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Development of the Teacher's Self for Effective Teaching

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DEVELOPMENT OF THE TEACHER'S SELF

FOR EFFECTIVE TEACHING

———————

A Thesis

Presented to

the Graduate Faculty

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———————

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

———————

by

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APPROVED FOR THE GRADUATE FACULTY

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Chapter 1

THE PROBLEM AND OVERVIEW OF THE PAPER

No one is born with a self-concept. The self is achieved as the individual perceives himself in interaction with other individuals. The self-concept of the child develops slowly over the years. Generalizations about self come as the result of repeated environmental reinforcements. Once the self-concept is developed, change does continue to occur but even more slowly. Appropriate re-evaluations of oneself throughout life are healthy indications of change continuing to occur slowly in the emerging self; self is not static. Of concern and interest to educators for many years have been the related problems of "self," "self-perception," and "self-concept." Evidence is the vast amount of related literature.

The way one sees himself in interaction with those around him in the process of growing up will largely determine his self-concept. Each of us learns we are capable or not, acceptable or unacceptable, liked or disliked, in relation to the kinds of experiences we have had in our childhood years. Each of us has numerous ways of seeing himself-- as a man or woman, an American or whatever the nationality may be; as a teacher, banker, or clerk; as a mother or father; and so on.

Combs, quoted by Clayton, contends "all of our activities are motivated by a drive to develop, maintain, and enhance our perception of self as adequate under the circumstances of life" (6:76).

Arkoff divides the self into four dimensions of the self-concept:

1. the subjective self [the private view we have of self]

2. the objective self [the self as perceived by others]

3. the social self [the self as we think we look to others]

4. the ideal self [our concept of the person we would like to be]
   (2:218)

Gardner, as quoted by Waetjen and Leeper states the need for development of self this way:

> What we must reach for is a conception of perpetual self-discovery, perpetual reshaping to realize one's goals, to realize one's best self, to be the best person one could be. . . . the involvement here is with emotions, character, and personality as well as intellectual [the intellect] (36:42).

Gardner advises if all prospective teachers and others in the helping professions, that is, anyone directly involved with human growth and development of others, fully understood essentials of personality development and conditions best fostering family solidarity, the future of society would surely benefit; this knowledge would spread outward and upward leading to greater emphasis of personality development rather than physical development (36:42).

When a child is accepted, respected, approved of, and liked for what he is, he will have an opportunity to acquire an attitude of self-acceptance and respect for himself; with such an attitude he will have the freedom to venture. If appraisal placed on a child by others is mainly to repudiate him, blame and find fault with him, belittle and condemn him, then the growing child's attitudes toward himself will be mainly unfavorable. There is a close relationship between attitudes toward self and attitudes toward others, as reported by Jersild quoting Sullivan: "As one respects oneself so he can respect others" (16:181).

Mead, as quoted in Jersild, said:

> The self . . . is essentially a social structure, and it arises in social experience . . . it is impossible to conceive of a self arising outside of social experience (16:182).

Kelley describes the self as being achieved through social contact; therefore understanding of self has to be in terms of others. The self consists of an organization of the accumulated experiences over a lifetime. For this reason a great deal of self has to be relegated to the unconscious and is forgotten. We need awareness that, although forgotten, these early experiences are not lost; the unconscious part of the self functions, for better or worse, depending on the quality of experiences in one's early life (7:9).

THE PROBLEM

Statement of the Problem

The recognition of adequate development of the teacher's <u>self</u> is seen by the researcher and shown by literature as a major problem for teacher education in the near future. Teaching is a helping profession; the ultimate goal of teaching is to better hear and relate to the needs of human growth and development of children in the classroom. Since the way one views himself greatly affects how he sees others, the importance of a positive teacher self-concept can hardly be overemphasized.

Purpose of the Study

The purpose of this research paper is to identify criteria which may be used in evaluating adequate personality characteristics in individuals professing a desire to proceed in the profession of teaching. The researcher realizes each person is an individual human being with his own likes and dislikes, strengths and weaknesses, interests, distinguishing characteristics, his own private, intimate "inner" life. These criteria are intended only to serve as suggested guideposts; a number of characteristics will be deemed advisable in the evaluation rather than any one specific characteristic.

Importance of the Study

Combs asserts the most important single influence affecting an

individual's behavior is his self-concept. What he believes about him-
self affects every aspect of his life. Adequate, effective, efficient,
self-actualizing people see themselves as liked, wanted, acceptable,
and able. Because they see themselves as belonging, responsible,
effective personalities, so they behave (8:14-15).

According to Bernard:

Each new generation must learn the processes of effective living.
Without direction and suggestion provided by experience of pre-
vious generations, the actions of the present generation would
be faltering and groping. Since the outstanding characteristic
of human beings is the high degree of their ability to change,
the mental health of the future is dependent upon those who
influence the lives of young people today. The greatest influ-
ence is held by parents; a close second is the role held by
teachers (3:16-17).

Research indicates the school is second only to the home as
a social force influencing a child's attitude toward himself and others.
All the teacher's relationships with his pupils in a classroom have an
effect on the child's way of life. Psychologists agree the process of
self-discovery can be difficult, painful, and time consuming. The effort
is worthwhile, however, for unless resolved, these inner feelings of
anxiety, hostility, guilt, inferiority, and other forms of self-distrust
carry over into adulthood; if unresolved, these conflicts of youth com-
pound themselves when added to the real dangers in our troubled world,
and the unhealthy attitudes are further compounded (17:1-10).

Important to the helping relationship is the accepting, empa-
thetic attitude on the part of the professional person; an achieving

individual with worth and dignity through the development of his poten-

tailities; the individual human being as a more self-actualizing indivi-

dual, moving on to more challenging and enriching experiences, confi-

dent and ready to adapt in an ever-new-and-changing world.

The researcher concurs with Jersild in believing the teacher who

wants to help his pupils understand themselves must constantly strive to

better understand himself. "Self-understanding requires courage to seek

. . . and humility to accept what one may find" (18:83-84).

LIMITATIONS OF THE STUDY

In the helping professions the mental health of the individual

can hardly be overlooked. For the sake of clarity, the focus of this study

will be limited to recognition of qualities of mental health in college stu-

dents. The purpose of recognizing these qualities will be to guide those

with more attributes of adequate personalities into the teaching profession,

and encouraging those with less positive self-esteem toward greater self-

understanding and self-acceptance or into other professional or occupa-

tional areas not designated as the helping professions.

DEFINITION OF KEY TERMS

Unless otherwise referenced, the following definitions were

taken from Carter V. Good (ed.), Dictionary of Education (New York:

McGraw-Hill Book Company, 1959.

Adequate Person

An adequate person was interpreted to mean one with an adequate personality possessing certain characteristics. He must be able to see himself as capable of performing the task at hand; in his experiential background has some history of success; sees self in a relationship of yesterdays, todays, and tomorrows. He must like what he sees of himself, at least well enough to be operational (7:10). He must be in a process of movement toward self-improvement rather than being in a static state.

Anxiety

A painful uneasiness of mind concerning impending or anticipated ill. Hinges on internal or subjective condition. Anxiety represents a danger or threat within the person himself rather than being solely external in nature (16:381).

Compassion

Compassion will be used in the connotation of acceptance of self and others. The ultimate expression of emotional maturity. Through compassion a person experiences the farthest reach in his search for self-understanding.

Empathy

Empathy shall mean to sense others' inner world of private personal meanings "as if" own [without losing "as if" quality] (23).

Fully Functioning

An ultimate stage, where most of the threat and defense mechanisms are no longer needed; the enhancement phase of personal adequacy (6:76). Sensitively open to all of one's experiences, feelings, reactions, and emergent feelings one discovers in himself (7:141). The fully functioning individual holds human values; sees others as assets, not threats (7:198).

Harmony

Harmony used in this paper will imply a balance between personal and environmental demands, giving each consideration (2:18).

Happiness

Happiness will be used here to mean a general sense of well-being (2:18).

Integrated Personality

An active, adapting personality, characterized by unit of action, in which the responses of the various parts have meaning only in terms of their relation to the functioning of the whole; that is, a personality in which all the tensions and forces that play a part in human life, physical, spiritual, social, emotional, moral, aesthetic, etc., work together in harmony with the purposes, desires, and needs of the individual concerned.

Mental Health

The establishment of environmental conditions, emotional attitudes, and habits of thinking that will resist the onset of personality maladjustments.

Positive Self-Concept

A feeling of being adequate, capable of dealing with the world, likeable, valued, truly worthy and free. From these feelings grow self-respect, self-confidence, dignity, and honor as well as happiness and coming to know the joy of living; people develop a positive self-concept by discovering humanity, truth about their identity, by being treated honestly for who they are (11:55).

Self (in behavior relationship)

All behavior in realm of conscious control is consistent with the concept of self. When self-concept changes, behavior is a predictable concomitant change (27:380).

Self-Acceptance

Positive image of oneself (2:18).

Self-Actualization

A special determinant of ego involvement where the individual is motivated to make his image of what he might accomplish come true

21:121).   A more efficient perception of reality and comfortable relations
with reality (5:84).

Self-Concept

The private, intimate "inner" life of a person which only he has
access to and which only he can directly know (16:180).

Self-Confidence

A belief certain goals are within reach motivates one to achieve
these goals in order to actualize his new self-concept (21:121).

Self-Disclosure

A willingness to let oneself be known to others (2:17).

Self-Emerging

An evolutionary concept which holds that the individual is con-
tinuously rebuilding the self through interaction with the surrounding
culture; that nothing is predetermined at birth or at any subsequent period;
what the individual accepts out of each experience is built into the self,
and in turn, affects the emerging culture.

Self-Esteem

Self-esteem shall be used to mean a pride in oneself (2:18).

Self-Identity

For this paper the term shall mean a sharp and stable image of oneself (2:18).

Self-Image

The perceptual component of self; the picture one has of the impressions he makes on others.

Self-Insight

This term shall mean a knowledge and understanding of oneself.

GENERAL OVERVIEW OF THE PAPER

Chapter 1 introduces and states the problem and purpose of the study, the importance of the study, limitations of the study, definition of terms, and a general overview of the paper. The remainder of the paper is a historical and descriptive review of the literature with implications for effective teaching.

Chapter 2

REVIEW OF THE LITERATURE

Since the time of Socrates and his words, "Know thyself," to
the present day, many educators, philosophers, and others interested
in the betterment of society for the future have been concerned with the
importance of the individual and understanding of The Self. The goal, to
help the individual be all that he is capable of being--in a social setting--
is the same; only the approaches to meet this goal vary widely. Because
of the vast amount of literature written in this area, it has been deemed
essential by this writer to be selective in reviewing the literature, keep-
ing mainly to the most recent trends in self-concept development.

THE SELF DEFINED

Kelley defines self as "consisting of an organization of accumu-
lated experiences over a lifetime" (7:9).

Jersild defines the Self:

The self is a composite of thoughts and feelings . . . a person's
awareness of his individual existence, his conception of who and
what he is. . . "the sum total of all . . . he can call his." The
self includes . . . a system of ideas, attitudes, values, and
commitments. The self is a person's total subjective environment.
. . . a person's inner world as distinguished from the outer world
consisting of all other people and things. The self is "the indivi-
dual as known to the individual. . . . that to which we refer when

we say 'I'". . . . it is the thing about a person which has
awareness and alertness. . . . The self is reflexive . . .
an object to itself . . . both subject and object . . . both
a knower and a thing that is known . . . the nucleus of a
personality. The self is both constant and changeable. It
includes the . . . "constant nature of an individual plus all
that is conditioned by time and space that is changeable."
It provides a nucleus on which, and in which, and around
which experiences are integrated into the uniqueness of the
individual. In the process of experience . . . [the self]
assimilates, integrates within its own system that which is
essential and authentic, while renouncing what is unessential,
strange and harmful (17:1-10).

The self is defined by Ringness:

The self is largely the product of learning. Because it does
affect behavior in general, rather than simply in specific situa-
tions, if aspects of the self can be modified, behavior can be
affected in a wide variety of situations. . . . The self concept
. . . represents one's expectations as they refer to his character-
istic behaviors and abilities. It need not always be clearly
formulated . . . the child who lacks self-confidence . . . behaves
as if he expects to fail at tasks set for him. . . . Self-concept
affects behavior since it affects the ways one expects his actions
to be reinforced . . . If the self-concept . . . is modified,
behavior . . . should be modified. The self-concept is individual
to the person . . . It is extremely difficult . . . to understand the
acts of another without having some idea of what his behavior
means to him . . . . His attitudes and values help determine
whether he considers his behavior successful or not and . . .
what he may learn from a given sequence of events. . . . Each
of us lives in a world of his own making. Reality is therefore
subjective insofar as any one person is concerned; what he
BELIEVES to be true IS true insofar as determining his actions is
concerned . . . (28:344-345).

Moustakas defined self in this manner:

The self is . . . alone existing as a totality and constantly emerging.
It can be understood only as a unique experience. . . . The self is
undifferentiated in time and space. It is being, becoming, moving
undivided from the world of nature or the social world (13:40-41).

THE DEVELOPMENT OF THE TEACHER'S SELF

According to Kelley, the self has to be achieved through social contact; it has to be understood in terms of others in the environment. Much of the self has been relegated to the unconscious and is forgotten. We must be aware of the fact that the unconscious part of the self functions, for better or worse, depending on the quality of the experiences one has encountered in his life (7:9).

Rogers defines the fully functioning person, that is, one whose self-concept has developed to the place where he is able to be open to his feelings, experiences, reactions, and humble:

> The fully functioning person is creative. With his sensitive openness to [the] world, and his trust of his own ability to form new relationships with his environment he is the type of person from whom creative products and creative living emerge. Such a person is sensitively open to all his experience, sensitive to what is going on in his environment, sensitive to other individuals with whom he is in relationship and sensitive perhaps most of all to the feelings, reactions and emergent meanings which he discovers in himself (7:141).

Rogers discusses the self of the individual as it relates to behavior:

> The self is related to behavior significantly. All behavior perceived as being in the realm of conscious control is consistent with concept of self. If there are exceptions, they are accompanied by marked distress. Consequently when the self-concept is changed, behavior alteration is a predictable concomitant. The new behavior will be consistent with the new structure of self as perceived by self (27:380).

Combs incorporates his views with those of Erikson, Maslow,

Benjamins, Brownfain, and Bills, as he has this to say about the impor-

tance of development of a positive self:

> A positive view of self gives its owner a tremendous advantage in dealing with life. It provides the basis for great personal strength. Feeling positively about themselves, adequate persons can meet life EXPECTING to be successful. Because they expect success, they behave . . . in ways that tend to bring it about. . . . With such a basic security, life can be met straightforwardly. Courage comes naturally. Indeed, behavior which seems courageous to their fellows [others in the environment] often to the adequate people seems to be only the "normal" thing.
>
> Because they feel essentially sure about themselves, self-actualizing persons can feel a higher degree of respect for their own individuality and uniqueness. . . . they are less disturbed or upset by criticism. . . . stable in the midst of stress and strain. Positive feelings of self make it possible to trust themselves and their impulses. . . . utilize themselves as trustworthy, reliable instruments for accomplishing their purposes. They have less doubts and hesitation about themselves. Small wonder that weaker persons are often drawn to them or that adequate people are likely to gravitate into leadership roles.
>
> With a self about which he can be fundamentally sure, a person is free to pay much more attention to events outside the self. A strong self can be forgotten on occasion. A weak self must be forever buttressed and cared for. It intrudes in every situation. With a strong self, problems can be dealt with more objectively because self is not at stake. Solutions can be sought solely as "good" answers to the problem at hand, rather than in terms of their immediate contribution to the enhancement of self. Adequate persons can afford to behave unselfishly because the self is already basically fulfilled.
>
> . . . positive view of self permits adequate people to be effective without worry about conformity or nonconformity. . . . They can behave in terms of what seems best to do, and let the chips fall where they may. . . . [conformity is] not a governing motivation in the behaver.
>
> Having a positive view of self is much like having money in the bank. . . . provides a kind of security that permits the owner a freedom he could not have otherwise. . . . can risk taking chances; one does not have to be afraid of what is new and different. . . . can launch himself without fear into the new, the untried

and the unknown . . . . creative, original and spontaneous . . . .
he can afford to be generous, to give of himself freely or to
become personally involved in events. Feeling he is much more,
he has so much more to give (7:52-53).

THE "NEEDS" THEORIES

Combs and Snygg, as reported by Ringness, express the "needs"

of the individual as "maintenance directed" and "growth directed." They

concur that these basic needs must be satisfied for a person to be

reasonably (1) happy, (2) functioning, (3) able to express self, (4) growing

and developing, and (5) able to use one's talents and abilities (28:15).

The hierarchy of needs as presented by Maslow and related by

Clayton, point to the stages of developmental needs proceeding from

simple to complex. The progression in the hierarchy depends on the

achievement or satisfaction of the preceding needs. Only as each need

in the stage of development is met can an individual grow toward self-

actualization and less need for defense mechanisms. As described by

Maslow, the needs of each individual are:

1. physical needs (as food, water, sex) [relatively immature
       individual if operating here predominantly]
2. safety needs
3. love and belonging needs
4. esteem needs
5. self-actualization needs [relatively mature if predominantly
       operating here]
6. cognitive and knowing needs
7. aesthetic needs (need for beauty and harmony) (6:143)

Clayton concurs essentially with Combs, Rogers, and Maslow that the individual needs to "be" his feelings with his own perceptions and goals. When this occurs, Clayton feels growth forces within the individual will motivate him in appropriate directions (6:77). Clayton developed a "needs" theory in which he describes needs as functioning on three possible levels: (1) developmental, (2) frustration, and (3) maintenance. The developmental level indicates operation of needs until they become powerful enough that satisfaction permits movement to the next stage of growth. Consistent frustration reveals characteristics of immaturity, inability to deal with reality, and more vulnerability to later threats of frustration. Clayton feels specific behavior of an individual is partly dictated by his needs structure and is within the interaction present at that time (6:143).

Gordon's thinking is related by Arbuckle as he describes the needs of every human being as a combination of his physical, emotional, social self in the cultural environment in which he lives. All three of these forces for development are related to one fundamental drive--"the drive toward actualization" in the development of self (1:59).

Havighurst, as quoted by Arkoff, sees "needs" as occurring through "developmental tasks." These occur in stages in the developmental sequence in our lives. He identifies these as: (1) infancy and early childhood, (2) middle childhood, (3) adolescence, (4) early adulthood, (5) middle age, and (6) later maturity (2:231). Only as one is able

to master the developmental tasks arising approximately at each of the described stages of life will he emerge a "successful human being."

Havighurst recognizes there may be a variance in developmental tasks from culture to culture. Even within a culture these tasks may vary from class to class. He cites an example of the variation in developmental tasks in the relatively simple vocational preparation required in primitive societies in comparison with the complexity of the task, full of anxiety, for middle class American adolescents today (2:231).

Arkoff describes Erikson's theory of eight developmental needs of the individual. The needs include (1) infancy, (2) early childhood, (3) play age, (4) school age, (5) adolescence, (6) young adult, (7) adulthood and (8) mature age (2:232). Erikson believes further that meeting the child's needs of adequate warmth and love during the first year of life is critical for the development of trust in others (2:233).

Raths designed a theory to help teachers understand the emotional needs of children and to improve rapport for a better working relationship between teachers and children. This theory relates emotional needs with behavioral motivation. The eight needs listed by Raths and reported by Clayton are: To (1) be loved, (2) belong, (3) feel economically secure, (4) understand, (5) achieve, (6) be free of excessive guilt feelings, (7) be free of excessive fears, (8) share and have self respect (6:146).

The first three needs described by Raths give one a feeling of security. Numbers 4 and 5 of his theory are "independence needs"--a

need to make sense of the world and achieve in the world. Numbers 6

and 7 are "intrapersonal needs"--personality dynamics, internal conflicts.

These can interfere with healthy, objective behavior. The last need as

presented by Raths is a "maturity need"--the need to grow in self-respect

as one feels his sharing makes a worthwhile contribution (6:146-147).

The hypothesis of Rath's theory, as reported by Clayton, is that

"needs satisfaction" leads to balanced, objective, productive behavior

and freedom to operate on higher levels, thus expanding the self. On the

opposite end of the continuum, "frustration of needs" leads to less

appropriate, self-defeating, self-restrictive behavior. It appears Rath's

theory is applicable to "self and other" understanding for a better working

relationship of the individual in his environment (6:143-146).

ROLES AS DETERMINANTS

Wylie suggests a good way to think of self-concept is "differen-

tiated, rather than general." This is to say, as reported in Ringness:

> . . . [one] does not have "over-all" opinions or expectations of
> himself which affect his total behavior, but rather a series of
> self-concepts as an achiever, a peer, an athlete, a writer, a
> leader, etc. As one's various self-evaluations are consistent
> with and reinforce each other, the self-concept may be considered
> somewhat general to the extent that one may evaluate himself
> lower in one area, higher in another; the several dimensions must
> be assessed individually (28:345-346).

Regarding roles in the family, Arkoff states:

Some conflicts appear to arise because family members are not in
agreement on the roles each . . . should play. Other conflicts

seem to stem from personality clashes among the members or from . . . differing philosophies of life. . . .   [Within the family] there are certain sorts of behavior associated with the role of father and the role of the mother. Children, too, are expected to behave in certain ways . . . different sets of expectations [are] based on sex, age, and number of children in the family.

Role expectations vary from culture to culture, from social class to social class, and from family to family. The expectations are general, not explicit or . . . easy to verbalize. Still they exist and they influence our behavior and the behavior of those around us. . . .

Problems arise in the family when its members are not able to play their roles as they see fit or when they play their roles . . . contrary to the expectations of others.

Could what Arkoff says regarding conflicts in a family be true as well of individuals in interaction in society?

Arkoff describes "a role" as the behavior associated with a particular position in a group. He feels a further distinction between role expectation and role perception is often helpful. He differentiates between the two in the following manner: (1) role expectation is that expected behavior associated with a particular position, (2) role perception is that behavior which is perceived or seen to occur (2:485).

Role expectations of society, continues Arkoff, change from generation to generation. An individual's role expectations may vary a good deal from those generally accepted by society. Regardless of what the role expectations are of an individual reaching adolescence and adulthood, he has some definite expectations about the roles of husband and wife [man and woman] . These expectations may be communicative or not depending on how well they are understood by the individual. However,

they influence to a high degree the dating, courting, and marriage behavior of an individual (2:485).

Arkoff describes role playing as being important to the individual in "dramatic therapy"; that is, acting out one's problems and potential solutions as well. In role playing one acts out the behavior of a specific individual in a specific situation. He may act as he did himself on a particular occasion; he may act as he should have acted in a specific instance; or he may try the role of another person. One advantage to role playing is the opportunity for a person to practice new ways of behaving which can then be generalized into other behavioral situations (2:262).

Clayton includes Rath's definition of four kinds of symptomatic behaviors [role playing] as he expands the frustration-aggression hypothesis: (1) aggression, (2) submission, (3) withdrawal, and (4) psychosomatic illness (6:146).

While it is recognized everyone acts in one of the aforementioned types of deviant behavior at times as the result of normal frustration, the greater the degree and persistence, the more characteristic the deviant behavior (6:146-148).

THE NEED FOR SELF-UNDERSTANDING AND SELF-ACCEPTANCE

Regarding self-understanding, Kelley says:

The growing self must feel that it is involved . . . part of what is going on . . . helping to shape its own destiny, together with the destiny of all . . . .

The self "looks out" upon the surrounding scene largely
in terms of its own enhancement or defense.
When the fearful person withdraws within his psychological
shell, the self becomes less adequate and the whole person
loses its ability to do, to venture, to create (7:118).

Combs believes self-understanding and self-acceptance enable

one to be more open and able to devote his energies to more positive,

constructive, realistic goals. Goals set are more likely to be within the

realm of achievement, in line with his capacities because they are more

realistic. When one understands and accepts self, he is less defensive,

more able to depend on himself to succeed in achieving his goals (7:118-

119).

Kelly, Rogers, Maslow, and Combs agree individuals need to be

realistic about themselves. An adequate person is willing to face reality.

He may not agree with what is going on but neither is he beaten by adver-

sities. He has learned through experience of interaction with other human

beings to feel positive about himself. He has enough successes in his

past experiences to be able to take criticism and admit his weaknesses

without becoming completely overwhelmed. What helps one feel positive

about himself increases the likelihood of self-acceptance (7:119-121).

Jersild considers two broad principles regarding understanding

of self:

(1) To gain in knowledge of self, one must have the courage to
seek it and the humility to accept what one may find.

(2) . . . only in an interpersonal setting can a person be helped
to come to grips with some of the meanings of . . . attitudes
[about one's view of oneself] (18:83-84).

Jersild sees relationships with others over the months and years providing some of the best ways to understand and accept self. There are many ways one can learn more about himself and grow in self-understanding and self-acceptance. More important than the method of approach is the courage to face the need to do so. The search for self-hood is never completed. Those with the deepest self-understanding continue sincerely to learn more about themselves in all their experiences as long as they live (18:85).

Moustakas listed the following principles as basic to recognition of self in experience and understanding:

1. The individual knows himself better than anyone else.
2. Only the individual himself can develop his potentialities.
3. The individual's perception of his own feelings, attitudes, and ideas is more valid than any outside diagnosis can be.
4. Behavior can best be understood from the individual's own point of view.
5. The individual responds in such ways as to be consistent with himself.
6. The individual's perception of himself determines how he will behave.
7. Objects have no meaning in themselves. Individuals give meanings and reality to them. These meanings reflect the individual's background.
8. Every individual is logical in the context of his own personal experience.
9. As long as the individual accepts himself, he will continue to grow and develop his potentialities.
10. Every individual wants to grow toward self-fulfillment.
11. An individual learns significantly only those things which are involved in the maintenance or enhancement of self.
12. Concepts, ideas, symbols, and events can be denied or distorted, but experience is experience in the unique reality of the individual person and cannot be untrue to itself.

13. We cannot teach another person directly, and we cannot facilitate real learning in the sense of making it easier. The learning process itself is a unique individualistic experience.

14. Under threat the self is less open to spontaneous expression; . . . more passive and controlled. When free from threat, the self is more open, . . . free to be and to strive for actualization (13:45-46).

CHARACTERISTICS OF SELF-ACTUALIZING INDIVIDUALS

Peters lists the four "Objectives of Education" as prepared by the Educational Policies Commission: (1) The objectives of self-realization, (2) The objectives of human relationship, (3) The objectives of economic efficiency, and (4) The objectives of civic responsibility (25:265-266).

Ryans developed a glossary of behavior dimensions for assessing teacher behavior as it related to warmth, understanding, friendliness versus aloofness, egocentricity or other restrictive behavior. His classifications follow:

1. Autocratic-democratic teacher behavior
2. Aloof-responsive teacher behavior
3. Restricted-understanding teacher behavior
4. Harsh-kindly teacher behavior
5. Pessimistic-optimistic teacher behavior

Under each of the five behavior dimensions, Ryans attempted to measure the degree of warmth or restrictions with four to seven questions, not here presented.

The following list of characteristics of good teachers was pre-

pared at a conference of "superior teachers" and reported in Combs' book.

They agreed a good teacher should:

Know his subject
Know much about related subjects
Be adaptable to new knowledge
Understand the process of becoming [self-actualizing]
Recognize individual differences
Be a good communicator
Develop an inquiring mind
Be available
Be committed
Be enthusiastic
Have a sense of humor
Have humility
Cherish his own individuality
Have convictions
Be sincere and honest
Act with integrity
Show tolerance and understanding
Be caring
Have compassion
Have courage
Have personal security
Be creative
Be versatile
Be willing to try
Be adaptable
Believe in God (8:2-3)

Combs attempted to categorize the effective teacher as

follows:

Internal-External Frame of Reference
    The good teacher's general frame of reference can be described
    as internal rather than external; that is, he seems sensitive to
    and concerned with how things seem to others with whom he
    interacts and uses this as a basis for his own behavior.

People-Things Orientation
> Central to the thinking of the good teacher is a concern with people and their reactions rather than with things and events.

Meanings-Facts Orientation
> The good teacher is more concerned with the perceptual experience of people than with the objective events. He is sensitive to how things seem to people rather than being exclusively concerned with concrete events.

Immediate-Historical Causation
> The good teacher seeks the causes of people's behavior in their current thinking, feeling, beliefs, and understandings rather than in objective descriptions of the forces exerted upon them now or in the past.

Able-Unable
> The good teacher perceives others as having the capacities to deal with their problems. He believes that they can find adequate solutions to events, as opposed to doubting the capacity of people to handle themselves and their lives.

Friendly-Unfriendly
> The good teacher sees others as being friendly and enhancing. He does not regard them as threatening to himself but rather sees them as essentially well-intentioned rather than evil-intentioned.

Worthy-Unworthy
> The good teacher tends to see other people as being of worth rather than unworthy. He sees them as possessing a dignity and integrity which must be respected and maintained rather than seeing them as unimportant, as people whose integrity may be violated or threatened as of little account.

Internally-Externally Motivated
> The good teacher sees people and their behavior as essentially developing from within rather than as a product of external events to be molded, directed; sees people as creative dynamic rather than passive or inert.

Dependable-Undependable
> The good teacher sees people as essentially trustworthy and dependable in the sense of behaving in a lawful way. He regards their behavior as understandable rather than capricious, unpredictable, or negative.

Helpful-Hindering
>The good teacher sees people as being potentially fulfilling
>and enhancing to self rather than impeding or threatening.
>He regards people as important sources of satisfaction
>rather than sources of frustration and suspicion.

The self-rating inventory constructed by Brownfain to measure

the "Stability of the self-concept as a dimension of personality" follows:

Self-Rating Inventory
1. Intelligence
2. Emotional maturity
3. General culture
4. Social poise
5. Physical attractiveness
6. Neatness
7. Sociability
8. Generosity
9. Manners
10. Cheerfulness
11. Consistency
12. Sincerity
13. Initiative
14. Trustfulness
15. Flexibility
16. Sportsmanship
17. Individuality
18. Interest in opposite sex
19. Self-understanding
20. Dependability
21. Understanding of others
22. Self-acceptance
23. Popularity
24. Prestige
25. Overall adjustment

Ringness quotes Wylie's list of three important dimensions of

self-concept that are related to adjustment: (1) self-acceptance, (2)

reality of self-concept, and (3) stability of self-concept. Because of the

difficulty defining the relationships between these dimensions they are

not always compared or included in various studies (28:356). Wylie goes further to say, "Essentially the healthiest person is one who evaluates his abilities and behaviors in accordance with others' evaluations" (28:358).

The MODEL for a Healthy Teacher contributed by Ringness follows:

1. Make every effort to understand what individual children are like. When . . . backgrounds . . . understood, many problem children can be tolerated, if not truly liked.
2. Tell pupils who are irritating what they do that is displeasing.
3. Take an objective attitude about classroom happenings and avoid emotional involvement in unpleasant situations. Refuse to take things personally . . .
4. Keep in mind that a teacher cannot . . . succeed with all pupils and should not feel bad about an occasional failure to help one.
5. Recognize that some pupils are too badly damaged emotionally to be capable of giving or receiving friendship, and do not take their unfriendly behavior personally.
6. Remove or isolate troublesome children so that personality clashes do not occur.
7. Employ a sense of humor to ward off feelings of frustration or hostility (28:58).

Jahoda suggests six major categories for conceptualizing mental health. These are reported in Bernard's book:

1. An attitude toward one's self in which self-inspection leads toward acceptance of weaknesses and pride in strengths.
2. Growth and development toward self-realization of one's potentialities.
3. Integration of personality involving a balance of psychic forces, a unified outlook on life, and some capacity for withstanding anxiety and stress.
4. Autonomy of action in which the individual determines behavior from within instead of drifting with the impact of present stimuli--independence in the face of difficulties.

5. A perception of reality which is relatively free from what one wishes things might be and which involves his being attentive to and concerned with the welfare of others.

6. Master of the environment through (1) the ability to love, (b) being adequate in love, work, and play, (c) competence in human relations, (d) capacity to adapt oneself to current circumstances, (e) ability to draw satisfactions from one's environment, and (f) willingness to use problem solving approaches in the life processes (3:10).

Rogers stated five underlying dimensions common to all human beings:

1. Preference for restrained participation in life.
2. Delight in overcoming obstacles.
3. Self-sufficient inner life.
4. Receptivity to others and nature and to someone higher.
5. Sensuous enjoyment--simple pleasures (31)

Arkoff notes incompatibilities between lists. He indicates these are the result of differences in value systems, class, culture, and the era. He further states few personal qualities or patterns of behavior are universally or eternally valued. Arkoff combines the nine qualities mentioned by several writers in four categories (as shown below) regarding good adjustment or mental health:

Happiness
Harmony

Self-regard

Personal growth
Personal maturity
Personal integration

Contact with the environment
Effectiveness in the environment
Independence of the environment (2:18)

Chapter 3

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

SUMMARY

The goal of education generally agreed on is to help individuals grow and develop to be all that they are capable of being as they take their place--effective citizens in our society.

Research indicates that only as one views himself as an adequate person will he be able to view others in his environment the same positive way.

Emphasis throughout this paper seems to indicate learning takes place as it has meaning for the total personality. One can learn only as he feels the learning has meaning and purpose for him. When one really learns, behavior changes occur. Factors affecting behavior to the greatest degree are related to all of one's feelings of self, his beliefs and values. These same factors, affecting behavior, so personal to the individual, take the longest to affect.

IMPLICATIONS

The implications of this study point to the desirability of those in the helping professions possessing specific qualities of personality or

behavior. There is a similarity in the thinking of writers concerned with the development of the self of the individual. Time and again this researcher found the same desirable qualities expressed or implied by writers in their individual ways.

The four objectives of education prepared by the Education Policies Commission implied value in the self of the individual in expressing goals of self-realization, human relationship, economic efficiency, and civic responsibility.

Ryans developed a glossary of behavior dimensions for assessing teacher behavior relative to warmth, friendliness, egocentricity, or other restrictive behavior. (See page 24 of this paper.)

A list of twenty-six characteristics of good teachers was developed at a conference of teachers described as "superior teachers" in 1962. (See page 25 of this paper.)

Combs categorized the effective teacher according to sensitivity, friendliness, understanding of others, and his belief in the potential worth and capabilities of others. (See pages 25-27 of this paper.)

Brownfain constructed a self-rating inventory to measure the stability of the self-concept as a dimension of personality. This list included twenty-five characteristics. (See page 27 of this paper.)

The Model for a healthy teacher contributed by Ringness included ten points for consideration. These ten points implied teachers are human, and as such should be concerned with those things about which something

could be done; at the same time, the model stresses the individual should

not be over-concerned to the point of complete anxiety and utter frustra-

tion. (See page 28 of this paper.)

Rogers stated five underlying dimensions common to all human

beings. (See page 29 of this paper.)

Jahoda, as reported by Bernard) suggested six major categories

for conceptualizing mental health. (See pages 28-29 of this paper.)

Arkoff used these categories first developed by Jahoda as a basis for his

list of characteristics or qualities of mental health. (See page 29 of this

paper.)

As an outgrowth of consideration given the beliefs of authors

quoted in this paper, this researcher feels the basic philosophy of all are

best combined in the valued personal behavioral characteristics or

qualities of mental health as set forth by Arkoff. Arkoff pointed out there

are few personal qualities or patterns of behavior universally or eternally

valued. The table, as developed by Arkoff, combines the present thinking

of desirable human qualities of those in the helping professions. This

writer felt the brief definition accompanying each listed quality was help-

ful for further clarity of understanding among those reading his list.

This researcher would like to present four additional personal

qualities, defined, as an outgrowth of research for consideration: (1)

Humility--humble courtesy, (2) Creativity--productive curiosity, (3)

Enthusiasm--eagerness, (4) Human feeling--concern for people and their

reactions [empathy].

The nine qualities listed by Arkoff are repeated here for

emphasis in four categories.

Table 1

Qualities of Good Adjustment or Mental Health

Valued Quality	Brief Description
Happiness	Overall sense of well-being or contentment
Harmony	Overall balance between personal and environmental demands
Self-regard:	
Self-insight	A knowledge of oneself
Self-identity	A sharp and stable image of oneself
Self-acceptance	A positive image of oneself
Self-esteem	A pride in oneself
Self-disclosure	A willingness to let oneself be known to others
Personal growth	The realization of one's potentialities
Personal maturity	The realization of age-specific goals
Personal integration	The realization of unity and consistency in behavior
Contact with environment	Ability to see the world as others do
Effectiveness in the environment	Ability to relate to others and be productive
Independence of the environment	Ability to be autonomous and not bound by group patterns

The Association for Supervision of Curriculum Development
devoted their 1962 yearbook to identifying and describing the truly ade-
quate person as they attempted to point out the need for adequacy of
teachers who hear and relate to the needs of human growth and develop-
ment of children in the classroom. Four authors--Rogers, Maslow,
Kelley, and Combs--contributed much of their thinking, individually and
collectively, to the composition of this yearbook. They defined an ade-
quate person as (1) well-informed about self and the world, and (2)
having enough self-knowledge to help him set realistic goals. They
emphasized the importance of development of a positive self-concept;
the need to acquire frustration-tolerance; that learning takes place only
as there is meaning and purpose for the individual; that factors most
affecting behavior are related to all of one's feelings of self, his beliefs
and values.

The authors agreed there are good teachers everywhere who have
found their own unique ways of contributing to self-actualization of others.
However, because of the impact of education on the future of our society,
the authors made implications for the future. This researcher would
recommend these implications be considered for possible pilot studies.

The authors were in agreement that college students need an
opportunity to test their values and develop the courage of their convictions.
Students need college teachers who stand for something themselves while
respecting ideas and beliefs of students. The development of the

individual's own unique value system should be encouraged by college teachers; all individuals need to relate as equal human beings and as unique and different individuals at the same time. Student teachers need to work with supervising teachers who have strong convictions and are not threatened by others with differing values and convictions. The need to spend more time teaching values was stressed. At the same time, more freedom should be allowed for personal discovery. Whether this personal discovery and real meaning come directly through experience or indirectly through discussion, role playing, reading, watching, or listening, values are important in our democratic society (7:186-212). There are many ways a democratic classroom can encourage concepts of dignity and worth.

Implications further suggested by authors of ASCD yearbook were for those engaged in the field of teaching now to look at the qualities of the adequate or fully functioning person, assess themselves, and be willing to put forth effort to work for self-improvement. Autocracy is still evident in many classrooms. Only through realistic self-assessment and the courage to change their behavior, can teachers move toward a more democratic atmosphere in these classrooms (7:202).

Jersild stressed the importance of courage to seek self-understanding and the humility to accept the findings. Just as one's attitudes about self and others are learned in an interpersonal setting, it is likely one can best learn the meaning of these attitudes within an interpersonal social setting. When the search for selfhood is genuine and true, it will

continue to be pursued through realistic self-assessment throughout life (18:83-85).

This writer realizes the challenge of self-assessment and behavioral change is a most difficult one; the rewards, however, the "fruits of the labors" involved, could have great influence on the future of society.

RECOMMENDATIONS

This researcher recognizes this thesis report is nothing more than a mere starting point for the challenge presented here to education for the future. Perhaps the tentative criteria as presented by Arkoff and the four additional personal qualities presented for consideration can lay the groundwork for further study. Perhaps these and other ideas discovered in further study will make possible the determination of adequacy of personality development in those students interested and involved in teacher education preparation.

The writer would like to make six recommendations as follows:

1. The administrators of teachers colleges review data herein pertaining to evaluative criteria for teacher-training and desirable behavioral characteristics of teachers at all levels.

2. This researcher recommends a pilot study in sensitivity training be conducted including all college freshmen in the teacher education program. The nine qualities of mental health in four categories, as

set forth by Arkoff, could be used to determine the adequacy of personality development in the individual. There should be a combination of a majority of the qualities in each category, if adequate development will be determined to have been achieved. Recognizing that behavioral changes occur slowly, particularly in the areas of personal, basic values (7:201), the freshman level would be an ideal time for a college teacher working individually with students to encourage those with adequate personalities to continue in teacher education. At the same time, encouragement could be given those operating on a lower level of self development toward more realistic self-assessment, more integration of personality, and a more positive self-concept. If a student saw no need for such a plan, a more realistic change in career planning could be encouraged; those in the teacher education program, dedicated to helping others, need to be open to their experiences, feelings, reactions, willing to adapt in their environment, and courageous enough to continue to evaluate themselves realistically and change in the direction of self-improvement during their entire career.

3. Encouragement should be given those in the pilot study to use their initiative and creativity.

4. This researcher recommends a follow-up sensitivity training be conducted with those still in the teacher education pilot study at the time of student teaching. There could be a comparison made of the first sensitivity training, the second series of sensitivity sessions, along with

the evaluation of the supervising teacher. The college teacher, working individually with students could reinforce a positive self-concept and encourage more openness of the student to "be" his feelings as he works toward self-fulfillment.

5. The researcher recommends a follow-up evaluation of those in the pilot study at the end of each of the first three years of teaching, by the beginning teacher, supervising college teacher, and his building principal. Evaluations could be compared for effectiveness of teaching done by the teachers in the pilot study. These same evaluations could be compared for validity with the earlier sensitivity training evaluations and supervising teacher evaluations. If results are inconclusive and anticipated effective teaching does not occur within a three-year period for those determined to have qualities of adequate personality development, a new approach would be in order. Perhaps an idea would suggest itself to one conducting the pilot study.

6. Teacher education should challenge the teachers of today to assess themselves, their compassion, their techniques, motives, and goals, as teachers. Teachers, if they truly belong in the helping profession of education, will undoubtedly have the courage to see room for self-improvement and strive in this direction.

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