning are largely neglected and as a result, the attitudinal, emotional, physical and behavioural changes are not maximized.

As it is understood, a healthy developed human-being is using only 10 per cent of his/her potential, there is every need to organize human relations training programmes to develop one's capacities for improved functioning. The major theme of this programme is acquisition of humanistic facilitative inter-personal skills.

Apart from the studies on class room climate and psychological education, only few attempts are made in India in the direction of humanistic education. As the research in humanistic education has taken full swing in

America, India has yet to pick up the speed. There is an urgency to build all our educational practices around human processing skills (Carkhuff, 1986a, 1986b). To suit this demand the investigator felt the need to explore how this new area of human processing i.e., humanistic interpersonal skills facilitate the development of human potential.

The present study is an experimental intervention aimed at studying the effect ~~on~~ ^{of} systematic human relations training of teachers on student outcomes in a natural setting, while all other factors are 'as usual'. If only one factor is controlled in a particular way over a fairly long period of time, the possible variations in student outcomes can be attributed to that factor with some definiteness. In the present study, the effect of teachers' levels of interpersonal functioning, on students' personal and cognitive outcomes is explored.

In the studies reviewed, only a few dimensions of humanistic orientation are taken into consideration. But the present study employs a systematic presentation of various dimensions of humanistic orientation in the form of specific skills applied to teaching-learning situations. After such an orientation all the subject teachers

are allowed to teach students over a period of time employing the facilitative interpersonal skills which they were trained in. The effect of this input is seen in terms of students' personal and cognitive growth. The experimental intervention is replicated in two places by undertaking two parallel studies to strengthen the results.

The present study attempts to probe into the relationship among three variables i.e., humanistic orientation training of teachers, personal and cognitive growth of their students as first one being the independent and the other two are dependent variables. The study tries to find out answers to questions such as (1) What are the conditions under which personal and cognitive growth of students can be nurtured? (2) What are the facilitative behaviours and interpersonal skills that a teacher should employ to promote growth in his students? (3) Could it be possible to train teachers and bring change in their behaviour through humanistic orientation training? (4) Will this humanistic orientation bring a change in interpersonal relations of teachers and pupils and enhance personal growth in terms of students' attitude towards school, self-esteem, perception of their teachers and

sociometric status? (5) Will this input programme of humanistic orientation enhance students' cognitive growth variables like academic performance and creativity? The investigator's main intention is to find answers to the above questions. The assumption is that higher levels of humanistic orientation of teachers will help bridge the gaps in education and enhance personal and cognitive growth of their students. The present study is a humble attempt to verify her assumption through an empirical method.

The present study aims at an organization of humanistic input programme and its effect on students' personal and cognitive growth. The study is titled as stated below:

The title of the study:

"Effect of Humanistic Orientation training of teachers on personal and cognitive growth of Secondary School Students".

The main objectives of the study are:

1. To develop a humanistic orientation training package for secondary school teachers.

2. To organize humanistic orientation 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 students' -
 - 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 humanistically oriented teachers on students' cognitive growth with respect to -
 - a) creativity and
 - b) academic performance.
