THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

SELF-ACTUALIZATION AND RESEARCH ACTIVITY AMONG UNIVERSITY PROFESSORS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

WILLIAM GERARD SCHMELTZ

Norman, Oklahoma

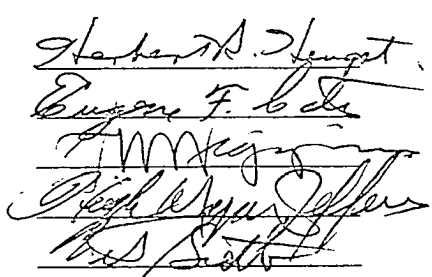
1982

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/4985

SELF-ACTUALIZATION AND RESEARCH ACTIVITY

AMONG UNIVERSITY PROFESSORS

APPROVED BY



DISSERTATION COMMITTEE

DEDICATION

To the international educational organization that gave me my first and lasting love of learning and of teaching

THE INSTITUTE OF THE BROTHERS OF THE CHRISTIAN SCHOOLS

and to its Founder

ST. JOHN BAPTIST DE LA SALLE, PATRON OF TEACHERS

and to the one individual who in my opinion best typifies the spirit and commitment of this Institute

Brother Joachim Michael Walsh, FSC

I dedicate this dissertation.

ACKNOWLEDGEMENTS

An undertaking that spans a period of many years understandably will involve many contributors. To these contributors I wish to express my appreciation for making possible the culmination of a long sought goal.

When I first entertained the notion of pursuing the doctorate at the University of Oklahoma, the first person with whom I counseled was Dr. Eugene F. Cates then assistant dean of the College of Education. To him I owe thanks for his kind and friendly assistance in getting the program started and also for later serving as a committee member.

Interest in higher education administration led me to Dr. Herbert R. Hengst, Director of the Center for Studies in Higher Education, and the professor with whom I had my first course at the University of Oklahoma--one in Instructional Strategies. Through numerous and various interruptions, delays, and obstacles, Dr. Hengst provided encouragement and direction over the years as my major professor and committee chairman.

Posthumously, Dr. Mary E. Dewey is offered my gratitude for her instruction in the area of student services and for her inspiration, encouragement in setbacks, and insistence on high standards of academic performance. She will be revered as a great example of a truly professional college educator. *Requiescat in pace.*

My thanks to Dr. Thomas Wiggins for his sound advice to adhere to the degree program as it was established, for his course instruction, and for his chairing the advisory committee's initial meeting in the absence of Dr. Hengst who was on sabbatical at the time.

To Dr. Hugh Jeffers goes my thanks for his repeated assistance in arranging courses, for his course instruction, and for his continuous urging to excel and to persevere.

The fifth member of the dissertation committee is Dr. Wilbur Scott of the Department of Sociology in the College of Arts and Sciences. To him I owe a tremendous debt of gratitude for his scholarly direction in designing the study and for his guidance in statistical processes and computer programming. Over this past year, Dr. Scott has been extremely generous with his time and talent in assisting me with data reduction and analysis, and with suggestions on alternatives in the research process.

In the interim, I sought and received the professional assistance of Dr. William Graves and Dr. George Letchworth on the subjects of research design and statistical methods. My appreciation to them for their help.

In the last days of processing the data, Mr. George Dorr of the Computer Services Staff rendered invaluable assistance and this at a considerable personal inconvenience. To him I express my deep gratitude.

For computer programming assistance earlier in the data processing, I offer my thanks to Ms. Becky Deloney of the Psychology Staff at the Civil Aeromedical Center. My gratitude also goes to Dr. James Boone of the same staff for his generous support and cooperation.

The tolerant forbearance throughout the years by my wife Nadine must not go unnoted. To her I say simply and humbly--Thank you!

TABLE OF CONTENTS

Page

LIST OF TABLES vii

Chapter

I. INTRODUCTION 1

Definition of Terms
Statement of the Problem
Research Question and Hypotheses
Significance of the Study

II. RELATED LITERATURE 10

Professional Activities of Professors
Model for Academic Profession
Stages Representative of Professional Development
Self-Actualization
Maslow
Hampden-Turner
Hanlon
Bowman Study

III. DESIGN OF THE STUDY 75

Restatement of the Problem
Type of Study
Research Design
Defining Self-Actualization Factors
Instrumentation
Sources of Data--Collection and Analysis of Data

IV. FINDINGS OF THE STUDY 93

V. CONCLUSION 113

Discussion
Recommendations

BIBLIOGRAPHY 126

APPENDIXES 132

LIST OF TABLES

TABLE Page

1. Description of Sample in Study 94

2. Summary of Responses to Items on Jones Self-Actualizing Scale -- Factor I 99

3. Summary of Responses to Items on Jones Self-Actualizing Scale--Factor II 100

4. Summary of Responses to Items on Jones Self-Actualizing Scale--Factor III 101

5. Summary of Responses to Professional Academic Activities Index--Research 104

6. Significance Levels of Pearson Correlation Coefficients 107

7. Significance Levels of Pearson Correlation Coefficients (Remaining Variables). 108

8. Analysis of Variance Summary 110

9. General Finding of Study 112

SELF-ACTUALIZATION AND RESEARCH ACTIVITY AMONG UNIVERSITY PROFESSORS

CHAPTER I

INTRODUCTION

Ideally, members of all professions would be highly self-actualizing individuals who engage extensively, productively, and meaningfully in all aspects of their professional life. Ideally, members of college and university faculties will be found to be highly self-actualizing individuals who engage on a continuing basis in all professional academic activities extensively, productively, and meaningfully. This, of course, may or may not be so.

Increasingly, especially in the last decade or so, emphasis is being placed on humanistic approaches to higher education, growth theory, individual professional development and institutional renewal. This emphasis provides a background for the subject matter of this investigation into the relationship of self-actualizing behavior to professional academic performance of professors.

Definition of Terms

Self-actualization is described, according to the clinical definition of Abraham Maslow, as the "full use and exploitation of talents, capacities, potentialities, etc. Such people seem to be fulfill-

ing themselves and to be doing the best that they are capable of doing."[1] This was the positive emphasis of Maslow's description of self-actualizing persons. The negative aspect was the "absence of neurosis, psychopathic personality, psychosis, or strong tendencies in these directions."[2]

Maslow identifies four areas of human needs which might be considered antecedent to the need for self-actualization. These four are: the physiological needs, safety needs, belongingness and love needs, and esteem needs. It will not be our purpose here to explore and analyze these need areas in this presentation, but merely to cite them as areas generally requiring satisfaction prior to the human experience involving itself at the level of self-actualization. It will be our purpose to investigate self-actualization among university professors and to assess whatever relationship there may be between it and performance in the professional activities of research and writing.

Performing this investigation and assessment requires an exploration of theories of self-actualization and the generally accepted activities of the academic profession. The chief theorists and practitioners in the field of self-actualizing behavior that are explored are: Abraham H. Maslow, James M. Hanlon, and Charles Hampden-Turner. Admittedly, there are other authorities in this field such as Kurt Goldstein, Gordon Allport, Alfred Adler, Ruth Benedict, Max Wertheimer, Eric Fromm, William Graham Sumner, and others--many of whom influenced Maslow. Maslow was selected as the central authority of self-actualization since

---

[1] Richard J. Lowry, ed., *Dominance, Self-Esteem, Self-Actualization: Germinal Papers of A. H. Maslow* (Monterey, CA.: Brooks/Cole Publishing Company, 1973), p. 178.

[2] Ibid.

he is generally recognized by psychologists and philosophers alike as the foremost authority in modern times on the subject. Hanlon's treatment specifically relates self-actualization to education. Hampden-Turner's exposition though primarily existential does parallel certain Maslovian concepts. His model for psycho-social development has been included with correlates of self-actualization from Maslow.

Professional activities are defined as those practices characteristic of the profession. Professional academic activities are defined as those practices that characterize the academic profession, and those that have been selected for purposes of this discussion are the five major practices of professors identified by Richman and Farmer: teaching, research, public service, consultation, and administration. For purposes of the research project itself, the activity of research and the writing associated with it has been singled out. Research is defined in the conventional manner as studious inquiry or examination and extends to the various actions derived from or related to this studious activity such as: time devoted to and productivity in publication; professional papers presented; symposia conducted or participated in; research directed; and grants applied for and received.

Aspects of academic professional practice and activity are derived from the writings of Carol Herrnstadt Shulman, Norbert Ralph, Barry Richman and Richard Farmer, Richard Miller, Logan Wilson, Algo and Jean Henderson, Everett Ladd and Seymour, and others.

An observation made by Jonathan Fife, Director of Eric Clearinghouse on Higher Education, suggests the relevance of studying aspects of academic professionalization in as much as he detects a conflict be-

tween this professionalization and the changing conditions of higher education particularly in respect to mobility, reward systems, and faculty autonomy.[1]

Statement of the Problem

In this study, the problem is: What is the relationship between self-actualization and professional research activity among college and university professors. It is generally hypothesized that self-actualization contributes to professional research activity. If self-actualization is the full use of talents, capacities, and potentialities, it may be reasonably expected that this "full use" is discernible in one's activities.

Dealing with the subject of self-actualization is difficult. It calls for an answer to the question: Is one becoming what one can be? This postulates a need for an individualized, internalized process for obtaining some answer. The application of external criteria as a means of determining self-actualization is difficult if not impossible. In other words, self-assessment procedures are necessary for this investigation. The self-rating instrument used is the Jones Self-Actualizing Scale (JSAS) by Kenneth M. Jones since it was designed to measure components of self-actualization specifically in accord with Maslow's definition of self-actualization.

Dealing with the subject of professional research activity is also difficult. It calls for an answer to the question: To what extent

---

[1] Jonathan D. Fife, Foreword to *Old Expectations, New Realities: The Academic Profession Revisited*, by Carol Herrnstadt Shulman (Washington: American Association for Higher Education, 1979).

does a professor at the University of Oklahoma devote time and effort to academic research and what accomplishments have there been in this activity? Similarly, as with self-actualization measurement, self-reporting procedures are necessary. The instrument used is the Professional Academic Activity Index--Research (PAAI) which was developed specifically for this investigation.

Achievement of self-actualization and accomplishments in research activity is of a highly individualized nature. Kenneth Eble supports this point when he expresses his viewpoint: "There is no ideal professor and probably few in the profession move through the sequence of development. . ."[1] as it is presented in *Career Development of the Effective College Teacher*. Or for that matter, few in the profession move through the same sequence of development whatever it might be.

Research Question and Hypotheses

Research question: Does self-actualization relate to the academic activity of research and writing?

Hypothesis: Self-actualization relates to the academic activity of research and writing in a positive manner. If self-actualization is high, then the academic activity of research and writing is high; if self-actualization is low, then the academic activity of research and writing is low.

---

[1]Kenneth E. Eble, *Career Development of the Effective College Teacher* (Washington: American Association of University Professors, 1971), p. 1.

Null hypothesis: There is no relationship between self-actualization and the academic activity of research and writing.

Alternative Null Hypotheses

The null hypotheses are based upon the three major factors of self-actualization derived from the Jones Self-Actualizing Scale. The rationale for selecting these three factors is presented in the Design of the Study, Chapter III.

H_{0-1} There is no relationship between the Responsiveness-Morality factor of self-actualization and the academic activity of research and writing.

H_{0-2} There is no relationship between the Rejection-Self Concern factor of self-actualization and the academic activity of research and writing.

H_{0-3} There is no relationship between the Independence-Realism factor of self-actualization and the academic activity of research and writing.

Significance Of The Study

This study is viewed as a carrying forward of the interest in the concepts of self-actualization--principally those of Abraham Maslow--and the effect self-actualizing behavior may or may not have on professional behavior. The application of these concepts to the professoriate is made with the intention of advancing the understanding of optimum functioning within the profession of college teaching.

Maslow's study of psychological health was to be a private one, one spurred on by his own personal motivation to investigate certain

scientific problems. The need for reporting on his findings in the area of self-actualization stemmed from his desire to share with others the enlightening results of the investigation, despite what he acknowledged as the "methodological shortcomings" of it. The rationale he followed is encapsulated in this statement: "In addition, I consider the problem of psychological health to be so pressing, that *any* suggestions, *any* bits of data, however moot, are endowed with great heuristic value."[1] He identifies this kind of research as difficult in principle since it involves a "kind of lifting oneself by one's own norms."[2] This "difficult-in-principle" aspect emphasizes the highly personal and internal functions of self-actualizing behavior.

The significance of the study of self-actualization and performance in professional activity among university professors is highlighted by an observation of Jonathan Fife. In discussing the image of the academic profession, he deals with the aspect of *socialization* into the profession saying that it consists of a series of experiences which provide an individual the opportunity to test the different values and styles of behavior patterns as he or she works with various role models in the profession--either teachers or peers. As a result of what might be considered a rather intensive training period, the aspiring professor internalizes an image of the proper ways of acting, an expectation of certain career steps, and an anticipation of the

---

[1]Abraham H. Maslow, *Motivation and Personality* (New York: Harper and Row, Publishers, 1970), p. 149.

[2]Ibid.

rewards and responsibilities of the profession. Or, in summary, the individual formulates what it is that constitutes appropriate professional behavior.

This image for the academic profession is one that has evolved and has been reinforced throughout the past twenty years. This period is often referred to as the "Golden Age" of higher education.

> The golden age is over but its memory remains. The previously internalized image of what *should* be true of the academic profession no longer seems to hold. . . . This image of "what should be" is in conflict with reality. The consequence of this conflict is a profession that on the whole is developing high anxiety about the future, doubt about career choices, and defenses that hinder higher education institutions from adapting to the changing social and economic climate.[1]

If Fife's observation is accurate that the academic profession is developing high anxiety about the future, an analysis of current conditions among university professors in regard to self-actualization and professional activities appears to be significant.

In discussing the topic of professional self-knowledge, Mervin Freedman observed that studies have been made of nearly every society, culture, and institution that ever existed. These studies were very often accomplished by members of college and university faculties. Yet, except for an occasional dip into attitudes and opinions of faculty members, there has not been a serious, extensive investigation into the culture and society of higher education faculties.[2]

---

[1]Fife, Foreword to *Old Expectations, New Realities: The Academic Profession Revisited.*

[2]Mervin Freedman, "Facilitating Faculty Development," *New Directions for Higher Education 1* (San Francisco: Jossey-Bass, Inc. Publishers, 1973; Ann Arbor, Mich.: University Microfilms, C10350), p. 14.

The relevance of Freedman's observation is not limited by the date on which it was made. There is reason to accept these words of his just as much in 1982 as in 1973.

> But faculty opposition to significant study of themselves, their societies and their culture, is powerful and almost universal. The reasons are varied and complex, but it is high time they were explicated, for the need for faculty to understand their professional lives and their institutional situation is now acute. . . . Now is the time for faculty to bestir themselves and to take the lead in higher education, but they cannot do so unless they understand their professional lives and institutional situation much better than they do now.[1]

Since the time Freedman made this statement, considerable attention has been directed to the fields of investigation in faculty development, evaluating and improving faculty performance, and other aspects of institutional renewal. Analyzing the present self-actualizing conditions of university faculty and their attention to professional functions won't necessarily serve to assess what results the efforts of recent years have had; but it might provide some basis for a comparative study of self-actualization and professional activities among university professors in the next five to ten years.

It is with just a sense of the importance of understanding the professional lives of university faculty members that this study was undertaken.

---

[1]Ibid.

CHAPTER II

RELATED LITERATURE

Professional Activities of Professors

College and university professors are concerned with and involved in a wide variety of activities stemming from their professional status. Dressel identifies seven of the most common types of activity in which professors engage and divides them into two broad categories of instructional and non-instructional activities with the instructional category being further divided into teaching and non-teaching areas.[1]

The activities specified by Dressel are: (1) instructing undergraduates; (2) instructing graduates; (3) course and curriculum development, preparing instructional materials, evaluating and grading students; (4) advising students; (5) researching, creativity, and scholarly activity of a pure or practical nature; (6) professional service both internal and external [examples: internal--advising faculty of other disciplines on one's specialty; external--involvement in national professional organizations and community group consultation]; and,

---

[1]Paul L. Dressel, *Handbook of Academic Evaluation* (San Francisco: Jossey-Bass Publishers, 1976), pp. 336-358.

(7) participating in institutional governance at all levels "in order to attain and preserve an environment and morale which are conducive to the fulfillment of the obligations of the university."[1] Parenthetically Drexel observes that for the most of these activities professors have had little or no specific preparation.

Arthur M. Cohen provides a summary definition as to what constitutes a profession. He relates that a profession "is an ideal occupational form" noting that it presents a model to which persons of the same occupational group may aspire but which does not have existence in actuality. A profession has certain characteristics:

> It controls entry into and polices its ranks; it requires a long period of training before one can practice within it; it is in control of a body of specialized knowledge not readily available to laymen; it forms professional associations and codes of ethics. In addition it is viewed as a profession by outsiders no less than by those who practice within it.[2]

In addition, Cohen remarks that "the image of the university professor has crystalized around certain characteristics--autonomy, scholarship, and, more recently, entrepreneurialism."[3] He does not expand the final concept, but it is suspected that it relates to activities such as consultant-type work, government contracted educational services, and private practice.

Richard Miller presents a more restrictive approach to identifying professional activities. He classifies professional activities

---

[1]Ibid., p. 332.

[2]Arthur M. Cohen, "Toward a Professional Faculty," *New Directions for Community Colleges 1* (Spring 1973): 102.

[3]Ibid., p. 104.

as those falling under the eight criteria for determining faculty quality, namely, (1) professional preparation; (2) teaching effectiveness; (3) student retention; (4) faculty retention; (5) *professional activities;* (6) research and publications; (7) vitality; and (8) administrative support.[1] It should be noted that Miller treats research and publication as a separate criterion. He generally defines professional activities as "papers given and offices held" in the professional organization. Such activity he regards as an indication of interest in keeping updated and assisting in the expansion of the given field of knowledge. Miller offers a rating scale using seven characteristics for assessing professional activities.

> (1) Activities in professional associations and societies; (2) offices in such organizations; (3) papers or other presentations before professional groups; (4) evidence of efforts toward professional improvement; (5) professional status, as viewed by colleagues; (6) professional status, as viewed by the profession; and (7) professional recognition in terms of awards and honors.[2]

In his book *Evaluating Faculty Performance* (1972), Miller provides a sample of his seven point rating scale for these elements.

Richman and Farmer speak of the professors' professional performance in terms of maximizing something. They describe professors as "very complex people, both individually and in groups" who live in a world apart from the great majority of people, complete with special

---

[1]Richard I. Miller, *The Assessment of College Performance* (San Francisco: Jossey-Bass, Inc. Publishers, 1979), p. 92.

[2]Ibid., p. 93.

interests, training, and hang-ups."[1] Of the things professors attempt to maximize, the following are identified by Richman and Farmer: money income, individual and professional prestige, job satisfaction, desirable geographical location, and satisfying interpersonal relationships. These elements receive serious consideration whenever career choices are to be made.

> Our estimate, based on practical grant receiving and giving, is that all factors other than money typically count for about 20 or 30 percent, with money making up the remaining 70 or 80 percent of the maximization package.[2]

These authors acknowledge the possibility of exceptions--the exceptions being either the true scholar (whom they declare to be very rare) whose "interests are totally unworldly," or those already very successful members of the academic profession who are earning enough money to place them in the upper two percent of United States income earners.

Continuing the discussion on professional performance through maximizing one's interests, Richman and Farmer make the simple observation: "The way to maximize one's interests, whatever they may be, is to try to do one's job so that these things are maximized."[3] (This conjures up rather spontaneously the notion that self-actualizing levels relate to the degree of success in this maximization effort.) These authors emphasize that each professor is required to decide what it is to be stressed and what it is to be minimized in order that the greatest probability of success be maximized. They suggest the following five

---

[1]Barry M. Richman and Richard N. Farmer, *Leadership, Goals, and Power in Higher Education* (San Francisco: Jossey-Bass Publishers, 1977), p. 258.

[2]Ibid., p. 259.

[3]Ibid.

strategies professors might use to aid them in achieving their goals. These are listed along with the authors comments regarding each.

	ACTIVITY	COMMENTS
1.	Teaching	One of the lesser items on the professor's list of activities. Teaching comes out badly in a typical maximization criteria. Teaching minimizes, rather than maximizes, a professor's income. Feedback loops on success or failure are long.
2.	Research	Higher payoff for academics in this. Increased income and professional prestige; better students especially at the graduate level. Published research leads to professional reputation and prestige as well as more offers from other schools. Few professors actually do very much writing. "If a professor never writes, he never has to worry about critics and visibility. But then, he does not get very far professionally." Textbook writers fare well in terms of promotion and status.
3.	Public Service	A catch-all category for activities not covered in the first two. Any activity regarded as socially desirable will most likely be encouraged. Most professors do some of this--the level of activity tends to correlate with research and scholarly work. Payoff is mostly in personal satisfaction.
4.	Consulting	Common in fields where the discipline has something to sell. Provides a way to keep up with the field.
5.	Administration	Offers an alternative career. Money payoff is usually higher, but a full-time administrator rarely has time for the other four activities. Can lose touch with his/her own discipline rather rapidly.[1]

[1] Ibid., pp. 260-263.

Richman and Farmer suggest (facetiously) a means for optimizing the strategy based upon these activities. What the young professor should do if they follow the success strategy implied is:

> First, they should do research in their areas of professional competence. Second, they might write textbooks or other instructional materials that can be published and distributed extensively. And if they have any time or energy left, they can do anything else which appeals to them, such as teach, administer, or do public service.[1]

This seems to be more by way of describing what *is* rather than what *should be* in many professorial environments. The authors are quick to say that this strategy might be what it is that is at the root of the disturbance in modern colleges and universities. However, this is another problem. The basic issue which Richman and Farmer are outlining here is "that the professional prestige pattern described above meshes very badly with our desires for students, society, and the rest of the environment,"[2] and it is well to be aware of the problem of goal divergence which is represented by their assessment of professional activities.

Cohen and Brawer observe that whatever the professor has become manifests itself in the professional role. Questions of identity need to be resolved, and when they are resolved, and when "the search for self-knowledge turns into a search for integrity, actualization and individuation, he has moved toward maturity."[3] This transition, Cohen and Brawer declare, must be a consciousness of goals, attentiveness to

---

[1]Ibid., p. 264.

[2]Ibid.

[3]Arthur M. Cohen and Florence B. Brawer, *Confronting Identity* (Englewood Cliffs: Prentice-Hall, Inc., 1972), p. 171.

functions to be performed, and a realization of the various directions open to one. The linking of personalism and professionalism is expressed in the statement: "The mature instructor merges his personal identity with his professional identity, knowing well what he is about."[1]

Summarizing their discussion on professionalism in the college teacher and its relation to overall self-development, Cohen and Brawer write:

> The flexible person, certain of his identity, fully professional in his work orientation, able to search persistently into himself for greater consciousness of all his processes of being, is the person who manifests a high degree of ego strength. The good teacher is the good person. Indeed, the mature instructor who would enhance institutional and professional maturity must be a decent sort of individual. Beyond that, however, the mature, conscious professional must know well what he is about and accept himself as a many-faceted, ever-developing human being.[2]

On the subject of identity for the academic profession, Eric Ashby describes a cyclical problem. First, he notes that the academic profession is a relative newcomer to the learned professions. In the last century, professorships lacked identity primarily because so many of them were part-time occupations held by men whose main practice was medicine, law, or the ministry. Second, he declares that this lack of identity in the professoriate has returned in the twentieth century.

> The modern academic suffers a divided loyalty between the university he serves and the professional guild (of chemists or historians and so on) to which he belongs. This divided loyalty creates ambiguities in the use of academic freedom. The modern academic has a problem also to reconcile the intellectual detachment essential for good scholarship with the social concern essential for the good life.[3]

---

[1] Ibid., pp. 171-172.

[2] Ibid., p. 222.

[3] Eric Ashby, *Adapting Universities to a Technological Society* (San Francisco: Jossey-Bass Publishers, 1974), pp. 73-74.

This accenting of "divided loyalty" and "ambiguities" seems to reinforce the complexity factor in professors' lives expressed earlier by Richman and Farmer. The same or related notions are readily detectable in the works of most authors treating issues of the academic profession.

In a corresponding vein of thought, Finkelstein presents his notions on the topic of academic identity. His observation supports the point made by Ashby that the academic occupation is a relative newcomer to status as a profession; and at the same time it gives a brief historical synopsis of the development of the professoriate.

> In less than a century, the professor rose from a makeshift, poorly paid drillmaster and custodian of incorrigible adolescents to the status of a respected public figure--a well-traveled entrepreneur and consultant to Presidents. Before the turn of the century, it is doubtful whether an academic profession existed in any meaningful sense. The academic role as we know it today--as a structured career sequence combining the pursuit of teaching, research and service within the institutional contexts of colleges and universities and disciplinary professional associations--took shape during the emergence of the American graduate university in the closing years of the 19th century. . . . It was not, however, until the Second World War that the academic role in its contemporary guise came to be fully recognizable.[1]

In his study of American academics, Finkelstein notes that the initial efforts at building academic professionalism were detectable before the Civil War, stemming chiefly from the fact that American educators had become extensively engaged in graduate studies at the German universities. In time, as the professorial career track became formalized, professionalization of faculty members in their occupational roles took place.[2]

---

[1]Martin J. Finkelstein, "Understanding American Academics: What Have We Learned and Where Do We Go From Here?" (Occasional Paper Number Six, State University of New York at Buffalo, 1980), p. 6.

[2]Ibid., p. 13.

A Model for the Academic Profession

Background. Higher education enjoyed a certain prosperity during the period of the 1960s. This prosperity provided the climate for the development and refinement of a model of the academic life. With enrollments up, faculty in demand, and adequate financing, faculty members gained greater control of academic matters and employment standards. However, this prosperity did not continue throughout the decade of the 1970s. Significant changes took place in enrollments, faculty supply, and financing which modified the climate substantially.[1] Rapid and even radical changes occurred during these two decades, and prospects for continuing changes during the 1980s are continually alluded to in the literature.

That academic life is changing finds little or no disagreement. To understand *how* it is changing requires a description of major characteristics of the academic model as it was at its best. In addition, the organizational characteristics of higher education relating to faculty employment need to be considered because professors are uniquely dependent on an organizational setting in achieving their career goals.[2]

The academic model presented by Shulman combines the two concepts of "academic profession" and "academic career." She explains this combination of concepts:

> In the academic model, professional values determine the stages of the academic career, and are the criteria by which a faculty member's career advances. By academic profession is meant a set

---

[1]Carol Herrnstadt Shulman, *Old Expectations, New Realities: The Academic Profession Revisited* (Washington: American Association for Higher Education, [1979]), p. 8.

[2]Ibid.

> of professional values, e.g. autonomy and peer review, that are specifically tailored to the requirements of academic life. "Academic career" applies the career concept to the particular demands of academic life.[1]

These terms of "professional values," "stages of academic career," and "faculty member's career advances" convey relevant concepts in any consideration of the relationship of professional activities to the subject of self-actualization among the professoriate.

The basis for modern faculty life derives from the establishment of the university system during the latter part of the nineteenth century. In the earlier days, American college faculty were chiefly employed to teach and to discipline the students (as was noted earlier by Finkelstein), not to engage in research activities. Research was even considered a hindrance in that it detracted from teaching efforts.[2] However, this notion of the faculty's role changed as the American university system developed. It is the practices and values of the university system that form the basis for the academic model. Three distinguishable elements emerged: "(1) research is an important endeavor, and the focus of university life; (2) academic work requires peer judgment; and (3) scholarship is a vocation in its own right."[3] The modern professoriate added a fourth element, namely, the service of important social goals. This provided an added basis for professional prestige. Prestige was not always accorded the profession. A rather low social standing of professors apparently had resulted from admitting into its ranks persons

---

[1]Ibid.

[2]Ibid., p. 9.

[3]Christopher Jencks and David Riesman, *The Academic Revolution* (Garden City: Anchor Books, 1969), p. 237, cited by Carol H. Shulman *Old Expectations, New Realities: The Academic Profession Revisited*, p. 9.

of mixed socioeconomic backgrounds as well as those of varying academic abilities. American society had not provided a niche for the intellectual aristocracy as it had for the economic aristocracy.[1]

After World War II, intellectual, scholarly and scientific pursuits gained in importance and in turn increased the significance of intellectual life in America. As a result, colleges and universities attracted candidates from higher social levels.[2]

Characteristics of the Academic Model. Professors develop their academic value systems while they are in graduate school, for it is in that environment that they come to realize that as academics they are a professional group. The professional group is commonly defined as one that claims the right of self-regulation, determines its own methods, and judges its own members (as Cohen cummarized previously). In addition, the graduate school generally emphasizes the importance of loyalty to one's discipline and of research. Academic freedom in conducting research and in teaching is another central value of the academic model which flows logically from the professional self-image of graduate schools with their commitment to the advancement of knowledge.[3]

During the 1960s, graduate schools clearly exemplified the "professional orientation of academics and their devotion to research

---

[1]Logan Wilson, *The Academic Man. A Study in the Sociology of the Profession* (New York: Octagon Books, Inc., 1949), p. 149, cited by Carol H. Shulman, *Old Expectations, New Realities*, p. 9.

[2]Seymour M. Lipset and Everett C. Ladd, "The Changing Social Origins of American Academics," *Qualitative and Quantitative Social Research* ed. R. K. Mertins, J. S. Coleman, and P. H. Rossi, (New York: The Free Press, 1979), cited by Carol H. Shulman, *Old Expectations*, p. 9.

[3]Shulman, p. 3.

and their disciplines. Most significantly, these schools were the environment in which *today's academics were trained."*[1] Jencks and Riesman defined the views of these training programs:

> The graduate academic departments are for the most part autotelic. They resent even being asked whether they produce significant benefits to society beyond the edification of their own members. To suggest that the advancement of a particular academic discipline is not synonomous with the advancement of the human condition is regarded as myopic. . . .[2]

Higher education's value system reflects this attitude. Large, research oriented institutions are usually accorded the greatest prestige.

The professional self-image of the graduate departments along with their interest in the advancement of knowledge ties in to another value of the academic model, that is academic freedom in research and instruction. The American Association of University Professors presented a statement on academic freedom and tenure highlighting its importance to the "free search for truth and its free exposition." This statement implies the professors' prerogative to decide what should be studied and what procedures should be followed. Academic freedom provides for the professional treatment of the professor as one capable of exercising judgment independently in matters dealing with academic work without review except by those in a peer group.[3]

Besides the value system which the academic model provides,

---

[1] Shulman, p. 10. (Italics added.)

[2] Jencks and Riesman, p. 250.

[3] American Association of University Professors, "Academic Freedom and Tenure, 1940 Statement of Principles and 1970 Interpretive Comments," in *AAUP Policy Documents and Reports* (Washington: AAUP, 1977), p. 2.

there is the area of career paths. The value systems and career paths are "inseparable components of academic life." Authors express agreement on the stages of traditional academic career development and the impact of the 1960s affluence on the concept professors have regarding the development and the reward system of college teaching careers. This viewpoint also forms an integral part of the academic model.[1] A framework identifying the basic elements of an academic career has been developed by Light, Marsden, and Corl. A brief explanation as to how these elements interact to shape a total professorial career has relevance to the study of how college faculty through self-actualizing behavior achieve professional self-satisfaction.

Light, Marsden, and Corl in their framework of an academic career "identify three analytically distinguished strands; the elements of each contribute in different ways at different times to the potential for success."[2] The three strands are composed of three categories of careers: (1) disciplinary; (2) institutional; and (3) external. They should not be regarded as consecutive or sequential or necessarily progressive. The authors are quick to add: "In actual careers, they are interwoven. Activities and positions analytically in one strand often have meaning and consequences in the other strands."[3] These strands are distinguished in order to facilitate an analysis of the professorial career and to identify the most practiced professional activities of

---

[1] Shulman, p. 11.

[2] D. W. Light, Jr., L. R. Marsden, and T. C. Corl, *The Impact of the Academic Revolution on Faculty Careers* (Washington, D.C.: ERIC Clearinghouse on Higher Education, 1973), p. 8.

[3] Ibid.

college and university professors.

The disciplinary strand is generally considered primary in that the other two strands are based on its criteria for success in establishing standards for selection and advancement. Several stages can be identified within the disciplinary strand.

> Several crises points emerge in the disciplinary career: deciding to enter a field of specialization, admission to graduate school, achieving the requisite qualifications to be considered a disciplinary member, and producing a piece of research. Publication is a recurring crisis.[1]

Light and colleagues remark that switches take place between and within career strands. Sometimes a different type of work is the switching point. "A person may change disciplines or leave the academic world altogether, but, given the time necessary to attain competence in a discipline, switches are more likely to occur before the highest degree is completed."[2] Beyond the highest degree there seems to be no formal steps for proceeding in the disciplinary career. Activities likely to bring one success are informally picked up through "attendance at professional meetings, familiarity with the literature, and communication with others in the discipline."[3] These elements could serve as assessment items in determining the extent of involvement in key professional activities by professors in the area of work within their discipline.

Light and others state that practically no research has been done on participation in disciplinary associations. They refer to a study by Parsons and Platt (1968) titled *The American Academic Professions: a pilot study*, in which rough estimates indicated "that offices

---

[1]Ibid., p. 10. [2]Ibid. [3]Ibid.

in national disciplinary associations were held by faculty at more highly differentiated institutions, while offices in local associations were more likely to be held by faculty from the less differentiated institutions."[1] It might be, suggests Light and others, that such a condition is but a reflection of a "cosmopolitan-local dimension" within the discipline. But they then make a more pertinent observation relating to the present study as to the extent to which professors become involved in professional activities.

> On the other hand, between one-third and one-half of faculty consistently shied away from association offices, perhaps because of existing obligations and work loads. The inclination to accept offices was more evident at the large, top- and middle-level, research oriented institutions.
>
> The influence of some elements in the disciplinary strand needs further analysis: honorary degrees, professional associations, scientific academies, editorships, and patterns of informal associations among academicians. These elements may have more influence than suspected.[2]

Shulman provides a sketch of the institutional career, citing Light and others. After establishing disciplinary credentials, the professor-candidate begins his/her institutional career with a full-time position at an institution of higher education. Job responsibilities at the employing institution are defined--be they teaching, advising, researching, committee work, or whatever. Elements in the reward system generally are: salary, status, promotion, prestige, influence, honors and tenure. There may be recognition for outstanding accomplishments; such may take the form of awards for teaching, or special services, or even the awarding of a "chair." Whatever the *institutional* reward, it

---

[1] Ibid., p. 30.

[2] Ibid.

is usually based upon an evaluation of the *disciplinary* activities of the professor. Such a reward system can present a conflict situation for the professor. The emphasis on research by graduate schools is reflected in the reward system, but the doctorate is considered more significant as certification for teaching. "Therefore, his [the professor's] academic career generally reflects an effort to balance research values with employment obligations."[1] Such an effort often generates an uneasy employment situation. This dilemma is expressed by Caplow and McGee.

> Although in most occupations men are judged by how well they perform their normal duties, the academic man is judged almost exclusively by his performance in a kind of part-time voluntary job (research) which he creates for himself. . . . It is only a slight exaggeration to say that academic success is likely to come to the man who has learned to neglect his assigned duties in order to have more time and energy to pursue his private professional interests.[2]

For many, the institutional career will usually diminish when the faculty member is promoted to associate or full professor thus initiating a third phase of professional activity--the external career.

It is not until later in life as a general rule that the external career phase begins. It involves professional activities within the discipline but outside the institution, such as consultation, exchange teaching, guest lecturing, employment with industry or government, and other public work requiring disciplinary skills. Progress in this third strand is dependent upon fulfilling the other two strands of the

---

[1] Shulman, p. 12.

[2] Theodore Caplow and Reece J. McGee, *The Academic Marketplace* (New York: Basic Books, 1958), p. 221, cited by Carol Shulman, *Old Expectations, New Realities*, p. 12.

academic model--disciplinary and institutional.

The external career can be characterized by two qualities that are unique to the profession of the college teacher. These qualities are tenure and employment mobility. Tenure guarantees academic employment; mobility provides for movement within and among institutions. Academic tenure is regarded as an essential element of the academic model. A statement issued by American Association of University Professors in 1940 on the subject of "Academic Freedom and Tenure" serves as a benchmark for the "institutionalization of academic tenure in the profession." This statement further declares that tenure is necessary for professors because it provides:

> (1) Freedom of teaching and research and of extramural activities and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligation to its students and to society.[1]

A professional value is translated into career terms by this concept of tenure.

Light and others say there are important questions regarding the role of professors and the university function in society that revolve about the external activities of faculty members. "That the discipline and the institution occupy most of the academic career may be inferred from available information, but the facts are probably more complex."[2] Faculty appear to be constantly vying for outside projects due to their desire for additional income.

---

[1]American Association of University Professors, "Academic Freedom and Tenure 1940 Statement of Principles," p. 2.

[2]Light and others, p. 67.

In regard to the external activity of consulting, Fulton and Trow (1973) reported "a constant sixty-seven percent at top-and middle level institutions," consulted; and Dunham (1966) had reported "of all faculty seventy percent engaged in professional activities not connected with their institutional position."[1]

Henderson and Henderson attest to professors being called upon frequently to render services outside the university, and these might be regarded as interferences to their basic job unless they use personal restraint or there is institutional policy which regulates off-campus involvements. They note that a university is justified in requiring full-time faculty members limit their outside professional services and activities to that which enhances their competence in the main areas of their responsibilities--teaching and researching. But they also note that the institution should encourage its faculty to engage in such outside services. The benefit of doing so is outlined:

> A college or university develops contracts with important enterprises, governmental agencies, and institutions; it acquaints the faculty, and through them the students, with up-to-date developments, at least of the practical sort, within their fields; it brings into the classroom and the laboratory questions and problems from the field that need further study; it assists the faculty members to enjoy greater prestige and recognition as professional men and women. And, by permitting outside professional work and the opportunity to earn additional income, the university often retains faculty members who otherwise might be attracted elsewhere.[2]

Academic job mobility has somewhat incongruously existed side-by-side with academic tenure as an important part of the professorial

---

[1]Light and others, p. 67.

[2]Algo D. Henderson and Jean Glidden Henderson, *Higher Education in America* (San Francisco: Jossey-Bass Publishers, 1974), p. 123.

career. During the two decades of the 1950s and 1960s, faculty members as well as institutions of higher learning themselves made use of "mobility opportunities as a personnel mechanism for career growth and job satisfaction, and for meeting institutional needs."[1] However, the period of the 1970s reversed this institutional condition and has posed a significant question bearing on self-development and career satisfaction among college professors. Shulman summarizes:

> Academics can no longer consider easy access to college and university employment a characteristic of their profession. several events have conspired to create a tight job market: decline in enrollment, a faculty employment bulge in the mid-career years; and incorrectly planned expansion of doctorate production in the late 1960s and 1970s. . . .
> How does lack of job mobility affect faculty morale? There is little literature available that specifically relates mobility to morale problems in higher education. Anecdotal information suggests that the mobility/morale nexus is a widespread problem for administrators and faculty. . . .[2]

Job mobility and the various external career activities open to a professor can be viewed as features of the professional life that provide them opportunities for maximizing their potential--for becoming all that they can be and all that they desire to be.

Teaching, research and community service are the essential elements of the academic life according to the academic model. Research, it seems, is valued above the other two and generally forms the basis for rewards. The reward system that exists today is seen as incongruent with the interests and activities of most professors. Most devote themselves to college teaching and spend little time on research. It was possible to overlook this incongruency during the high-mobility

---

[1] Shulman, p. 13.

[2] Ibid., p. 25.

period of the 1960s, but the static professor-market of the 1970s urged a higher regard for using rewards to promote job satisfaction on campus. For this reason, a new look needs to be taken at the means available for rewarding professors and in keeping these rewards consistent with faculty members predominant professional activities and preferences.[1]

Caplow and McGee wrote in 1958: "For most members of the profession, the real strain in the academic role arises from the fact that they are, in essence, paid to do one job, whereas the worth of their services is evaluated on the basis of how well they do another."[2] Shulman remarks that this condition still prevails twenty years later, and that there is evidence that faculty are confronted with conflicts on how to employ their time.[3]

Surveys indicate that professors in general spend very limited time on research and publication efforts. Ladd and Lipset surveyed over thirty-five hundred college and university faculty members in 1975 finding that only a small segment actively engaged in research and publication:

> Over half of all those employed full-time. . . have never brought to publication any sort of book, written or edited, singularly or in collaboration with others. . . .
> More than one-third have never published an article.
> Half. . . have not published anything, or had anything accepted for publication in the last two years. More than a quarter of

---

[1]Shulman, p. 26.

[2]Theodore Caplow and Reece J. McGee, *The Academic Marketplace* (New York: Basic Books, 1958), p. 82, cited by Carol Shulman, *Old Expectations, New Realities*, p. 26.

[3]Shulman, p. 26.

> all full-time academics have never published a work anywhere, at any time in their careers.[1]

This would seem to indicate that research activity is concentrated among a small segment of the professoriate. It might be assumed that the researching and publishing professors are located at the large and prestigious universities. But even at these institutions, faculty spend less than half of their time in research. Baldridge and others reported:

> Faculty at private multiuniversities garner the most research time--25 percent of their work activities, followed by 22 percent for faculty in public multiversities. For each group, publication of articles in the last four years averaged 7.4 and 6.8, while the average number of books in the last four years was .9 and .8 respectively.[2]

The dominant mode of academic life remains teaching. A study by Ladd and Lipset using data obtained in 1975 revealed that half of all faculty were engaged in teaching ten or more hours per week, with one-third teaching thirteen hours or more per week, and only one-sixth were teaching four hours or less per week. Similar to the amount of research activity, teaching involvement differed by institutional level. The more prestigious institutions spent less time in teaching activity.[3]

---

[1]Everett Ladd and Seymour Lipset, *Final Report. Survey of the Social, Political, and Educational Perspectives of American College and University Faculty* (Storrs, Conn.: University of Connecticut [1978]), pp. 73-74, cited by Shulman, *Old Expectations, New Realities*, pp. 26-27.

[2]J. Victor Baldridge and others, *Policymaking and Effective Leadership* (San Francisco: Jossey-Bass Publishers, 1978), cited by Shulman, *Old Expectations, New Realities*, p. 27.

[3]Ladd and Lipset, *Final Report*, cited by Shulman, *Old Expectations, New Realities*, p. 27.

These statistics on teaching activities were reported by Baldridge and others.

> . . . faculty at private multiversities spend 32 percent of their time in undergraduate teaching and 23 percent in graduate training, in contrast to public comprehensive universities where faculty spend 58 percent of their time in undergraduate teaching and 19 percent in graduate training.[1]

These and other studies reflect clearly that the actual activity among professors differs from those values and career paths indicated by the academic model. There does not seem to be any clear indication as to which professional activities are preferred by faculty. An apparent conflict exists as to activities professors prefer. Professors express satisfaction with their role as teachers according to Ladd and Lipset: ". . . faculty, including those at the most prestigious institutions, prefer teaching to research: 70 percent of all faculty emphasize that teaching is their primary interest."[2] While Light, Marsden and Corl reported that "faculty feel burdened by their obligations to meet their teaching responsibilities, and wish to carry on research."[3] The disagreement between these two surveys indicates the apparent conflict in the preference of professors. The studies were approximately four years apart (1975-1971 respectively).

In their survey, Ladd and Lipset found that younger faculty members were more concerned about research activity than were their older colleagues. This was to be expected considering the fact that

---

[1]J. Victor Baldridge and others, *Policymaking and Effective Leadership*, cited by Shulman, *Old Expectations, New Realities*, p. 27.

[2]Ladd and Lipset, *Final Report*, cited by Shulman, *Old Expectations, New Realities*, p. 28.

[3]Light, Marsden, and Corl, cited by Shulman, p. 28.

younger professors usually need to establish their academic credentials. Also the younger faculty were significantly more desirous of publishing as is reflected by these statistics: "from 1973-1975, 43 percent of those under 35 have published, while more than half of those fifty-five years and older have not published anything."[1]

Summary of the academic model. The value system of the academic world seems to be maintaining that the highest duty of the professor is research with teaching secondary. Research is regarded as the stimulus for effective teaching. However, this value system is apparently incongruent with the actual facts of the academic life. The primary goal of most institutions of higher education is to teach students--both undergraduate and graduate. Most members of college and university faculties devote the major portion of their time to the teaching function; and for most this coincides with the true interest of their professional activity.

The reward system, however, operates on the same value system by rewarding research over teaching by means of granting promotion and tenure. This presents the continuing problem of professors experiencing a certain dissonance in their professional lives.

Researchers in the field of higher education over the past twenty years have identified these conflicting values in the lives of professors. In 1958, Caplow and McGee recognized it; in 1968, Jencks and Riesman; and in 1978, Ladd and Lipset. During most of this period of time, there was not as great a need for addressing the conflict between researching and teaching as there is now. Formerly, jobs and resources were more available; faculty could find satisfactory employ-

---

[1]Shulman, p. 28.

ment because job mobility was higher and salaries were generally increasing. However, as job mobility opportunities dry up, the incongruencies of the value system and reward system seem to require attention and demand resolution. Movements toward changing the reward system are not detected, and there is every indication that the "traditional values of the academic model continue to dominate the profession."[1]

Shulman concludes that there is not much room for optimism in the academic profession considering the "hard facts about prospects for higher education" and the "dispiriting portrait" of the profession. Of greater significance is the "faculty gloom" which apparently has been caused by a certain dissonance in the lives of professors resulting from the disparity of academic career expectations and actual career paths.

> For most academics, higher education no longer promises the excitement of prestigious careers, rapid advancement, and professional prerogatives that it did through the 1960s. What seems called for is a new model of the academic profession that can reconcile academic values, such as the pursuit of knowledge, with the changing environment in higher education and faculty's real career profile.[2]

Perhaps the subject of this research project will suggest some aspects of the academic situation as to whether or not professors' professional activity interfere with or contribute to their achieving high levels of self-actualization--and vice versa.

---

[1]Shulman, pp. 34-35.

[2]Ibid., p. 46.

Stages Representative of Professorial Development

After reviewing the works of several authors who describe the professional activities that characterize the work of professors and analyzing aspects of an academic model, it is appropriate now to consider how these activities and aspects might appear in the developmental phases of professors' professional lives. These representative stages are pertinent to the study in that they provide a framework for identifying aelf-actualizing behavior.

Norbert Ralph conducted the research which resulted in the description of these five stages of faculty development. He states that his plan was developed along the theoretical patterns of Loevinger and Messler (1970) and Perry (1970) which examined "the form or structure of an individual's assumptions about social reality and how these change through life."[1] The concept of development requires a specific definition, and Ralph provides this. "Development means dealing with experience in increasingly sophisticated and complex ways and being able to integrate this complexity into stable structures."[2] He maintains that the central point is not the content of development (issues that an individual must deal with at a given moment) but the structures used to generate the content, for example, how one thinks about good and bad, truth, beauty, and so on. Ralph's study did not concentrate on the *content* of development--experiences preoccupying professors at certain times--but on the *constructs* that would be the basis for that content.

---

[1]Norbert Ralph, "Stages of Faculty Development," *New Directions for Higher Education 1* (San Francisco: Jossey-Bass Publishers, 1973; Ann Arbor, Mich.: University Microfilms, C10350), p. 62.

[2]Ibid.

Examples of these constructs are: personal and educational background, views on teaching, attitudes toward students and colleagues, and professional goals.[1]

Ralph expresses the importance of grasping an essential notion regarding the development of college professors; that is, "the growth of increasingly complex ways of thinking and acting."[2] The development of professors, and all human beings in general, needs to be seen as a continuum of increasing complexity accompanied with the possibility of increased tension and heightened concern for the role and responsibility one has. The development process requires that experiences be dealt with in progressively sophisticated and complex methods and that this complexity be integrated into stable structures.

Ralph analyzed the raw data on the key constructs mentioned above. Data were derived from interviews with faculty members at a large state university using open-ended questions. He describes his basic treatment of the data: "I ordered faculty along a continuum according to the complexity and generality of the assumptions which underlay the meaning they gave to their professional lives."[3] Four major areas were investigated: (1) views on the process of education including the nature of knowledge and the philosophy of teaching; (2) notions on the role of professors; (3) relation of professors to their discipline; and (4) professors attitudes toward colleagues and students. He describes the continuum which he used for ordering the data:

> The continuum portrays a progression from a position where faculty see knowledge as an unambiguous entity, and where teaching consists of simply presenting facts to students, to a position

---

[1]Ibid. [2]Ibid., p. 61. [3]Ibid., p. 62.

> where they begin to see knowledge in more differentiated terms and recognize the need to use various strategies to help students gain understanding. Farther along the progression is a more problematic notion of knowledge, accompanied by a view of teaching as helping the student develop frameworks for ordering unrelated facts, to impose order on chaos, as it were. The concept of professional role evolves from simple definitions of right and wrong actions, to an awareness of choice in roles and a sense of possible restrictions and limitations, and finally to a sense of style and tolerance within their choices of roles. In relation with others the progression goes from a view of people in moralistic terms of good and bad, to a more psychologically insightful notion of people that recognizes the origins of manipulation and inequality in human relations, and then to a sense of commitment in a context of tolerance and reciprocity.[1]

Ralph sorted professors along this continuum and grouped them into five levels or stages which are summarized here.

STAGE ONE: (16 percent of sample) Professor has a simple view of the role and the nature of the work. The professional reference group provides the role definition; one enacts it in conventional fashion and goals are distinguished by their rather stereotyped form moreso than their specific content. Knowledge is absolute and given; education consists of pouring facts in an empty vessel (the student). The opinions are somewhat dogmatic and are distinguished by their lack of complexity; their presentation tends to preclude argument and alternative points of view. Conventionality, perhaps banality, dominate the professional life.

STAGE TWO: (21 percent of sample) Professor has more complex notion of academic role. Role may still be defined in relation to conventional reference groups, but an increasing distance from them is demonstrated. One's view of knowledge is gaining in complexity. One still sees people in monolithic good-and-bad terms, but is willing to try to explain their behavior. This professor has had some experience

---

[1]Ibid., pp. 62-63.

in dealing with diverse opinions, with the views of others contrary to one's own, and thus can maintain a relatively articulate position. Instructional aims continue to be centered on the acquisition of facts by the students. Instructor is desirous of employing helpful techniques in the learning exercise.

STAGE THREE: (16 percent of the sample) Professor gains further distance from reference-group definitions of the role. A heightened consciousness of choice has been acquired, and there is an awareness of the possible limitations on one's personal freedom. Anxiety may be displayed as a result of efforts to synthesize disparate elements in the professorial role. Considerable psychological insight into interpersonal relations has been developed; students and colleagues are seen in terms of inner motives and their relations to behavior. As an educator one strives to create conditions for students to learn, realizing that students learn only by active participation. A problematic idea of knowledge persists, and a permissive philosophy of education is evidenced. As a result of the ability to think in psychological terms, there is an appreciation of human variousness that contributes to a greater sense of responsibility and consciousness. Professor is probably more open to choice and diversity than are less-developed colleagues, but has not as yet learned to integrate these elements.

STAGE FOUR: (21 percent of sample) Professor has evolved a personal style of functioning in addition to a sense of freedom and relativity in social roles, has solved some role conflicts, and has achieved at least a partial synthesis. A sense of reciprocity in human relations and in education has been acquired. There is a stronger reali-

zation that a faculty member should not only give but get. One enjoys people in contrast to the Stage Three type who appears to be preoccupied with the possibility of manipulation and inequality in human relations. Learning is regarded more and more as the capacity to synthesize diverse facts and information. There is a greater facility for the professor to see things more and more from the students' viewpoint. Autonomy of the student is valued. Synthesis among diversity and complexity is stressed.

STAGE FIVE: (26 percent of sample) Faculty member at this level has achieved a clearly articulated position distinguishing oneself from the colleague of Stage Four. To illustrate, the philosophy of education includes an explicit concern for helping students develop character and a value system. There is real appreciation of the students' situation and a sincere concern as to how material may best be learned by them. Satisfaction is found in relationships with students even with those of whom one may have been critical. Such tolerance is a conscious or explicit construct for the professor; there is an awareness of having developed this sense of tolerance and the ability to live with diversity. "Considerable cognitive complexity is evident at this stage." This prototypic professor accepts contradiction and ambivalence in most human functioning, adjusts to irony in the social processes, and copes effectively within these contexts.[1]

Ralph referenced the characteristics of a developmental model identified by Loevinger (1966) in which four features are specified: (1) developmental stages follow an invariable order; (2) no stage is omitted; (3) complexity increases from one stage to the next; and,

---

[1]Ibid., pp. 63-65.

(4) each stage depends on the previous stage and forms the basis for the succeeding stage. Ralph's observation was that he felt his scheme complied with the features of Loevinger's developmental model with but one exception, and that was: professors could be located at stages higher than Stage One or Stage Two without having passed through these stages in the early years of their professorial careers although they probably did pass through them as graduates or undergraduates. Ralph adds that the stages described do not present in their entirety the ego development concepts of Loevinger and Wessler (1970).

> I am concerned with ego development only as it relates to a professor's professional development, as expressed in such aspects of his life as his career, his teaching, his views of students and colleagues, and his ideas about the nature of knowledge. One would expect, of course, some correlation between professional growth and ego development as more generally conceived, and in fact the modal ratings in my second (state-college) sample correlate .28 with the Loevinger Sentence Completion Test (Loevinger and Wessler, 1970), a measure of ego development.[1]

Another principle of Loevinger and Wessler that Ralph draws attention to in interpreting results of his experimentation is: "ego structures are relatively stable entities; they change only slowly."[2] He then relates this principle to his subject by observing that the professional development is actually a facet of their ego-development (self-actualization) and therefore such an integral element is not easily modified. "Development occurs when the individual is confronted with novel perspectives and events that he cannot account for with his usual assumptions."[3] Integration of new experiences must occur slowly in order to maintain the stability of the ego. Too rapid a change threatens ego stability. "If nothing else, development is an intensely personal

---

[1] Ibid., p. 66. [2] Ibid., p. 63. [3] Ibid.

thing, and rightly so. The individual best knows the rate of growth consistent with his or her stability."[1]

Ralph summarizes what he believes to be the significance of his description of the professional development for professors.

> I believe that it provides a model which transcends the notion of faculty development as mere adjustment or acquiescence to roles with a minimum of stress. The model presents a course of growth that offers professors ever-greater choice and complexity in constructing their roles. Further, I believe that the greater the faculty member's development the greater his or her potential for helping students increase their own growth. In an age that seems to become increasingly turbulent and bewildering, more complex and humane ways of thinking and valuing are essential steps in a person's development.[2]

Some insight into the numerous and various professional activities of college and university professors as seen by major authors has been given. Dressel suggested seven areas of academic activity; Miller offered eight areas; and Richman and Farmer detailed five activities for the profession. A model of the academic profession was outlined in some detail showing the characteristics of the profession with the major career strands of disciplinary, institutional, and external. Value systems, reward systems, and the mobility factor were reviewed as these related to the academic profession. Finally, Ralph's views on the stages of professional development were presented with detailed descriptions of the professor at each stage being given.

Having considered the various concepts and approaches to understanding professional activities of professors as presented by these several authors, attention is now directed to the subject matter of self-actualization.

---

[1] Ibid., p. 67.

[2] Ibid., pp. 67-68.

Self-Actualization

Introduction

In discussing issues in professional education, Chris Argyris and Donald Schon identify the element of discontent observed within the ranks not only of students and young professionals but within the ranks of the deans and faculties of the various professional schools. The discontent is manifested in several ways: demonstrations, confrontations, manifestos, strikes, and the formation of counter-professions in opposition to "established concepts of professional practice and professional identity. . . ."[1] The thrust is toward analyzing areas of crises in the respective professions and toward proposing reforms. Argyris and Schon summarize the disturbance in the professions this way:

> Although issues and attitudes differ from one profession to another, this general discontent is characteristic of the oldest professions (medicine, law, the ministry) and of relative newcomers (engineering, business management, education administration, urban planning). Those who are disturbed about the profession itself are also disturbed about the education of professionals. . . .[2]

Argyris and Schon then specify five central issues by raising five fundamental questions for discussion. These are:

1. Whom does the profession serve?
2. Are professionals competent?
3. Does cumulative learning influence practitioners?
4. Is reform possible?
5. *Can self-actualization occur?*[3]

It is not intended to engage the discussion of these questions at this point but only to accentuate question five and extrapolate those issues

---

[1]Chris Argyris and Donald A. Schon, *Theory in Practice: Increasing Professional Effectiveness*, (San Francisco: Jossey-Bass, 1975), p. 139.

[2]Ibid., p. 140.

[3]Ibid., pp. 140-145. (Italics added.)

bearing on professional development activities and self-actualization of college and university professors.

The context in which Argyris and Schon see self-actualization taking place relates to the student or young developing professional, but what would be applicable for them could, by extension, be applicable to the longer practicing professional. It will be advantageous to look to several authors for an answer to the question: Can self-actualization take place? Before turning to the views of other authors on the subject, it is appropo to consider some other comments of Argyris and Schon.

Referring to the findings of researchers in legal education, they note that students regarded self-actualization during working hours just as important to them as it was during non-working hours. That is to say that the young lawyers saw their work devoid of meaning and wished to have more of their "total personality" involved in their legal work. In essense, they did not accept what had been the traditional dissociation of private life from professional life. Research found lawyers in the thirties age bracket not so concerned with this issue; however, many of those more mature legal professionals who had been interviewed agreed more with the student lawyer's views. Schein had observed:

> From the perspective of the student, many professionals as individuals and many professional associations have not sufficiently reexamined their role in society, are not delivering a high-quality service to the right client, and are not responsive to the desire of young professionals to work on relevant social problems. . . . In many professions, the early years of practice are perceived as stultifying, unchallenging, and more like an initiation rite than an educationally useful apprenticeship.[1]

---

[1] E. H. Schein, *Professional Education: Some New Directions* (New York: McGraw Hill, 1972), p. 53, cited by Argyris and Schon, *Theory in Practice*, p. 146.

In describing a model of the professions, Argyris and Schon identify "artificial environments" and a heavy reliance on "techniques" instead of what they think to be more appropriate for a paradigm of the professions: emphasis on the definition of a professional as one who professes a faith and proclaims a confidence.[1] With such emphasis on techniques and preference for artificial environments, self-actualization is incompatible. By way of augmenting self-actualization within the professions, Argyris and Schon declare "that students and young professionals seem to be asking for a new professional paradigm that differs from the old in the following ways."

OLD	*NEW*
Receive clients. Prove competence; no intent to help (because the client comes to you).	Seek clients. Prove not only competence but the intent to help.
View the problem narrowly and use the technique prescribed. Be effective in your application of technique.	View the problem broadly and seek new organization and technique to deal with it.
Criteria for success are set by the profession.	Criteria for success are changing; it is important to be influenceable by both clients and other professionals.
Tacit knowledge is important in great professionals, who can organize the diagnosis and propose an elegant solution.	Criteria for solution and a diagnosis depend on information and knowledge gathered from all participants. Solution will be satisfying.
Rejection on interpersonal grounds rarely occurs; minimal attention to interpersonal adequacy is enough.	Rejection is possible on interpersonal grounds even though your technique is sound.

---

[1] P. Palmer, "Professions in the Seventies," *Church Society for College Work*, March 1973, p. 2, cited by Argyris and Schon, p. 148.

OLD	*NEW*
Application of techniques, even if painful, is for the clients own good.	Application of techniques means control over others, which seems to impede self-actualization both for practitioner and client. One must submit to being controlled by others in order to control others.
Clients are supposed to be passive, open, and cooperative; the professional is supposed to be firm and fair.	Clients are becoming more educated and more willing to accept control over their lives; they are also becoming more disposed to influencing the professional, being more aggressive, and participating more in the process of diagnosis and treatment.
The professional wants autonomy in his work in order to carry out his techniques. This may lead to conflict with the organizations in which he functions. Becoming a cosmopolitan may be a way of dealing with the tension between organization and professional.	The professional wants freedom of choice and internal commitment; he wants the same for his clients. He expects to be challenged by clients and by the organization on criteria that go beyond the criteria of the profession itself.[1]

These descriptors of the new professional may be taken as an indication of a current trend toward preferring behavior that is more characteristically self-actualizing.

---

[1]Argyris and Schon, pp. 154-155.

Aspects of Self-Actualization

At the outset of this paper, Maslow's definition of the term self-actualization was given as "the full use and exploitation of talents, capacities, potentialities, and so on." Self-actualizing "people seem to be fulfilling themselves and to be doing the best that they are capable of doing. They are people who have developed or are developing to the full stature of which they are capable."[1] Maslow observes that within this definition is the connotation for basic emotional needs--those of safety, belongingness, love, respect, and self-respect. In addition, there are the cognitive needs of knowledge and understanding. Maslow declares that "it is still an open question as to whether this 'basic gratification' is a sufficient or only a prerequisite condition of self-actualization. It may be that self-actualization means basic gratification plus at least minimum talent, capacity, or richness.'"[2]

Maslow's study. From his study, Maslow concluded that the type of self-actualization which he discovered in the older subjects (no age specified) was not possible for young, developing persons in our society.[3] This notion is particularly relevant to an exploration of self-actualizing practices detectable among college and university professors in that certain maturity factors may be presumed, and that the application of Maslovian principles of self-actualization is suited to academic persons.

Maslow chose his subjects for the research based upon both

---

[1]Lowery, p. 178.

[2]Ibid., pp. 178-179.

[3]Maslow, *Motivation and Personality*, p. 150.

negative and positive criteria: the negative criterion was an absence of neurosis or psychosis or any strong tendencies toward them; the positive criterion was clear evidence of self-actualization (SA), which syndrome he admitted is difficult to describe accurately. His criteria included other qualities of the personality: gratification of basic needs (past or present), belongingness, love, respect, and self-respect, and the cognitive needs of knowledge and understanding. In general, all of his subjects "felt safe and unanxious, accepted, loved and loving, respect-worthy and respected, and that they had worked out their philosophical, religious, or axiological bearings."[1]

Maladjustment or extreme neurosis, Maslow maintained, would result in a disturbed perception which conceivably would effect even the perception of sight and smell. Healthy people experienced less perceptual differences resulting from wishes, desires, prejudices than did sick people. This observation led Maslow to hypothesize that "superiority in the perception of reality eventuates in a superior ability to reason, to perceive the truth, to come to conclusions, to be logical and to be cognitively efficient, in general."[2] He found that self-actualizing persons were more capable of distinguishing "the fresh, concrete, and idiographic from the generic, abstract, and rubricized."[3] As a result, such persons live more in the real world of nature instead of in the "man-made mass of concepts, abstractions, expectations, beliefs, and stereotypes" that a majority of persons confuse with the world. The self-actualizing are "far more apt to perceive what is there rather than

---

[1]Ibid. [2]Ibid., p. 154. [3]Ibid.

their own wishes, hopes, fears, anxieties, their own theories and beliefs, or those of their cultural group."[1]

Maslow proceeds to accent the relationship with the unknown. Healthy persons were unthreatened and unfrightened by the unknown; usually they were found to accept the unknown, be comfortable with it, and even attracted to it. "They not only tolerate the ambiguous and unstructured, they like it."[2]

Self-actualization as a human need. Maslow declares that even though the basic emotional and cognitive needs be satisfied, it should still be expected that a new discontent and restlessness will develop if the individual is doing what he or she is best fitted for. At this point in the exposition of his theory, Maslow makes his succinct, ever so poignant statement: "What a man can be, he must be."[3] The artist must paint or sculpt; the writer must write; the musician must make music or compose. These are Maslow's declarations, but by extension it may be said: the teacher must teach; the researcher must research; the counselor must counsel; the aviator must fly; the adventurer must explore; and so on. Maslow sees in this behavior man being true to his own self, to his own nature--and this need he calls self-actualization, a term he credits to Kurt Goldstein in his 1939 work titled *The Organism*. Maslow by his own admission used the term self-actualization (SA) in a more restrictive sense than did Goldstein. Maslow used self-actualization to refer to "man's desire for self-fulfillment" which is that tendency for man to fulfill his potential--"for him to become actualized in what he

---

[1]Ibid. [2]Ibid. [3]Ibid., p. 46.

is potentially."[1] This concept is further refined by Maslow.

> This tendency (man fulfilling his potential) might be phrased as the desire to become more and more what one idiosyncratically is, to become everything that one is capable of becoming. The specific form that these needs will take will of course vary greatly from person to person. . . . At this level, individual differences are greatest.[2]

It is important to keep this last stated feature--at this level, the level of self-actualization, individual differences are the greatest--in the forefront of the analysis of self-actualization among professors. An acceptance of, and an appreciation of this aspect should preclude any expectation that any rigid patterns exist in attaining self-actualization.

Maslow offers another important observation for this study of self-fulfillment among educators as related to that of other creative occupations.

> Clearly creative behavior, like painting, is like any other behavior in having multiple determinants. It may be seen in innately creative people whether they are satisfied or not, happy or unhappy, hungry or sated. Also it is clear that creative activity may be compensatory, ameliorative, or purely economic. It is my impression (from informal experiments) that it is possible to distinguish the artistic and intellectual products of basically satisfied people from those of basically unsatisfied people by inspection alone. In any case, here too we must distinguish, in dynamic fashion, the overt behavior itself from its various motivations or purposes. [3]

In this study, the objective was to distinguish the products of professional activity, artistic and intellectual, of highly self-actualized professors and less-highly self-actualized professors without attempting an exposition of the various motivations that may be involved in the performance of that activity.

---

[1] Ibid. [2] Ibid. [3] Ibid.

The nature of self-actualization. In discussing the "Expressive Component of Behavior," Maslow refers to the distinction between the terms *expressive* and *coping* components of behavior. He cites the works of Allport, Werner, Arnheim, and Wolff as distinguishers of these classes of behavior. Expressive is noninstrumental, and coping is instrumental, adaptive, functional, and purposive. Maslow cautions against an "either-or dichotomizing" which would rule out acts which have both an expressive and a coping aspect. Essentially, the differentiation between expressive and coping is a differentiation between "useless" and "useful" behavior.[1] For example, some purely expressive acts might be private, artistic activity (noncommunicative), a child's gleeful laugh, whistling from a sense of well-being, prayer of praise, and so on. Coping acts by contrast might be: artistic activity for economic gain, a child's cry of discomfort, whistling to preoccupy (fear compensation), and prayer of impetration. Coping behavior, Maslow states, "always has among its determinants drives, needs, goals, purposes, functions, or aims. It comes into existence to get something done. . . . It therefore implies a reference to something beyond itself; it is not self-contained."[2]

Conversely, expressive behavior according to Maslow is generally unmotivated, although it is determined. ("That is, though expressive behavior has many determinants, need gratification need not be one of them.")[3] Because self-actualizing behavior is identified by Maslow as expressive rather than coping behavior, he makes extensive contrasts between these descriptors and summarizes the distinction in eight statements:

---

[1]Ibid., p. 132. [2]Ibid., pp. 132-133. [3]Ibid., p. 133.

1. Coping is by definition purposive and motivated; expression is often unmotivated.

2. Coping is more determined by external environmental and cultural variables; expression is largely determined by the state of the organism. A corollary is the much higher correlation of expression with deep-lying character structure.

3. Coping is most often learned; expression is most often unlearned or released or disinhibited.

4. Coping is more easily controlled (repressed, suppressed, inhibited, acculturated); expression is more often uncontrolled and sometimes even uncontrollable.

5. Coping is usually designed to cause changes in the environment and often does; expression is not designed to do anything. If it causes environmental changes, it does so unwittingly.

6. Coping is characteristically means behavior, the end being need gratification or threat reduction. Expression is often an end in itself.

7. Typically, the coping component is conscious (although it may become unconscious); expression is more often not conscious.

8. Coping is effortful; expression is effortless in most instances. Artistic expression is of course a special and in-between case, because one *learns* to be spontaneous and expressive (if one is successful). One can *try* to relax.[1]

The expressive component of behavior most closely relates to aspects of self-actualizing behavior, and an understanding of it will be helpful in grasping the nature of self-actualization.

People who are at the self-actualizing level of motivational development are unique in that their actions and creations are highly spontaneous, guileless, open, self-disclosing and unedited. To describe this state, Maslow borrows the term "the Easy State" from Asrani.[2] To describe the unordinary motivations of self-actualizing persons, Maslow coined the word "metaneeds," declaring that "the motivations change in quality so much and are so different from the ordinary needs for safety or love or respect, that they ought not even to be called by the same

---

[1] Ibid., p. 132.

[2] Ibid., p. 134.

name."[1]

Maslow continues his elaboration on the distinction between needs and metaneeds by attaching a notion of externalism to needs and a notion of internalism to metaneeds. Physiological, safety, belongingness, and love needs he regards as "external qualities that the organism lacks and therefore needs." Self-actualization is not to be regarded as a lack or a deficiency in this sense because self-actualization is not an extrinsic requirement of the organism in the same order of requirements as a body needing food or a plant needing water. "Self-actualization is intrinsic growth of what is already in the organism, or more accurately of what *is* the organism itself."[2] The human person has a need for nourishment, safety, love, and respect from the social situation in which it operates just as a plant requires nourishment and sunlight from its environment. In both cases, after these needs and requirements are satisfied, specific, real development begins. In other words, this is the point in development of true individuality.

> All trees need sunlight and all human beings need love, and yet, once satiated with these elementary necessities, each tree and each human being proceeds to develop in his own style, uniquely, using these universal necessities to his own private purposes. In a word, development then proceeds from within rather than from without, and paradoxically the highest motive is to be unmotivated and nonstriving, i.e., to behave purely expressively. Or to say it in another way, self-actualization is growth-motivated rather than deficiency-motivated. It is a "second naivete," a wise innocence, an "Easy State."[3]

It is purposeful for the objective of this study to emphasize the paradoxical statement in the above quote: *"the highest motive is to be*

---

[1]Ibid. [2]Ibid. [3]Ibid., p. 135.

unmotivated and nonstriving, i.e., to behave purely expressively." An essential aspect of this investigation is to identify the college and university professor who behaves purely expressively at least upon occasion if not as a regular state. Expressive behavior characterizes the self-actualizing personality.

In order to progress in the direction of self-actualizing behavior, Maslow asserts the necessity of solving lower order motivational problems. As a result, one would be enabled to consciously and purposefully seek spontaneity. "Thus at the highest levels of human development, the distinction between coping and expression, like so many other psychological dichotomies, is resolved and transcended, and trying becomes a path to nontrying."[1]

Maslow discusses the subject of control as it relates to inner and outer determinants of behavior. "Spontaneous expression is very difficult to manage, to change, to conceal, to control or to influence in any way."[2] Deliberate personal controls on such things as style of penmanship, speech, emotional response, and so on, cannot be maintained for extended periods of time. Such deliberate efforts at control are in the area of coping behavior. Expression is effortless; coping is effortful.

A warning is offered in regard to control actions. Maslow cautions against thinking that spontaneity and expressiveness are always good, and that control of any kind is bad and undesirable. Self-control, or certain inhibitions are quite valuable and healthy. "Control need not mean frustration or renunciation of basic need gratifications."[3]

---

[1]Ibid. [2]Ibid., p. 136. [3]Ibid., p. 137.

The perspective to be maintained in regard to controlled and expressive behavior is contained in these statements.

> And then too--what has to be repeated again and again--is that the healthy person is not only expressive. He must be able to be expressive when he wishes to be. He must be able to let himself go. He must be able to drop controls, inhibitions, defenses when he deems this desirable. But equally he must have the ability to control himself, to delay his pleasures, to be polite, to avoid hurting, to keep his mouth shut, and to rein his impulses. He must be able to be either. . . expressive or coping, controlled or uncontrolled, self-disclosing or self-concealing, able to have fun and able to give up fun, able to think of the future as well as the present. The healthy or self-actualizing person is essentially versatile; he has lost fewer of the human capacities than the average man has. He has a larger armamentarium of responses and moves toward full-humanness as a limit; that is, he has *all* the human capacities.[1]

Additional descriptors help to separate coping behavior from expressive behavior. As a rule, coping behavior is initiated with some view toward changing the world and generally meets with some success, whereas expressive behavior quite often will have no effect on the environment. If the expressive behavior does have an effect, it is unintended. To exemplify, Maslow gives the case of a salesman whose coping behavior is to engage consciously in conversation with a prospective buyer. His mannerism or style of speech may be offensive, unknown to him; and these may cost him the sale. His expressive behavior had an effect on his environment which he did not want but of which he was unaware. "The environmental effects of expression, when there are any at all, are unmotivated, unpurposed, and epiphenomenal. Coping behavior is always instrumental, always a means to a motivated end."[2] By contrast, the variations of expressive behavior are unrelated to either means or ends, for example handwriting style; or in

---

[1] Ibid., p. 138.

[2] Ibid.

some cases it might be regarded as sort of an end in itself, for example extemporizing at the piano.

There is another classification of behavior which Maslow identifies as basically expressive but which does serve some usefulness to the organism. That is called release behavior. An example is cursing to oneself or privately expressing personal rage. This would not normally be regarded as coping behavior even though there is a certain "satisfaction" achieved. Maslow says these release behaviors are aimed at keeping the organism comfortable.[1]

In a continuing analysis and treatment of aberrational aspects of coping/expressive behavior, Maslow details conditions such as: (1) Repetition Phenomena, Persistent Unsuccessful Coping, Detoxification; (2) Neurosis; (3) Catastrophic Breakdown, Hopelessness; (4) Psychosomatic Symptoms; (5) Free Association as Expression. These are judged not pertinent to the overall object of this investigation, and therefore are not included in the discussion of self-actualizing behavior; however, the distinguishing aspects of coping/expressive behavior are relevant to the identification of self-actualization among professors.

In Chapter 11 of *Motivation and Personality*, Maslow describes "Self-Actualizing People: A Study of Psychological Health." By his own admission, the study yields "only composite impressions. . . for whatever they may be worth."[2] This he says is due to several factors: (1) a small number of subjects; (2) incomplete data on many of the subjects; (3) the contacts made were mostly of the ordinary social type;

---

[1]Ibid., p. 139.

[2]Ibid., p. 153.

and (4) the data gathered were not specific and discrete but generally of an holistic impression. However, from the study emerges fifteen characteristics of self-actualizing people. Maslow has identified these derivations.

> The holistic analysis of these total impressions yields, as the most important and useful whole characteristics of self-actualizing people for further clinical and experimental study, the following:
>
> 1. More efficient perception of reality and more comfortable relations with it
> 2. Acceptance (Self, Others, Nature)
> 3. Spontaneity; Simplicity; Naturalness
> 4. Problem Centering
> 5. The Quality of Detachment: the Need for Privacy
> 6. Autonomy; Independence of Culture and Environment; Will; Active Agents
> 7. Continued Freshness of Appreciation
> 8. The Mystic Experience: The Peak Experience
> 9. Gemeinschaftsgefühl
> 10. Interpersonal Relations
> 11. The Democratic Character Structure
> 12. Discrimination between Means and Ends, Between Good and Evil
> 13. Philosophic, Unhostile Sense of Humor
> 14. Creativeness
> 15. Resistance to Enculturation; The transcendence of Any Particular Culture[1]

Although Maslow had defined these characteristics, he repeatedly emphasized the importance of the holistic view of human nature. In 1970, he wrote that his intention was to stress "the profoundly holistic nature of human nature in contradistinction to the analytic-dissecting-atomistic-Newtonian approach of the behaviorisms and of Freudian psychoanalysis."[2] He believed and taught that man "also had a higher nature and that this was instinctoid, i.e., part of his essence."[3]

---

[1] Ibid., pp. 173-174. [2] Ibid., p. ix. [3] Ibid.

Hampden-Turner on self-actualization. The Existential Perspective is proposed by Hampden-Turner as a framework for discussing human behavior and human development. He argues for a "fresh perspective in the social sciences in order to appreciate the radical, creative, and integrative side of human personality."[1] His model of pscho-social development is founded on the concept: *man exists freely*--this concept being taken in its fullest meaning. In addition to the notion of *existence*, this author discusses what he has labeled *the process of human investment*. Hampden-Turner emphasizes the "transitive nature" of this process. In what might be considered the rationale for this perspective theory, the author declares: "The human personality is invested beyond the mind into the social environment, so that man is conceived as a radiating center of meaning."[2] There is a commitment aspect to this concept that is of particular interest to the study of professors engaging in professional activities. Investment, it would seem, is closely related to commitment.

> The *act* of investing into the environment, creative and moral choice is a crucial dimension of existence. While we begin to exist merely by perceiving and construing, we deepen our commitment and add significance to our being-in-the-world by the projection into social reality of our personal syntheses.[3]

Hampden-Turner developed a diagram to depict his existential perspective and to present its interrelated elements. In the diagram, the center box represents the human mind; inputs are shown to the left and outputs are shown to the right. The upper portion is presented in exis-

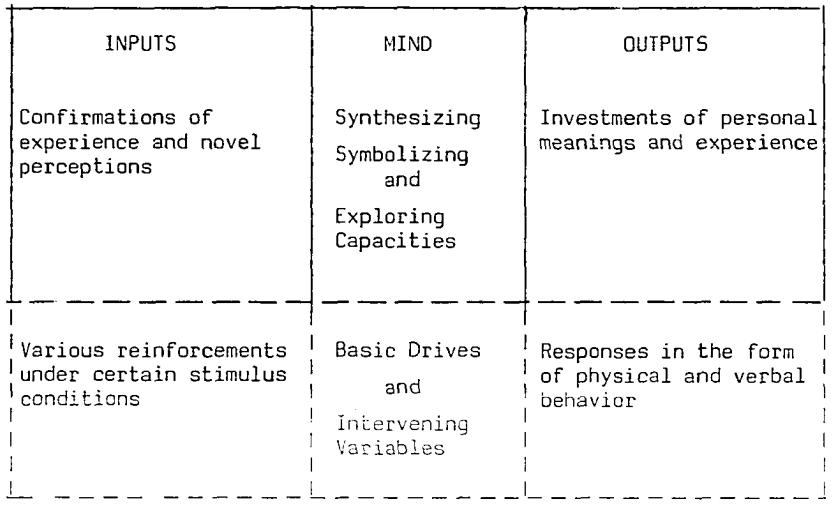
---

[1]Charles Hampden-Turner, *Radical Man* (Cambridge, Mass.: Schenkman Publishing Company, 1970), p. 19.

[2]Ibid.

[3]Ibid., p. 43.

tential terms while the lower portion uses behavioral learning theory terminology.



HAMPDEN-TURNER'S EXISTENTIAL PERSPECTIVE

The three capacities identified under the block labeled MIND are explained in conjunction with an analysis of five other supporting areas. These are: (1) A field theory--not a monadic one (simple organic unit); (2) The concept of freedom within the law--not strict determinism; (3) Relational facts not objective facts; (4) Alternate involvement with self and others--not detachment; and, (5) Valueful investigation--not valuefree.[2]

In the lower portion of the diagram, behaviorists make use of the concepts of stimulus and reinforcement, basic drives such as self-preservation and self-perpetuation, and behavioral responses character-

[1] Ibid., p. 19.

[2] Ibid.

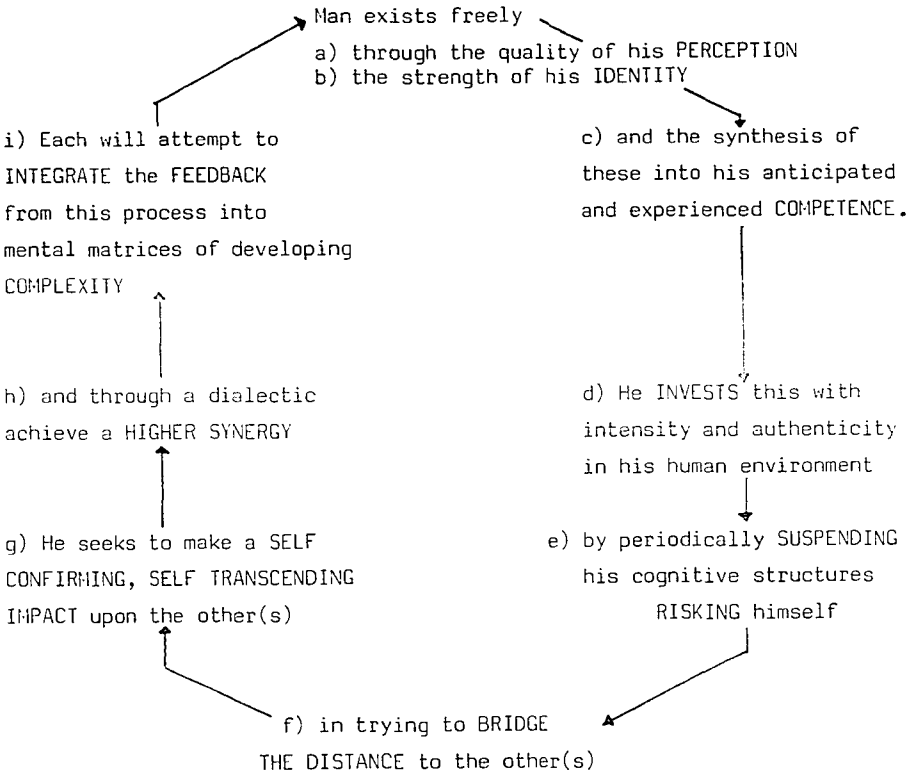
ized by strength, frequency, direction, and so on. More recently, neo-behaviorists have involved other variables on an intervening level such as age, personality type, intelligence, and diagnostic features. This system yields a belief that certain *stimuli* when *reinforced* will develop specific *drives* so that it is possible to predict what the *responses* are likely to be. The advantage or perhaps the convenience of this system is it allows the utilization of traditional scientific principles which includes the hypothetico-deductive method, empiricism, replication and analysis. The disadvantage, and certainly the inconvenience of this system in so far as the existential perspective is concerned, is that it does not provide for the threefold human capacities of synthesizing, symbolizing, and exploring which are seen as important keys to the self-development process. Hampden-Turner attaches an importance to these capacities which he declares would "justify a reversal of the behavioral perspective itself."[1]

Hampden-Turner's model of psycho-social development presents man as not only existing but existing in relation to others who are the receivers of his communication and the witnesses of how he *invests* his personality in the human environment. The model is presented on the next page followed by a listing of the key elements of the model with Maslovian correlates for self-actualization.

---

[1]Ibid., p. 20.

A MODEL OF PSYCHO-SOCIAL DEVELOPMENT -- By Hampden-Turner [1]



[1] Ibid., p. 31.

Hampden-Turner correlates the characteristics of self-actualization in the Maslovian system with the system-elements of his psycho-social development model.

Self-Actualizing Persons have. . .

Existence- - - - - -	Highly creative, inventive, original capacities. Strongly ethical and lives off own latent resources. Ruled by laws of their own characters, essentially and internally unconventional with acute richness of subjective experience. Radical potential.
a) PERCEPTION	More efficient perception of reality with unusual capacity to detect the spurious and fake. Greatly pained by, but still conscious of, the discrepancy between *is* and *ought*. Can see confused and concealed realities.
b) IDENTITY	Accepting of "animal self" as part of total self. Self-insight, self-knowledge, and self-acceptance.
c) COMPETENCE	Unconventional ambitions--a mission to improve some aspect of the world--very strong personality.
d) INVESTMENT *authentic* and *intense*	Great powers of work and concentration, strong need for self-expression, absence of pose, cant and guile, with great depth of feeling, spontaneity, impulsivenss, and naturalness.
e) SUSPENSION and RISK	Fresh and "innocent" perspectives, can face the unknown with less fear than most, can be tentative. Likes ambiguity and unstructured situations. Capable of mystic, ecstatic and oceanic feelings.
f) BRIDGING THE DISTANCE	Deep feeling of sympathy and indentification with all humanity--*gemeinshaftsgefuhl*--feels a basic underlying kinship with most distant persons.
g) SELF CONFIRMING IMPACT and SELF TRANSCENDENCE	Achieve considerable self-actualization along with a high capacity for frustration and deprivation.
h) *Dialectic* leading to SYNERGY	Capacity to take blows and knocks, with a "situational hostility" towards the pretentious, hypocritical and self-inflated, and willingness to fight others for their own good and for what is right. Combines with *synergistic* powers, the capacity to reconcile opposites and achieve deeper, more profound interpersonal relationships.
i) INTEGRATION of FEEDBACK and COMPLEXITY	Concern with eternal and basic issues--widest frame of reference--intellectual--superior capacity to reason and to form an autonomous code of ethics. Deep sense of responsibility for events. [1]

[1] Ibid., p. 54.

The contribution Hampden-Turner's model makes to the perspective of this investigation is seen in what he concludes--that the "development of existential capacities in one man is interdependent with the development of such capacities in other men and the total relationship may be regarded as a continuous process."[1] His emphasis on the issue of the *complexity* of the development process is also noteworthy.

Hanlon theory of self-actualization. Hanlon states that the purpose of his study was "to discuss the general outlines of a theory of self-actualization, in which education is the self-actualization activity of the organized human group."[2] In erudite fashion, Hanlon presents his philosophical framework for his theory of self-actualization in a series of eleven postulates and twenty-six theorems.[3] Without becoming immersed in the detail of this system, benefit can be derived from the extraction of salient elements in understanding additional aspects of self-actualization behavior.

Hanlon observes that the growth of human beings occurs in successive stages of actualization--infancy, childhood, adolescence, and adulthood--with each of these stages being a stage of actualization with a recognizable plateau of development. One of his definitions of *being* deals with "the state of actualization in which the existent exists." An important notion of this definition is that Hanlon declares:

---

[1] Ibid., p. 31.

[2] James M. Hanlon. *Administration and Education: Toward a Theory of Self-Actualization* (Belmont, CA.: Wadsworth Publishing Co., 1968), p. 3.

[3] Ibid., pp. 17-130.

> . . . that while the existent does exist in a certain state of actualization, it simultaneously may be in a process of actualization. . . . While it is, it may also be becoming. In other terms, while it is in a certain state of act, it may also be in a certain state of potency. Becoming, then, is the process of development from potency to act.[1]

It is the element of "immanent becoming" which Hanlon emphasizes in relation to self-development since he sees the agent acting upon itself and making itself the object of its action. Three stages are distinguished in this view of self-development: (1) non-aware reaction to the environment; (2) awareness of something outside of the self, but an instinctive awareness rather than a conscious awareness; and (3) self-movement in response to conscious awareness, intention, and choice. This last characteristic of immanent activity is peculiar to human beings, whereas the other two are peculiar to plants and animals. Hanlon summarizes that "in everything subject to change there is a state of simultaneous being and becoming, a state of actualization which encompasses a process of actualization or self-actualization."[2] The postulate states: All things subject to change are mixtures of being and becoming; it demands an assent to the notion that reality is expressed in being as well as becoming, and that there is a simultaneity in being and becoming.

Maslow also treats the topic of *being a person* and *becoming a person*. In his use of the terms, becoming refers to coping and striving; being carries the notion of non-coping, non-striving, and of meta-motivation.

Hanlon, in another of his postulates, declares: "In human

---

[1] Ibid., p. 18.

[2] Ibid., p. 19.

beings this state of simultaneous being and becoming may be described as autodynamic equilibrium."[1] Maslow in a sense is referring to a highly developed level of equilibrium when he describes the "peak experience" (in healthy people) by these statements:

> 1. They are integrated (whole, all-of-apiece)
> 2. They feel that they are at the peak of their powers, at concert pitch; muscles are no longer fighting muscles
> 3. They feel effortlessness
> 4. They feel more than at other times to be the responsible, active, creating center of their own activities and perceptions
> 5. They are most free of blocks, inhibitions, cautions, fears, doubts, controls, reservations, self-criticisms, breaks
> 6. They are most "here-now"; most free of the past and of the future, most "all there" in the experience
> 7. They are more a pure psyche and less a thing of the world[2]

In this description of equilibrium, Maslow is outlining the human condition wherein all parts are working with balance and harmony. The whole person is functioning with peak effectiveness and efficiency. Hanlon claims that the peak-experience characteristics of Maslow "may be taken as a set of norms for the peak stage of human equilibrium."[3] Hanlon expresses this notion in greater detail.

> Further, the integration, the wholeness, the unity, the "now" quality accompanying such a state of actualization is the way *being* represents itself to the mind. Equilibrium, then may be accepted as describing the being factor in a state of simultaneous being and becoming when the norms for a peak stage of equilibrium are those described by Maslow.[4]

The significance of the equilibrium factor is succinctly stated in two parts: (1) the higher the stage of equilibrium, the greater the

---

[1] Ibid.

[2] Abraham H. Maslow. *Toward a Psychology of Being* (New York: D. Van Nostrand Co., 1962), pp. 98-102, cited by Hanlon, p. 21.

[3] Hanlon, p. 21.

[4] Ibid.

productiveness and the greater the expression; (2) the lack of equilibrium could result in frustration severe enough to cause atrophy. Hanlon concluded that the "higher the equilibrium, the greater the chance of reaching the limits of potency."[1]

It seems evident then that there are various levels of equilibrium, and that it is a common human experience to search for an acceptable level of equilibrium. The level or stage of equilibrium reached by individual persons will vary and the duration which the stage is maintained will vary.

> It is also clear that very few ever attain the heights of equilibrium and that those who do are not able to sustain it for a long period of time. Since stages of equilibrium are actually stages of actualization, states of being, it seems clear that in their lifetime very few human beings attain the state of being which is within the range of their potency. The reason is probably that, as Johann (1959) states, most of us are "too absorbed with the order of becoming," too absorbed with endless tasks to be performed," which are "constantly drawing. . . attention into the future, to the countless deadlines which must be met.[2]

Still it must be admitted that numerous persons have reached or are capable of reaching some reasonable stage of equilibrium, level of being, although it may not come close to the limit of their potential. In addition, it must be recognized that certain individuals achieve a very high state of being who stand out as "beacons to the rest of mankind" exemplifying to all what *might be* if men would persevere in their efforts to reach the fullness of their own being.

Consistent with the norms for becoming which Maslow constructed, Hanlon proposes these statements relating to becoming:

---

[1] Ibid.

[2] Ibid., p. 22.

1. Coping, striving, intensely motivated, "hungry"
2. Complete or partial dissatisfaction with the present state of affairs
3. Future-time orientation
4. Creative freedom to change
5. Desire for change rather than fear of change
6. Movement toward definite goal(s) or at least in some clearly defined direction[1]

Since these norms communicate something quite distinct from a static existence, Hanlon refers to them as having the quality which he terms *autodynamic* because of the self-moving aspect which distinguishes human behavior. "They distinguish *autodynamic* equilibrium from the *dynamic* equilibrium exhibited by inferior forms of life."[2]

Regarding these norms, Hanlon hypothesized that--as in the case of the equilibrium factor--few people attain these levels and if they do attain them they do not sustain them for very long.

> The drive, the hunger, the urge to move onwards and upwards ceases at times in the best of us, and the longing for rest, comfort, and an end to striving takes over, at least momentarily. This outcome is in the nature of things, for the human mind as well as the human body needs its rest and recreation. Besides, goals which once seemed bright and within reach tend over the long haul (and sometimes over the short haul, as with New Year's resolutions) grow dim and often appear just as far away after years of effort. The hunger for them then ceases and, with it, the striving to attain them.[3]

By comparison, the reaching and maintaining of a high stage of dynamic equilibrium is even more rarely accomplished. This is not difficult to understand when the requirements of such a high stage are analyzed. First, there is a condition of constant equilibrium, of continuing integration of all human activities wherein the person functions as the control center keeping everything in harmony and working

---

[1]Ibid., p. 23. [2]Ibid. [3]Ibid.

effectively and efficiently. Second, there is a condition of "constant becoming" that finds the person striving for higher and higher "states of being" in accordance with the goals that have been set. And, third, there is a continuing condition of controlled, constant change in which being and becoming are in balance without one overpowering the other. These are the elements of the concept of autodynamic equilibrium.[1] Little wonder that this state is achieved but by a very few.

Hanlon proceeds with his theory of self-actualization in the statement of another of his theorems, one by which he declares the work of self-actualization to be bound. "Human behavior is deliberate to the extent that means are consciously chosen in relation to ends that are consciously intended."[2] His position is that the work of self-actualization must be permeated by plan; for it to be so, both being and becoming must be consciously intended in their ends and consciously chosen in their means. Added to this is the notion that the "construction of the world view must be consciously intended and the means to accomplish its construction must be consciously chosen, for then and only then will it be satisfactorily valid and reliable."[3]

Hanlon attributes a cybernetic quality to the process and devises this theorem to emphasize it:

> The only means which can be chosen are those contained in the world view, and the only ends which can be intended are those contained in the ideal pattern; therefore no plan can be more efficacious than the world view and ideal pattern on which it is based.[4]

Earlier, Hanlon had discussed the meaning of world view and ideal

---

[1]Ibid. [2]Ibid., p. 47. [3]Ibid., p. 48. [4]Ibid.

pattern. World view is a picture of reality; it is formed through learning; it is the basis for individual behavior. The world view is also concerned with both becoming and being; however, it is concerned more with phenomena than with values although the existence of value judgments cannot be denied. World view consists of appropriated truths whereas the ideal pattern consists of appropriated values. The basis for the structure of the ideal pattern is found in the fact that some things are more important and more valuable to the individual than are others; "it corresponds to the structure of the world view in the sense that the truth which is closer to the core of being is more valuable and is a higher ideal than something farther away from the core of being."[1] Both ideals for being and becoming are also included in the contents of the ideal pattern. Each of the ideals represents a goal and consequently contains a level of aspiration and expectation. Operationally speaking, a level of aspiration is simply the amount of work or energy the individual is willing to do or expend in order to achieve an ideal."[2] World views and ideal patterns are not the same for every individual, for it is the intent of what one *wishes to be* that forms the basis for all self-actualization.

Self-actualization, according to Hanlon, finds its base on a deliberate plan to build a world view and an ideal pattern--which is the work of learning. If it is the work of learning, it must be a continuous process. The world view needs to provide some means for planning the attainment of the ideal. . . "so that what ought to be will be."

---

[1]Ibid., p. 34.

[2]Ibid., p. 35.

The development of this type of world view and ideal pattern that allows for the accomplishment of such a degree of perfection will occur only when (1) "the world view contains an appropriated truth concerning the necessity for so doing, and (2) the ideal pattern contains a sufficiently oriented ideal for so doing."[1] Hanlon summarizes this concept and concludes:

> If self-actualization is the process of self-development through successively higher stages of autodynamic equilibrium, then awareness of successively higher stages and intention of accomplishing these must become part of the world view and ideal pattern. In effect, then, the continuous, deliberate construction of world view and ideal pattern is an absolute necessity for the process of self-actualization.
>
> The cybernetic effect, then, is this: Appropriation is a pre-condition to self-actualization; knowing is a pre-condition for appropriation; learning is a pre-condition for knowing; and therefore both individual and organization must provide for continuous learning, continuous knowing, and continuous appropriation. Without these, a continuous process of self-actualization cannot exist. Learning, knowing, and appropriation are not actually parts of the process of self-actualization, but self-actualization depends on them for its very existence.[2]

Hanlon offers definitions of both administration and education, (1) in a generic fashion, dealing with the genus or class of phenomena; and (2) in a phenomenological fashion, considering them in themselves without regard for any value attached to them. He declares that administration and education are "practices in the sense of the Greek concept *techne*" which is to say they are rational activities that involve: (1) the pursuit of some definite end; (2) "speculativo-practical knowledge" of the work involved in that pursuit (theory of nature, structure, function of the work); (3) "practically-practical knowledge" of the work (application to concrete cases); and (4) proficiency in performance.[3]

---

[1] Ibid., p. 48. [2] Ibid., p. 49. [3] Ibid., p. 133.

Hanlon relates these concepts to self-actualization.

> The work involved in administration and education is self-actualization. Its purpose is the self-development of the individual human being (education) and the organized human group (administration) through successively higher states of being. These states of being have been described as stages of autodynamic equilibrium, when "equilibrium" refers to the integrative unity of being, and "autodynamic" refers to the purposive change involved in human becoming. The norms for the peak stage of autodynamic equilibrium have been tentatively established as a combination of Maslow's "peak experience" characteristics (the equilibrium factor) and another set of characteristics based on Allport's research (the autodynamic factor).[1]

Hanlon summarizes self-actualization goals of each entity by observing that administration is the process by which an organized human group makes of itself what it wishes to be, and education is the process by which individuals make of themselves what they wish to be. The process of accomplishment he terms *the proprium*. "Administration and education are propriate practices--that is, they utilize a psychical system known as the proprium which exists in every human being and in every organized human group.[2]

Hanlon has defined this proprium in terms of three sub-systems: (1) a conceptual sub-system made up of a world view and an ideal pattern that allows for the activities of intention, planning, evaluation and problem solving; (2) a climatic sub-system, made up of the three elements of controlling, energizing, and linking--all of which contribute to the "creation of a climate proper to the effective and efficient implementation of plans for self-actualization"; and (3) an environmental sub-system, made up of "facilitative and supportive elements" which make possible the material environment conducive to the effective and

---

[1] Ibid.

[2] Ibid.

efficient operation of self-actualization plans.[1]

The basic idea behind this approach Hanlon identifies as the simultaneity of the individual or the organized human group being in a *state* of actualization and also in a *process* of actualization. "The process of actualization, however, involves immanent activity." Development occurs through "successively higher states of being." The identifiable entity in the structure that makes this activity possible is called the proprium. "By definition it is the active potency for autodynamic equilibrium or the ability to develop one's self through successively higher stages of autodynamic equilibrium."[2]

The preceding statements generally, and the definition particularly, raise a question as to the necessity of the term *proprium*. Hanlon obviously believes this construct to be essential to his theory of self-actualization--the whole idea of which is that both human beings and organized human groups can consciously direct their own becoming, effect their own development into whatever is desired within the limits of reality. Defending his determination of the essential need for the construct, Hanlon states:

> Now if this concept (self direction of becoming) is true--and the evidence seems to be overwhelmingly in favor of its truth--then some factor in the structure of the individual and the organization must enable the process, just as the ability to digest food attests to the presence of a digestive system. The question then becomes one of identifying this structural element.[3]

Those things that this structural element cannot be are first identified. All encompassing concepts such as ego, self, psyche, soul, mind, intellect, or will are ruled out because these are too broad to be the ele-

---

[1] Ibid., p. 134. [2] Ibid. [3] Ibid.

ment.

> Certainly some cognitive, rational factor plays a part in the proprium, but such a factor does more than plan for self-actualization and solve the problems connected with the process. It also plans for work, for learning, and similar processes. It solves arithmetic and logistical problems, for example, in addition to problems of self-actualization. So while this cognitive factor plays some part in the operation of the proprium and therefore must be in some way joined to its structure, it cannot be said to encompass the totality of the proprium. Furthermore, the proprium has certain operations which cannot be accounted for by any such factor alone, for example, intention. The same general conditions make it impossible to account for self-actualization on the basis of will or any similar orectic (appetitive) element.[1]

One might be led to settle for some combination of cognitive and appetitive factors as the solution for determing what constitutes the proprium. Hanlon dismisses this possible solution on the grounds that this is both too broad and too narrow.

> It is too broad because it is capable of activities which do not come within the scope of self-actualization. It is too narrow because self-actualization entails more than these can accomplish. . . . The strongest argument for postulating the concept of the proprium, however, is not simply that the above factors are neither precise enough nor exact enough to account for all of the operations described. . . . The plain fact is that both intellect (or mind or intelligence) and will (or whatever one wishes to call the orectic operations or their source) may be working well--in fact all the primary factors other than the proprium may be working well--without accomplishing self-actualization.[2]

It is quite possible for an individual or an organization to be working well in a routine but non-involved manner, and not experience growth. All assigned roles could be accomplished but without involvement and thus not result in growth. Work and roles could be refused resulting in no-growth. The individual or the organization could be absorbed by the work and/or the roles and merely become what the work

---

[1] Ibid., p. 135.

[2] Ibid.

and roles demand without absorbing the work and role into self-actualization.

> In any or all of these cases, considerable energy may be expended, but none of it will aid in self-actualization because the proprium is not operative. Like the automobile that is not in gear, the man and the organization will not move. . . .
> This point seems to be crucial to the theory under discussion. That is, no activity will effect self-actualization unless the proprium is operative therein.[1]

The usefulness of this position to the present investigation is in the caution that is inferred that activity in and of itself does not necessarily contribute to self-actualization.

Bowman study on self-actualization. The major interest Bowman expressed in her investigation was why some persons become self-actualized and others do not. The focus of her study centered on "predictors of measured self-actualization among university professors," and addressed the question: "Do faculty members chosen because they are assumed to be functioning well within a university setting qualify as self-actualized on both a psychological and a behavioral measure of self-actualization?" "Functioning well" could be interpreted as full performance in professional activities. Thus interpreted, the translation is that a professor fully performing professional activities qualifies as self-actualized; but an earlier question resurfaces: Are professional activities necessary for self-actualization? And finally, the question is raised: Can professors be self-actualized without performing fully the various activities associated with the profession?

Bowman reports several facets of the self-actualized professor.

---

[1]Ibid., p. 136.

In the results of her study, she states:

> . . . In an environment not intended to generate the expression of feelings, the self-actualizing professor is in touch with his feelings and expresses them spontaneously. He may be seen as a maverick in the university environment because, despite pressures to the contrary, he dares to be human. This ability rests on the fact that he has a relatively high sense of personal worth which gives him the courage to take some risks. It gives him the courage to reveal himself. He is secure enough and has enough confidence in himself that he can afford to be what he really is. In addition, the fact that he comes from a background that is relatively stable and secure adds to his personal security. He does not need to hide behind his statistics, his charts, or his lecture notes.[1]

It might be well to point out that Bowman considered the self-actualizing professor in contrast to the "person who conforms to the scholarly tradition." She continues her definition.

> The self-actualizing professor is able, somehow, to reconcile and make sense out of the discrepancies, the dichotomies, and the contradictions that occur. He is able to handle the conflicts without being incapacitated by them. He has the unique capacity to transcend dichotomies, thus he achieves a higher level of integration.
>
> . . . The self-actualizing professor also lives very much in the present. He is willing to look at today's problems and put aside the problems of yesterday--primarily because he dealt with them at the appropriate time. He has the capacity to evaluate whatever is going on in the here and now, the ability to reconcile the conflicting things that often occur, and the courage to express himself in relation to them. He is able to do this even in an environment which is not predisposed to reward such behavior.[2]

Another result of the study gave an indication of the specialization area in which the self-actualizing professor more likely would be found.

> The self-actualizing professor in this study is most likely to be found in the arena of the humanities or the social and behavioral sciences. Persons affiliated with these departments constituted

---

[1]Betty Caperton Bowman, "Predictors of Measured Self-Actualization Among University Professors" (Unpublished dissertation, The University of Texas at Austin, 1974), pp. 194-195.

[2]Ibid., p. 195.

> more than two-thirds of the subjects of this study. Their presence derived from their being initially selected by students as outstanding teachers. In addition, those faculty who choose to relate themselves to people rather than to things might logically be expected to be more personally expressive of their feelings than would faculty from the physical or biological sciences.[1]

Bowman's concluding paragraph provides this summary.

> So, who is the self-actualizing professor? He is the rare one, in a world which rewards intellectual attainment, who does not conform to the scholarly stereotype. Rather, in whatever area he is, he experiences and expresses his feelings in an appropriate way. He gives *himself* to his students. He is able to do this because he is comfortable enough with himself and his accomplishments that he can afford to take the risk. He can cope better than most with the built-in conflicts in a university environment but, more importantly, he has a perspective on life which gives him the courage to dare to be fully human.[2]

Bowman's investigation did not extend to the aspect of professors' performance being dealt with in this study, professional activity; but her description can give some general insight into characteristics that might be reflected in the performance of professional activity by self-actualizing professors.

The survey of various works on professional academic activities and on self-actualization has been completed. For the present study, two instruments are used: (1) an instrument providing a self-actualizing report, the Jones Self-Actualizing Scale (JSAS); and (2) the professional Academic Activities Index--Research (PAAI). Both are described and analyzed in the chapter on design of the study, and samples are contained in the appendixes.

The next step is to present the design of the study and the methodology followed in conducting the investigation, one seen as important to understanding academic activity and self-fulfillment.

---

[1] Ibid., p. 196.

[2] Ibid., p. 197.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The purpose of this chapter is to present an explanation of the type of study used in examining the issue of self-actualization and its impact on professional research activity among Oklahoma University professors, and to detail the methods used in conducting the study.

Restatement of the Problem

The problem of this study is the degree to which a relationship exists between self-actualization and the professional research activity of university professors.

Self-actualization is employed in the Maslovian sense: ". . . the full use and exploitation of talents, capacities, potentialities, etc. . . . people who have developed or are developing to the full stature of which they are capable."[1] The basic emotional needs for safety, belongingness, love, respect and self-respect, and of cognitive desire for knowledge and understanding have been gratified (past) or are being gratified (present). Operationally, self-actualization will be measured by the Jones Self-Actualizing Scale (JSAS). (Appendix A)

---

[1] Lowery, p. 178.

Professional research activity and the associated writing are used since these (together with teaching) are academic functions characteristically performed by professors which are more universally supported and expected by higher education institutions.

Operationally, research and writing activity is measured by the Professional Academic Activities Index (PAAI) which gathers selective data on the amount of time devoted to and productivity in the various areas of research activity and publication. (Appendix C.)

Type of Study

This is an *ex post facto* study. This type of study is called for because the variables are not capable of manipulation. The study involves attribute variables--those of self-actualization and research activity. Kerlinger's definition of ex post facto research applies to this study.

> Ex post facto research is systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.[1]

This lack of control of independent variables, Kerlinger observes, is an inherent weakness. But at the same time he attests to the validity of the method.

> . . . it can be shown that the argument structure and its *logical* validity are the same in experimental and ex post facto research. And the basic purpose of both is also the same: to establish the *empirical* validity of so-called conditional state-

---

[1]Fred N. Kerlinger, *Foundations of Behavioral Research* (New York: Holt, Rinehart and Winston, Inc., 1973), p. 379.

> ments of the form: If p, then q. The essential difference is direct control of p, the independent variable.[1]

In this discussion of ex post facto research, Kerlinger also emphasizes that, due to the lack of control, "the investigator must take things as they are and try to disentangle them."[2]

The Research Design

The research design depicts the approach used in studying the relationship of the independent variable, self-actualization, and the dependent variable, research activity. Based upon the instrumentation for self-actualization, the independent variable is subdivided into three major factors: responsiveness-morality; rejection-self concern; and independence-realism. The design is presented using symbols:

X = independent variable of self-actualization (SA)

X_1 = responsiveness-morality--Factor I of SA

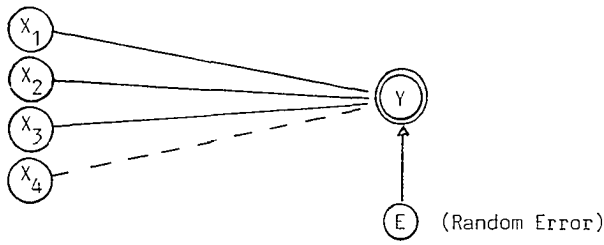
X_2 = rejection-self concern--Factor II of SA

X_3 = independence-realism--Factor III of SA

In order to account for the total number of productive years available to each subject, one control variable is identified as X_4 symbolizing the number of years since obtaining the doctorate.

Y = dependent variable of professional research and writing

The research design is illustrated:



[1] Ibid., p. 380.

[2] Ibid.

Defining Self-Actualization Factors

Jones provides the definitions for the three major factors of self-actualization. Factor I: Responsiveness-Morality identifies the responsiveness of individuals towards people; openness and appreciativeness of different life experiences; creativeness; spontaneity of actions; practicalness; and acceptance of self. Factor II: Rejection-Self Concern indicates a rejection of kinship and deep and trusting relationships with people; an attitude of concern about self rather than concern about others. (Six of the seven instrument items supporting this factor are negatively keyed.) Factor III: Independence-Realism is concerned with the personal independence of the individual and the degree to which one realistically sees events and people; resistance to pressures to conform to ideas of others; recognizing but accepting faults in others; realizing that others can interpret their life situations accurately; appreciating the capacity for devotion to others; realizing that approaches to life are both theoretical and practical; admitting that knowledge may be lacking in some areas; and having deep personal ties with many friends.[1]

Jones reported that these three factors, based on his research, were the most dominant components of what he identifies as "self-actualization."[2]

---

[1]Kenneth Melvin Jones, "The Constitution and Validation of an Instrument to Measure Self-Actualization as defined by Abraham Maslow," (Unpublished Dissertation, University of Southern Mississippi, 1975), pp. 57, 58, 59.

[2]Ibid., p. 53.

Instrumentation

Jones Self-Actualizing Scale (JSAS)

Jones constructed an instrument to measure self-actualization consistent with and based upon Abraham Maslow's definition of this concept. In so doing he addressed the aspects of content and construct validity, reliability, and the relationship of his instrument to the *Personal Orientation Inventory* (*POI*) of Everett Shostrum, a widely used instrument in assessing self-actualization.

Content validity, Jones reports, was achieved by a panel of experts consisting of five counselor educators each of whom had formal training in psychotherapy with several years experience as therapists. With these five educators were two doctoral level counseling psychologists who evaluated the contribution of each item of the JSAS to content validity. The criteria for judgment was the original nineteen characteristics of Maslow. Jones correlates the Maslovian characteristics of self-actualization with the individual items in his instrument designed to measure each.[1] The listing is shown on the following page.

Jones reports the results of the seven member panel of judges and specialists was one hundred percent agreement with respect to the content validity of the JSAS.[2]

Jones reports the establishment of construct validity by the use of factor analysis which "produced the maximum number of factors or areas of self-actualization that could be derived from the JSAS."[3]

---

[1]Ibid., p. 5. [2]Ibid., p. 79. [3]Ibid., p. 78.

Correlations of Maslovian characteristics of self-actualization with the items of the Jones Self-Actualizing Scale are listed:[1]

Maslovian Characteristics:	Items of the JSAS
1. Efficient perception of reality	15 and 29
2. Acceptance of self, others, etc.	1 and 6
3. Spontaneity	14 and 18
4. Problem centering	9 and 39
5. Need for detachment	3 and 25
6. Independence of culture	16 and 34
7. Freshness of appreciation	13 and 28
8. Peak experiences	7 and 20
9. Brotherly attitudes	2 and 35
10. Interpersonal relations	12 and 21
11. Democratic character structure	11 and 22
12. Means & ends; good and evil	19 and 38
13. Unhostile sense of humor	4 and 32
14. Creativeness	8 and 36
15. Resistance to enculturation	24 and 30
16. Imperfections of self-actualizing persons	33 and 37
17. Values and self-actualization	10 and 23
18. Resolution of dichotomies	27 and 31
19. Ability to love	5 and 26

This list is provided as a means of demonstrating that the JSAS in its design purposed to measure self-actualization according to Maslow.

[1] Ibid., p. 105.

In conjunction with construct validity, Jones describes that the scheme for the description and classification of self-actualization factors was derived from the factor analysis process used in establishing the construct validity.[1]

Jones reports that the reliability of his instrument was achieved by the test-retest method. Two administrations of the instrument separated by an interval of one week provided the reliability coefficients. The degree of reliability of the JSAS was reported as .67.[2]

The Jones Self-Actualizing Scale was selected for this study since it is the only one that could be found that attempts to measure self-actualization as it is defined by Maslow. The other instrument that seeks to measure self-actualization is the *Personal Orientation Inventory* by Everett Shostrum. This instrument is not specifically designed to employ Maslow's concepts of self-actualization nor is it an instrument that lends itself to ease of administration and completion. Jones cites Tosi and Hoffman in a study they conducted in which the *Personal Orientation Inventory* (*POI*) was factor analyzed. They wrote:

> The inclusion of fewer scales would certainly help satisfy a needed condition of parsimony within the theoretical framework from which the instrument was derived. Moreover, a reduction of the unwieldy number of scales into three or four scales would certainly facilitate interpretation of the POI to the clients.[3]

The POI had been initially considered as a possible instrument for use in this study. It is the better known, older, and more often used tool. But with the discovery of the JSAS, the POI was set aside.

Based upon the foregoing discussion, Jones conclusions are

---

[1] Ibid., p. 78. [2] Ibid., p. 77. [3] Ibid., p. 10.

accepted that the JSAS does provide a measure of self-actualization in accordance with Maslow's definition, and that the measure possesses content validity, construct validity, and reliability. In addition, as Jones concludes further, "the JSAS is capable of providing both subtest and global scores representing the degree to which the individual is self-actualized."[1]

Validation of the JSAS

In order to determine that the Jones Self-Actualizing Scale could be used as a valid instrument in this study for measuring self-actualizing factors of the professors at the University of Oklahoma's College of Arts and Sciences, an initial factor analysis of all JSAS items, variables S1 through S40, was performed. Subsequent factor analyses were run on the major factor variables constituted as Factor I: Responsiveness-Morality (SA1), Factor II: Rejection-Self Concern (SA2), and Factor III: Independence-Realism (SA3).

As noted by Jae-On Kim, "the single most distinctive characteristic of factor analysis is its data-reduction capability" which provides a means of identifying if an underlying pattern of relationships may be present suggesting that the data might be rearranged or modified.[2] This author summarizes the most common applications of factor analysis into three categories:

> (1) exploratory uses-- the exploration and detection of patterning of variables with a view to the discovery of new

---

[1] Ibid., p. 3.

[2] N.H. Nie, et al., *Statistical Package for the Social Sciences*, 2nd. ed. (New York: McGraw-Hill, 1975), p. 469.

> concepts and a possible reduction of data; (2) confirmatory uses--the testing of hypotheses about the structuring of variables in terms of the expected number of significant factors and factor loadings; and (3) uses as a measuring device--the construction of indices to be used as new variables in later analysis.[1]

All three of these uses were helpful in validating the Jones Self-Actualizing Scale. The oblique rotation of three factors in this factor analysis was applied since an oblique solution provides information as to the amount of actual correlation between factors.[2]

Separate factor analyses of the three factors of self-actualization, Responsiveness-Morality (SA1), Rejection-Self Concern (SA2), and Independence-Realism (SA3), each confirmed a one-factor solution. Of the eleven factors comprising SA1, four had factor loadings of .30 or less (S7, S9, S20, and S36) and consequently were deleted from SA1. Eigenvalues revealed the first significant break between factor one (2.336) with 21.2 percent of the variance and factor two (1.588) with 14.4 percent of the variance, while all other variables indicated a difference of three percent or less between each of the variables. Of the seven factors in SA2, two had factor loadings less than .30 (S1 and S2). Eigenvalues showed the first significant break between factor one (2.070) with 29.6 percent of the variance and factor two (1.279) with 18 percent of the variance, while all other variables indicated a difference of four percent or less between each variable. Of the eight factors in SA3, three had factor loadings less than .30 (S10, S12, and S37), and these were deleted from SA3. Eigenvalues gave the first significant break

---

[1] Ibid.

[2] Ibid., p. 484.

between factor one (2.293) with 28.7 percent of the variance and factor two (1.272) with 15.9 percent of the variance, while all other variables indicated a difference of 2 percent or less between each of the remaining variables. These results provide confirmation that the scale items of the JSAS are as appropriate to apply to the present sample in this study as they were to the original sample of the Jones study.

COMPUTE statements for SA1, SA2, and SA3 were rewritten to exclude the variables with low factor loadings identified, and additional computer runs were made with these revised values for SA1, SA2, and SA3.

In further refining the design for the study, factor analysis of the self-actualization scores obtained from the sample indicated disagreement with the reverse coding of specified items in the JSAS as recommended by Jones. Negative factor loadings, if left unmodified, would allow distortions in self-actualization scores and the statistical results based upon them. Items with negative loadings were S14, S21, and S38; these three were therefore recoded positively. SA1, SA2, and SA3 composite score were run, created by adding together item responses of each.

One major difference in the Jones study that might account for the discrepancy in factor loadings on these items is that the Jones population was undergraduate and graduate students whereas in this study the population is university professors. In addition, this study is limited to the University of Oklahoma while the Jones study was limited to the University of Southern Mississippi, and as he declared: "The population sampled was not representative of the United States as a whole and no inferences are suggested relative to populations other

than those which are similar."[1]

In another statement Jones observes:

> . . . the study was related to the selection of Maslow's theory of personality as a single theoretical framework. . . . The absence of a large body of research has necessarily limited the study in that the instrument had to be designed without. . . being able to assess similar studies in order to profit by past research efforts. In addition, paper-and-pencil instrumentation contains error in that the results obtained are neither perfectly reliable nor perfectly valid.[2]

This limitation is considered applicable to the present study as well as to the Jones investigation.

Reliability of the JSAS

In order to determine that the Jones Self-Actualizing Scale could be used as a reliable instrument in this study for measuring self-actualization among professors at the University of Oklahoma's College of Arts and Sciences, a reliability analysis was made. The reliability analysis of the seven items (after revision based upon factor loading) comprising Factor I: Responsiveness-Morality (SA1) computed an Alpha of .60 which is sufficient for reliability. Therefore, SA1 is accepted as reliable.

Reliability analysis of self-actualization Factor II: Rejection-Self Concern (SA2) revealed a similar positive result. An Alpha of .61 was computed for the four items that comprise SA2 as revised. It was determined that the measure for SA2 could be accepted as reliable.

Reliabiltiy analysis of Factor III: Independence-Realism (SA3) computed an Alpha of .63 with the five items that comprise this variable,

---

[1] Jones, p. 6.

[2] Ibid.

also an adequate value for accepting SA3 as a reliable measure.

Professional Academic Activities Index

A search for an instrument to provide an index or an inventory of the professional activities traditionally ascribed to college professors was unproductive. A variety of instruments were discovered which were directed to the evaluation of faculty effectiveness, purposes of higher education, occupational attitudes and occupational characteristics, evaluating classroom instruction, and others. The most promising instrument, initially, which was discovered in the *Journal of Educational and Psychological Measurement* (1955), was the "Professional Activity Inventory For College Teachers" by Earl A. Koile. Although the developer declared "It has been prepared for use as a research instrument in making a systematic study of the activity preferences of college teachers,"[1] the instrument was judged unsuitable for this study. It did not assemble data of professional activities performed by the professor. Rather, it developed a preferential indicator of what the professor was most interested in doing in the areas of professional activities. Koile's rationale for this inventory was stated in these words:

> A knowledge of teacher preferences may have many significant uses, particularly as such knowledge results in the opportunity for each faculty member to make his greatest contribution to the total college program by engaging in the professional activities in which he is most interested.[2]

---

[1]Earl A. Koile, "Professional Activity Inventory," American Documentation Institute--Docement No. 4081. (Library of Congress).

[2]Ibid., p. 1.

With the determination that Koile's inventory would not serve the purpose of this investigation and not being able to locate any other instrument to provide the required measure, it became necessary to develop an appropriate instrument locally. The instrument was designated the *Professional Academic Activities Index* (PAAI).

The first efforts at developing the Professional Academic Activities Index were directed toward the inclusion of the five professional activities of teaching, research, public service, consulting, and administration. After several editions, it became apparent that such a measure was too extensive, cumbersome, and had considerable difficulty in quantifying the elements. It was at this point that a decision was made to limit the scope of the study to one activity, research. The instrument then was designed to gather selective data on the amount of time devoted to and productivity in various areas of research and publication; the presentation of papers at professional meetings; the conducting of or participating in symposia; the directing of research projects; and the application for and receipt of research grants. The instrument provides for a professor to indicate research and writing activity not covered otherwise in the standard items of the Professional Academic Activities Index (PAAI).

Items comprising the PAAI. Fifteen items provide the data on professors' research activity. These are identified in brief form as: (1) hours per week on professional writing; (2) hours per week on professional research; (3) professional journal articles written and published; (4) professional journal articles written but not published; (5) non-professional journal articles published; (6) textbooks written

and published; (7) textbooks written but not published; (8) non-texts written and published; (9) non-texts written but not published; (10) writings done for edited works; (11) papers presented to professional meetings; (12) symposia conducted and/or participated in; (13) research grants applied for; (14) research grants received; and (15) students' research activity directed. The individual instrument items for these fifteen research activities are coded P1 through P15.

Standardizing the PAAI variables. Professors in the sample were divided by discipline groups based upon whether one was in physical sciences or social sciences. Physical science constituted discipline group one; and social science constituted discipline group two. The rationale for the division is that research and writing activity characteristically vary between the two groups, and not to treat them separately would allow an unwanted mix of the data. The division by discipline group was used to standardize scores in each of the PAAI items. Standardization was achieved by subtracting the individual score for each item from the item mean in each group and dividing this value by the SD for the group. This conversion provides a standardized score for each PAAI item. The standardized scores for these PAAI items are coded ZP1 through ZP15. With the items for research activity (PAAI) being standardized, Pearson Correlation Coefficients were generated to determine if there were any significance in the relationships of the self-actualization factors and professional activity.

Validating the PAAI. Validation of the PAAI was achieved by having the face validity of the items established by means of a field test among faculty members of the College of Arts and Sciences at the

University of Oklahoma. A sample of 25 professors was randomly selected and copies of the PAAI were distributed to them. On the first distribution to the 25 professors, ten responses were received. In the follow-up to the fifteen non-respondents, only three responded making a total of thirteen respondents to the field test. The thirteen completed the instrument without expressing problems in interpreting the items and without suggesting additional items be included.

The first draft of the PAAI in item ten called for the professor to respond with the number of instructional materials developed and published. Although this is a writing activity, it was determined that it was more appropriately in the area of instruction than in research. The determination was made during the final review with the committee chairman, Dr. Herbert Hengst, Director of the Center for Studies in Higher Education. The replacement item for number ten requested the professor to respond with the number of edited volumes contributed to or chapters in books written including co-authored material, an item more clearly related to research and writing activity.

Sources of Data

The population for this study consists of professors, associate professors and assistant professors at the College of Arts and Sciences at the University of Oklahoma during the fall semester of 1981. From this population of 488 faculty members, a random sample of 150 subjects was drawn so as to yield an N of 75 assuming an approximate 50 per cent response rate. This assumed response rate was based upon the results of respondents to other questionnaires in the College of Arts and Sciences. One estimate obtained from the Department of Sociology fixed

the response rate at approximately 35 per cent. Should it have been necessary because of a lack of response, the sample would have been expanded to provide the desired N of 75.

Each subject was asked to complete two instruments: (1) the Jones Self-Actualizing Scale (JSAS); and (2) the Professional Academic Activities Index (PAAI)--directed specifically to the activity of research and writing.

Collection of Data

Distribution of the instruments with cover letter was made through campus mail. Completed instruments were returned also by campus mail. Non-respondents were contacted by follow-up letters and asked to reply through the United States Postal Service with the postage paid reply envelopes provided.

Analysis of Data

The original plan for the analysis of data was to use a multivariate technique--the one selected being the *multiple regression analysis* because it would provide a method of "analyzing the contributions of two or more independent variables to one dependent variable."[1] Multiple regression analysis could be used to determine the strength of the dependency relationship between the academic activity of research and writing (dependent variable) and self-actualization factors (independent variable). Multiple regression is a descriptive tool by which the linear dependence of one variable on two or more other variables can be "summarized and decomposed."[2]

---

[1]Kerlinger, p. 150. [2]Nie, p. 321.

The procedure intended for the multiple regression analysis was the *Statistical Package for the Social Sciences* (SPSS) on the University of Oklahoma's IBM 370/J158 Computer.

> The SPSS multiple regression subprogram combines standard multiple regression and stepwise procedures in a manner which provides considerable control over the inclusion of independent variables in the regression equation. . . In addition, the subprogram allows the user to examine the residuals and predicted values for later analyses.[1]

Kim and Kohout declare the most important uses of the multiple regression technique to be: (1) the finding of the best linear prediction accuracy; (2) controlling for other confounding factors so as to evaluate the contributions of the variable or variables; and (3) finding structural relations and providing explanations for apparently complex multivariate relationships.[2] The general form of the regression planned is $Y' = A + B_1X_1 + B_2X_2 + \ldots + B_kX_k$ where Y' represents the estimated value for Y, A is the Y intercept, and the B_i are regression coefficients.[3]

However, with the data collected revealing insufficient areas of significant relationships, the multiple regression method was not appropriate. In place of the regression technique, the subprogram BREAKDOWN was introduced.

BREAKDOWN is a procedure for investigating the central tendency of variables. The technique provides a method of examining means and variances of a dependent variable among various subgroups in the sample. "BREAKDOWN calculates and prints the sums, means, standard deviations, and variances of a dependent variable among subgroups of the cases in

---

[1]Ibid., p. 320. [2]Ibid., p. 321. [3]Ibid., p. 328.

the file."[1]

The objective in employing the subprogram BREAKDOWN was to ascertain if some significance could be going undetected perhaps due to restrictive assumptions of the regression model. The independent variable is presented in categorical form by dividing each of the three factors of self-actualization, SA1, SA2, and SA3 into three categories thus modifying the normal continuous form they had. Three new variables are created, each with a three category division of a higher third, a middle third, and a lower third. Thus the independent variable is *trichotomized*. The results provide three new variables for self-actualization: a trichotomized $SA1_1$ ($TSA1_1$); a trichotomized $SA1_2$ ($TSA1_2$). . . .; a trichotomized $SA3_3$ ($TSA3_3$). The trichotomized variables used in the analysis of the data are designated TSA1, TSA2, and TSA3.

Mean differences in the Professional Academic Activities Index scores among the three categories of TSA1, TSA2, and TSA3 are tested for significance by the analysis of variance F-statistic. The analysis of variance procedure in the subprogram BREAKDOWN calculated a mean for these newly created trichotomized independent variables and processed this statistic with the means of each of the standardized dependent variable of research activity, ZP1 through ZP15. This constituted the final stage in data analysis procedures. The next phase of this study is the presentation of the findings.

---

[1]Ibid., p. 249.

CHAPTER IV

FINDINGS OF THE STUDY

Introduction

In this chapter the results of the study are presented. The findings based upon the responses of participating professors to the Jones Self-Actualizing Scale and the Professional Academic Activities Index for research and writing are discussed and summarized. Much of this information has been tabulated for easier analysis. Finally, an application of the findings to the stated hypotheses is made.

Describing the Sample

From the 150 professors in the sample in the initial contact, 66 responded with completed forms, 13 responded indicating they would not be participating, and 71 did not respond.

Followup on the 71 non-respondents yielded 8 more participants to the study; however, 2 of these were received too late to be included in the data processing--so the effective yield was 6. In addition, 31 replied they would not be participating, and 32 did not reply. The final number of cases used in this study was 72, a response rate of 48 percent. Table 1 provides a description of the sample for this study by age, rank, department, discipline, years of university teaching, years since receiving the doctorate, and sex.

Professors participating in the study ranged in age from 27 to 66 years with a mean of 42.6 years. Division by academic rank revealed 30 professors, 20 associate professors, and 22 assistant professors. From a total of 27 departments, 24 were represented. By discipline group, 29 professors were from the physical sciences, 43 were from the social sciences. Years of teaching experience in universities ranged from 1 to 40 years with a mean of 12.5 years. Years since receiving the doctorate ranged from 1 to 34 years with a mean of 10.3 years. Division by sex was: 28 female (38.9%) and 44 male (61.1%).

TABLE 1

DESCRIPTION OF SAMPLE IN STUDY OF SELF-ACTUALIZATION AND RESEARCH ACTIVITY AMONG PROFESSORS AT UNIVERSITY OF OKLAHOMA.COLLEGE OF ARTS AND SCIENCES, FALL, 1981

Characteristic	Number	Range (years)	Mean $\bar{X}$	Percent of Sample
Age	. . .	27-66	42.6	. . .
Rank				
Professors	30	. . .	. . .	41.6
Associate	20	. . .	. . .	27.8
Assistant	22	. . .	. . .	30.6
Departments	24 of 27	. . .	. . .	88.9
Disciplines				
Physical sciences	29	. . .	. . .	40.3
Social sciences	43	. . .	. . .	59.7
Years of university teaching	. . .	1-40	12.5	. . .
Years since receiving doctorate	. . .	1-34	10.3	. . .
Sex				
Female	28	. . .	. . .	38.9
Male	44	. . .	. . .	61.9

Findings

The results of the Jones Self-Actualizing Scale (JSAS) are presented first. Each of the three factors of self-actualization are analyzed by the individual items of the JSAS by which the factor is constituted. Frequencies and factor loadings for each item are analyzed initially. Summaries of the responses made by the professors participating in the study are presented in tabular form for all of the items for each factor of self-actualization.

Responses to the Professional Academic Activities Index (PAAI) which provided the measure for research and writing activity among the professors participating in the study are analyzed next. These results were prepared for tabular presentation also.

With an insight into the responses of participants to the two basic instruments, the JSAS and the PAAI, correlations of the elements measuring the independent variable of self-actualization and the dependent variable of research activity are performed and analyzed for significance levels. The results of the Pearson Correlation Coefficients prompted the performance of an analysis of variance by means of the "breakdown" procedure; and the results of this procedure are also analyzed.

The multiple regression analysis was not performed as had been originally planned in the design of the study. Because of extensive non-significance revealed by the Pearson Correlation procedure, conducting a multiple regression analysis became meaningless.

An interim finding that resulted from factor analyzing the self-actualization scores of the JSAS obtained from the sample in this

study indicated disagreement with the reverse coding of specified items in the Jones scale as recommended by Jones. Negative factor loadings were detected in three items. The first was an item designed to support the Maslovian characteristic of self-actualization termed "spontaniety"--item number 14. The second item, number 21, was designed to support the Maslovian characteristic of "interpersonal relations." The third item, number 38, was designed to support the Maslovian characteristic labeled "means and ends--good and evil." Since negative factor loadings if left unmodified would allow distortions in self-actualization scores and the statistical results based upon them, the items with the negative loadings were recoded positively prior to the final Pearson Correlation and "Breakdown" computer runs.

Responses to Jones Self-Actualizing Scale

Factor I: Responsiveness-Morality. Factor loadings and percent of sample agreeing with them are presented in table 2. The seven items of the Jones Self-Actualizing Scale that comprise the self-actualization factor of responsiveness-morality gave these results. Factor loadings ranged from .31 to .72 with the percent of positive responses ranging from 25 to 68 percent. The "ability to love" characteristic of item five showed the strongest response with a .72 factor loading. Item 26 also supporting "ability to love" indicated a factor loading of .43. The "means and ends--good and evil" characteristic of item 19 gave a factor loading of .42. Item 38 designed to measure the same characteristic as item 19 showed a .31 factor loading. The "freshness of appreciation" characteristic measured by item 13 gave a factor loading of .42.

"Spontaneity" in item 14 showed .40 for factor loading. The highest positive response item was number 35 which measures "brotherly attitudes" receiving a factor loading of .31. Percent of sample agreeing with each item range from 25 percent (Spontaneity) to 79 percent (Brotherly attitudes).

Factor II: Rejection-Self Concern. Factor loadings and percent of sample agreeing with them are presented in table 3. Four items from the Jones instrument comprise the self-actualization factor of rejection-self concern. Responses to these four items indicated factor loadings that ranged from .36 to .73 and the frequencies for the number of positive responses showed a range from 23 to 68 percent. The "values and self-actualization" characteristic of item 23 showed the strongest response with a .73 factor loading. Second in factor loading was the "freshness of appreciation" characteristic of item 28 with .60. "Problem centering" in item 39 indicated a .48 factor loading. Finally, item 21 dealing with the characteristic of "interpersonal relations" showed a factor loading of .36. The highest positive response item was number 39 which deals with "problem centering." Percent of sample agreeing with each item range from 23 percent (Interpersonal relations) to 68 percent (Problem centering).

Factor III: Independence-Realism. Factor loadings and percent of sample agreeing with them are presented in table 4. There are five items from the Jones scale comprising the self-actualization factor of independence-realism. Factor loadings on these five items ranged from .32 to .84 with positive response ratings ranging from 44 to 76 percent. The "independence of culture" characteristic in item 34 gave the

strongest factor loading at .84. Item 31 measuring the "resolution of dichotomies" characteristic was second for this self-actualization factor with a .56 factor loading. Third was the "need for detachment" characteristic, item 3, with a .43 factor loading. "Resistance to enculturation" was the characteristic of item 30 which gave a factor loading of .38, while the last item in this group, number 29, designed to measure "efficient perception of reality" indicated a .32 factor loading. Percent of sample agreeing with each item range from 44 percent (Efficient perception of reality) to 76 percent (Need for detachment).

These statistics summarize the responses to the individual elements comprising each of the three factors of self-actualization according to the Jones Self-Actualizing Scale. The more important application to which these are put is to "compute" the composite scores for each of the three self-actualization factors, employing these scores in making the final correlations to see if self-actualization relates to research and writing activity among university professors of the sample.

Responses to the second instrument, the Professional Academic Activities Index (PAAI) for research and writing is analyzed next.

TABLE 2

SUMMARY OF RESPONSES TO ITEMS ON JONES SELF-ACTUALIZING SCALE IN SELF-ACTUALIZATION FACTOR I: RESPONSIVENESS-MORALITY IDENTIFIED BY MASLOVIAN CHARACTERISTICS--BY PROFESSORS AT UNIVERSITY OF OKLAHOMA, COLLEGE OF ARTS AND SCIENCES, FALL, 1981

Self-Actualization Items with Maslovian Characteristic	Percent with Positive Response	Factor Loading
Item 5		
Ability to love	68	.72
Item 13		
Freshness of appreciation	53	.42
Item 14		
Spontaneity	25	.40
Item 19		
Means and ends--good and evil	64	.42
Item 26		
Ability to love	56	.43
Item 35		
Brotherly attitudes	79	.31
Item 38		
Means and ends--good and evil	28	.31

TABLE 3

SUMMARY OF RESPONSES TO ITEMS ON JONES SELF-ACTUALIZING SCALE IN SELF-ACTUALIZATION FACTOR II: REJECTION-SELF CONCERN IDENTIFIED BY MASLOVIAN CHARACTERISTICS--BY PROFESSORS AT UNIVERSITY OF OKLAHOMA, COLLEGE OF ARTS AND SCIENCES, FALL, 1981

Self-Actualization Items with Maslovian Characteristic	Percent with Positive Response	Factor Loading
Item 21		
Interpersonal relations	23	.36
Item 23		
Values and self-actualization	58	.73
Item 28		
Freshness of appreciation	58	.60
Item 39		
Problem centering	68	.48

TABLE 4

SUMMARY OF RESPONSES TO ITEMS ON JONES SELF-ACTUALIZING SCALE IN SELF-ACTUALIZATION FACTOR III: INDEPENDENCE-REALISM IDENTIFIED BY MASLOVIAN CHARACTERISTICS--BY PROFESSORS AT UNIVERSITY OF OKLAHOMA, COLLEGE OF ARTS AND SCIENCES, FALL, 1981

Self-Actualization Items with Maslovian Characteristic	Percent with Positive Response	Factor Loading
Item 3		
Need for detachment	76	.43
Item 29		
Efficient perception of reality	44	.32
Item 30		
Resistance to enculturation	61	.38
Item 31		
Resolution of dichotomies	63	.56
Item 34		
Independence of culture	67	.84

Responses to Professional Academic Activities Index

Restatement of the definition of research. At the outset of this study, it was stated that research activity was to be defined in the conventional manner as studious inquiry or examination, extending to the various actions derived from or related to this studious activity, such as: time devoted to and productivity in publication; professional papers presented, symposia conducted or participated in; research directed; and grants applied for and received. These are the activities professors participating in the study reported by completing the Professional Academic Activity Index, a summary of which is shown in table 5.

Summary of research activity reported. Two items of the instrument dealt with the amount of time devoted to research activity. The first item revealed a mean of 6.8 hours per week spent on professional writing; the second item showed 13.8 hours per week as the mean time spent on professional research efforts. The potential existed for these two items to be given overlapping responses--something to be corrected in a revision of the instrument. The next seven items related to the category of productivity in publications. Item 3 asked professors to report the number of professional journal articles written and published. Responses indicated an average of 12.9 journal articles, whereas item 4 calculated a mean of 2.0 on the number of journal articles that were written but had not yet been published. A mean of 3.1 is given for item 5 which asked for the number of discipline-related articles that professors had published in other-than-professional journals. Items 6 through 9 relate to books written and published, and books written but not published. The means for these items were 0.3, 0.2,

0.7, and 0.3, suggesting less than one per person in these areas of writing books. Items addressing non-publication were included to provide for crediting writing without penalty due to non-publication. Item 10, writing done for edited works showed a mean of 1.9 with this including co-authored material. Items 11 and 12 deal with papers presented to professional meetings, and symposia conducted or participated in--with means respectively of 10.7 and 5.2. With a mean of 12.5 years of university teaching for this sample of professors, the activity reported suggests a little over one professional meeting or symposia per year. Research grants applied for and received are addressed by items 13 and 14. Reported activity indicated a mean of 6.0 applications and a mean of 3.3 awards, a 55 percent award rating. Considering the mean number of years of university teaching at 12.5, applications for grants run about one per two years with awards running about one per four years. The final item, number 15, asks professors to report the number of students' research they direct, and the response showed a mean of 11.7 or an extimate of about one per year.

Results obtained through these responses to the various research activities have but one purpose in this investigation and that is to derive statistical values for use in running correlation coefficients with the self-actualization factors in order to seek an answer to the basic question of the study: Is self-actualization related to the academic activity of research and writing done by the professors in the sample?

TABLE 5

SUMMARY OF RESPONSES TO PROFESSIONAL ACADEMIC ACTIVITIES INDEX--RESEARCH, MADE BY PROFESSORS AT UNIVERSITY OF OKLAHOMA, COLLEGE OF ARTS AND SCIENCES, FALL, 1981

	Research and writing activity	$\bar{X}$	S D
1.	Hours per week on professional writing	6.8	6.7
2.	Hours per week on professional research	13.8	13.4
3.	Professional journal articles written and published	12.9	15.6
4.	Professional journal articles written but not published	2.0	1.8
5.	Non-professional journal articles published	3.1	7.2
6.	Textbooks written and published	0.3	0.8
7.	Textbooks written but not published	0.2	0.4
8.	Non-textbooks written and published	0.7	1.2
9.	Non-textbooks written but not published	0.3	0.6
10.	Writings done for edited works	1.9	2.1
11.	Papers presented to professional meetings	10.7	10.2
12.	Symposia conducted or participated in	5.2	7.4
13.	Research grants applied for	6.0	7.0
14.	Research grants received	3.3	5.1
15.	Students' research activity directed	11.7	12.4

Pearson Correlation Coefficients

Pearson correlation coefficients were generated using the self-actualization composite scores and the research activity standardized scores, dividing professors of the sample into two discipline groups (physical sciences and social sciences). Revised values for each of the fifteen research activity items were obtained by dividing the mean by the standard deviation for each discipline group. Standardized scores for the research items are designated ZP1 through ZP15.

Correlation coefficients generated dealt with the forty-five combinations resulting from the three self-actualization factors and the fifteen research activity items--plus the other attribute variables of rank, years since receiving the doctorate, age, years of university teaching, and sex. The correlation coefficents are presented in table 6. Significance was shown in only five pair of variables: (1) responsiveness-morality (SA1) and the number of hours per week a professor devotes to professional research activity (ZP2)--at the .02 level of significance; (2) rejection-self concern (SA2) and the number of hours per week a professor devotes to professional research activity (ZP2)--at the .02 level of significance; (3) rejection-self concern (SA2) and the number of non-professional journal articles published (ZP5)--at the .01 level of significance; (4) rejection-self concern (SA2) and the number of textbooks a professor has written and published(ZP6)--at the .04 significance level; and (5) rejection-self concern (SA2) and the number of symposia conducted or participated in (ZP12)--at the .01 significance level. No correlations of significance were detected in independence realism (SA3) and professional activity of research and writing

(ZP1 to ZP15).

With significance revealed in but five of the forty-five pairs of variables, the initial conclusion is that no significant relationship exists between self-actualization and professional academic research and writing activity.

Findings in the attribute variables indicate that age and years of university teaching are more strongly correlated with self-actualization in Factor I, responsiveness-morality, and Factor II, rejection-self concern. These correlates are presented as added information since they are not part of the basic question in the study. In the interest of presenting the complete Pearson correlation coefficients for all variables entered in the study, the correlations of the attribute variables with the independent variable of self-actualization are shown in table 7.

Further Search for Significance

With the result that the Pearson correlation coefficients indicated--no significant relationships in the independent and dependent variables--the statistical procedure called "Breakdown" was applied to refine the data further. As described in the design of the study, the objective of this procedure is to ascertain if some significance may be going undetected due to restrictive assumptions of the correlation (and regression) model. This model assumes the relationship between the independent variable and the dependent variable is *linear*; there may be significant, but *curvilinear*, relationships.

"Breakdown" provided an analysis of variance procedure which calculated a between groups mean for the newly created trichotomized

TABLE 6

SIGNIFICANCE LEVELS OF PEARSON CORRELATION COEFFICIENTS FOR SELF-ACTUALIZATION FACTORS AND RESEARCH ACTIVITY--PROFESSORS AT UNIVERSITY OF OKLAHOMA, COLLEGE OF ARTS AND SCIENCES, FALL, 1981

	Standardized Scores for Research Activity	Self-Actualization Factors		
		Factor I: Responsiveness-Morality (SA1)	Factor II: Rejection-Self Concern (SA2)	Factor III: Independence-Realism (SA3)
ZP1	Hrs per wk profsnl writing	.09	.07	.50
ZP2	Hrs per wk profsnl research	.02 *	.02 *	.30
ZP3	Profsnl jrnl articles writtn and published	.16	.28	.36
ZP4	Profsnl jrnl articles writtn but not published	.18	.22	.46
ZP5	Non-profsnl jrnl articles published	.37	.01 *	.43
ZP6	Textbooks writtn and published	.36	.04 *	.30
ZP7	Textbooks writtn but not published	.40	.40	.41
ZP8	Non-texts writtn and published	.29	.36	.16
ZP9	Non-texts writtn but not published	.36	.23	.41
ZP10	Writngs done for edited works	.33	.17	.43
ZP11	Papers presented to profsnl meetings	.23	.29	.38
ZP12	Symposia conducted or participated in	.15	.01 *	.27
ZP13	Research grants applied for	.35	.44	.48
ZP14	Research grants received	.33	.47	.35
ZP15	Students' research activity directed	.10	.13	.23

* = significance at the .05 level

TABLE 7

SIGNIFICANCE LEVELS OF PEARSON CORRELATION COEFFICIENTS FOR SELF-ACTUALIZATION FACTORS AND VARIABLES OF RANK, YEARS SINCE RECEIVING DOCTORATE, AGE, YEARS OF UNIVERSITY TEACHING AND SEX--PROFESSORS AT UNIVERSITY OF OKLAHOMA, COLLEGE OF ARTS AND SCIENCES, FALL, 1981

Variables	Self-Actualization Factors		
	Factor I: Responsiveness-Morality (SA1)	Factor II: Rejection-Self Concern (SA2)	Factor III: Independence-Realism (SA3)
Rank	.11	.04 *	.12
Years since receiving doctorate	.29	.18	.20
Age	.02 *	.01 *	.43
Years of university teaching	.05 *	.01 *	.11
Sex	.37	.01 *	.25

* = significance at the .05 level

variables for self-actualization factors. These are designated TSA1, TSA2, and TSA3 and the mean of each was processed with the mean of each standardized item from the research activity index (PAAI). If there were any relationship at all, it should be detected by the "Breakdown" process.

Table 8 gives a summary of the "Breakdown" processing for significance levels from the analysis of variance of trichotomized independent and control variables and the standardized dependent variables.

Findings from the "Breakdown" process did not indicate new significance areas. The trichotomized self-actualization factor two (TSA2) had a relationship to hours per week spent on professional research (ZP2) at the .02 significance level just as did the Pearson correlation. TSA2 had a relationship with non-professional journal articles published (ZP5) at the .04 level, while the Pearson correlation reported it at the .01 level. TSA2 had a relationship with symposia conducted or participated in (ZP12) at the .01 level as did the Pearson. The "Breakdown" did not support the Pearson correlations in the significance of responsiveness-morality factor (SA1) and the hours per week of professional research (ZP2); nor did "Breakdown" support rejection-self concern (SA2) and textbooks written and published (ZP6).

The control variable, years since receiving the doctorate, was also trichotomized for use in the "Breakdown" analysis of variance with the finding being that four research activity items showed significance. These four areas are: the professional articles written and published (ZP3)--at the .01 level; non-texts written and published (ZP8)--at the .04 level; papers presented at professional meetings (ZP11)--at the .01 level; and, students' research activity directed (ZP15)--at the .03 level.

TABLE 8. --Analysis of variance summary of probabilities for significance from "breakdown procedure" on trichotomized self-actualization factors (TSA) and standardized scores for professional research and writing activity (ZP)--Professors at University of Oklahoma, College of Arts and Sciences, Fall, 1981

	HRS PER WK PROFSNL WRITING	HRS PER WK PROFSNL RESEARCH	PROFSNL JRNL ARTICLES WRITN & PUBLISHED	PROFSNL JRNL ARTICLES WRITN--NOT PUBLISHED	NON-PROFSNL JRNL ARTICLES PUBLISHED	TEXTBOOKS WRITTEN AND PUBLISHED	TESTBOOKS WRITTEN BUT NOT PUBLISHED	NON-TEXTS WRITTEN AND PUBLISHED	NON-TEXTS WRITTEN BUT NOT PUBLISHED	WRITINGS DONE FOR EDITED WORKS	PAPERS PRESENTED TO PROFSNL MEETINGS	SYMPOSIA CONDUCTED AND/OR PARTICIPATED IN	RESEARCH GRANTS APPLIED FOR	RESEARCH GRANTS RECEIVED	STUDENTS' RESEARCH ACTIVITY DIRECTED				
	ZP1	ZP2	ZP3	ZP4	ZP5	ZP6	ZP7	ZP8	ZP9	ZP10	ZP11	ZP12	ZP13	ZP14	ZP15	RANK	AGE	YRS TCH UNI	SEX
TSA1	.31	.67	.50	.41	.76	.84	.92	.98	.53	.72	.89	.43	.47	.57	.53	.12	.07	.48	.99
TSA2	.73	.02 *	.77	.63	.04 *	.47	.39	.68	.69	.86	.54	.01 *	.78	.50	.23	.18	.02 *	.06	.00 *
TSA3	.10	.27	.76	.53	.96	.34	.67	.45	.73	.93	.74	.69	.39	.50	.31	.30	.90	.38	.35
T-YRS SINCE DR'ATE	.72	.93	.01 *	.18	.30	.52	.91	.04 *	.63	.46	.01 *	.37	.15	.07	.03 *	...	...	...	...

NOTE: ASTERISK (*) = SIGNIFICANCE AT THE 0.05 LEVEL

Findings Applied to the Hypotheses

The research question in this study—Is self-actualization related to academic activity of research and writing?--cannot be given an affirmative answer based upon the results of this investigation. The hypothesis that self-actualization relates to the academic activity of research and writing in a positive manner is not substantiated by the findings of the study.

Based upon the findings of the study which have been discussed, we must fail to reject the null hypothesis: There is no significant relationship between self-actualization, as measured by the Jones scale, and academic activity of research and writing, as measured by the Professional Academic Activities Index.

In turn, based on these findings, for each of the alternative null hypotheses--rejection fails.

H_{0-1} There is no relationship between the Responsiveness-Morality factor of self-actualization and the academic activity of research and writing. *Fail to reject.*

H_{0-2} There is no relationship between the Rejection-Self Concern factor of self-actualization and the academic activity of research and writing. *Fail to reject.*

H_{0-3} There is no relationship between the Independence-Realism factor of self-actualization and the academic activity of research and writing. *Fail to reject.*

In summary, the findings of this study indicate that (1) professors who are highly self-actualizing may rank high or low in research activity, and (2) professors who are not highly self-actualizing may

rank high or low in research activity.

Table 9 shows this summary statement of the findings from this study of self-actualization and professional research activity among professors at the University of Oklahoma, College of Arts and Sciences.

TABLE 9

GENERAL FINDING OF STUDY ON SELF-ACTUALIZATION AND PROFESSIONAL ACADEMIC ACTIVITY OF RESEARCH AND WRITING--PROFESSORS AT UNIVERSITY OF OKLAHOMA, COLLEGE OF ARTS AND SCIENCES, FALL, 1981

Independent variable Self-Actualization	Dependent Variable Professional Academic Activity Research and Writing
Professors who are highly self-actualizing	High in professional research and writing activity
	Low in professional research and writing activity
Professors who are not highly self-actualizing	High in professional research and writing activity
	Low in professional research and writing activity

Next, attention is given to the meanings of these findings. The discussion is presented in Chapter V on conclusions from the study.

CHAPTER V

CONCLUSION

Introduction

The purpose of this chapter is to assess if the study accomplished what it set out to accomplish. In making that assessment, the major phases of the investigation are summarized, findings of the study are discussed in relation to the concepts of the experts whose works were explored, and the subject of understanding the professional lives of faculty members is treated. In interpreting the findings, some plausible explanations are offered and recommendations are made. And finally, a general conclusion is given.

Assessing the Accomplishment

Problem of the study restated. The problem of this study was: What is the relationship of self-actualization to professional research activity among professors at the University of Oklahoma? The major phases in investigating this problem were to clearly define the constructs involved in the study and to separate them for treatment, to obtain or develop instruments capable of measuring these constructs, to establish a program for processing data gathered from the sample, and to arrive at specific findings which speak directly to the hypoth-

eses. The construct self-actualization was defined primarily in terms of the clinical definition of Abraham Maslow, and the construct for professional academic activity was defined, for this study, as research and writing activity characteristic of the academic profession. The instrument for measuring self-actualization was the Jones Self-Actualizing Scale (JSAS) developed in accord with the tenets of Maslow. The instrument for measuring the professional activity had to be developed locally. This instrument, in order to conform to the definition of research activity, needed to measure: time devoted to and productivity in publication; professional papers presented; symposia conducted or participated in; research directed; and grants applied for and received. The instrument was titled the Professional Academic Activities Index (PAAI). The data processing program for analysis of data was established using the *Statistical Package for the Social Sciences*. The primary statistical methods employed were factor analysis and analysis of variance. The findings of the study directly addressed the hypotheses with the general finding being a failure to reject the null hypothesis.

Discussion of findings in relation to the literature. If there is a common focus for the subjects of self-actualization and professional academic activity it is probably best summed up in the term "complexity." Complexity is referenced and emphasized repeatedly in the works of the major authors on these subjects.

Argyris and Schon raised the question: Can self-actualization occur? They cite research findings that professionals desire to invest the total personality in their work. They define a professional as one who professes a faith and proclaims a confidence; but their model on him

describes "artificial environments" and heavy reliance on "techniques" which they see as incompatible with self-actualization.[1] To answer the question: Can self-actualization occur in professional education?--the answer is a qualified yes. But it is difficult. It is a complex issue.

Maslow uses self-actualization to describe man's desire for self-fulfillment--"for him to become actualized in what he is potentially." The form this desire takes, he states, varies greatly from person to person. At the level of self-actualization individual differences are the greatest.[2] These individual differences being so great pose a serious challenge to efforts to measure self-actualization. The findings of the study suggest that perhaps the instrumentation for measuring self-actualization is less than adequate. Even though the author, Jones, methodologically established validity and reliability, the potential for wide ranging interpretation or even misinterpretation of the instrument items appears to be related to highly individualized, highly complex matters of self-actualization. As Maslow again explains, people who are at the self-actualizing level are unique in that their actions and creations are highly spontaneous, guileless, open, self-disclosing, and unedited.[3] Maslow also describes studies of self-actualization as yielding only "composite impressions" generally speaking due to few subjects, incomplete data on subjects, limited contact, and non-discrete, non-specific data gathered on subjects. Similar limitations are applicable to this study. Maslow's use of the term "composite impressions" in measuring self-actualization also em-

---

[1]Argyris and Schon, p. 148.

[2]Maslow, *Motivation and Personality*, p. 46. [3]Ibid., p. 134.

phasizes the complexity in measuring self-actualization.

In his treatment of self-actualization, Hampden-Turner explicates the process of human investment and accents the transitive nature of this process. It was noted before that the investment aspect of this theory is akin to commitment--as in commitment to performance of professional activities. Hampden-Turner implies the complexity of the self-actualization process in that "the act of investing into the environment, creative and moral choice is a crucial dimension of existence."[1] The contribution Hampden-Turner makes to the perspective of this investigation is found in what he concludes--that the development of capacities (existential) in one person is interdependent with the same development in other persons, and the total relationship is a continuous process.[2] Complexity is observed once again.

The theory of self-actualization presented by Hanlon is no less clear in its communication of the complexity of the subject, its attainment and its measurement. He emphasizes that there are plateaus of development in self-actualization. A study involving the measurement of self-actualization may well need to take into account some means for identifying or distinguishing plateaus. Hanlon summarized immanent activity in human beings by saying that "in everything subject to change there is a state of simultaneous being and becoming, a state of actualization which encompasses a process of actualization or self-actualization."[3] If all things subject to change are mixtures of being and becoming, as Hanlon declares, and there is a simultaneity in being and

---

[1]Hampden-Turner, p. 43.

[2]Ibid., p. 31.

[3]Hanlon, p. 19.

becoming, the question that may well be raised is: At what time or condition in the human existence can self-actualization be measured best? The concepts of Hanlon and this question itself focuses on the complexity of the issue. As it has been seen, complexity is a major common element in the discussions by the theoreticians on the topic of self-actualization. Findings of the study appear to reflect the difficulty of measuring self-actualization accurately and specifically. The fact of the matter, quite possibly, may be that self-actualization can be conceptualized easier than it can be quantified--and conceptualization is not all that easy.

Bowman's investigation provided a definition of the self-actualizing professor, and this was apparently an achievable objective. The hope that her description of the self-actualizing professor would give some insight into the characteristics that might be reflected in the performance of professional activities by the self-actualizing professor was not realized in this present study.

The matter of describing and measuring the professional activities of professors follows in somewhat the same vein--it is difficult and complex. However, it is more adaptable to measurement than is self-actualization. It is the specific type of professional activity that should be measured that poses the problem--or more appropriately all of the specific types of professional activity.

Jencks and Riesman distinguished elements of the academic life, one of which was research--an important endeavor and the focus of university life. But another element they associate with the modern professoriate is rendering of service to important social goals as an

added basis for professional prestige.[1] The service of social goals along with the other characteristic activities of the professoriate may well need to be included in studies of this nature so as to assemble the total value of the professional activities performed. Shulman had noted that the professor's "academic career generally reflects an effort to balance research values with employment obligations,"[2] suggesting that quite possibly research activity ought not to be measured independently. Along the same line of thought, Caplow and McGee called research by professors "a kind of part-time voluntary job which he creates for himself. . . ."[3] Richman and Farmer observed that few professors actually do very much writing and associated this with "goal divergence" in the profession. Eric Ashby alluded to divided loyalties that created ambiguities in the academic profession. Dressel, Miller, and Cohen detailed the numerous professional obligations with which a professor had to contend in the performance of academic duties. Ladd and Lipset agreed with Richman and Farmer that few faculty engage in research and publication, and if that be the case then correlation studies of research with anything would probably yield little in way of significance. Ladd and Lipset also report that younger faculty members were more concerned about research than their older colleagues. With that in mind, it may be necessary to control for variables of age and rank.

Throughout the works of these authors, the complexity of the professors' academic life is evident. In so far as the findings of this

---

[1]Jencks and Reisman, p. 237.

[2]Shulman, p. 12.

[3]Caplow and McGee, p. 221.

study did not reveal significance in the relationship between self-actualization and research activity, isolation of the dependent variable may be inappropriate.

Understanding the professional lives of faculty. Most of what has been discussed in the related literature provides insight into the professional lives of faculty with complexity being the focal point. The findings of this present study appear to be picking up on what Caplow and McGee called the "real strain in the academic role" which is the conflict of research with other academic activity. Although the non-significance of self-actualization to research activity constitutes the finding of the study, significance of self-actualization to another or several other academic activities could be expected.

The biggest contribution the findings of the present study make to understanding the professional lives of faculty members is in the insistence that any study of self-actualization and professional activities take into account early on the complexities of both. The realization that neither variable is readily measured with the requisite accuracy is another contribution to be made.

Another contribution derived from the findings indirectly is the pointing to the need for additional, perhaps numerous, excursions into investigations related to self-actualization and professional activity. The dearth of explorations into these subjects in academia is apparently due to an inability to judge their importance to personal, professional, and even organizational well-being. Or, the dearth may be due to difficulty encountered in perceiving and dealing with the complexity of the esssential issues. The need seems clear. We are

reminded--rather forcibly--at the conclusion of this study of the observation of Mervin Freedman when he notes that studies have been made of nearly every society, culture, and institution that ever existed. Yet, except for an occasional dip into attitudes and opinions of faculty members, there has not been a serious, extensive investigation into the culture and society of higher education faculties.[1]

Delimitations of the Study

This study is viewed as an exploratory investigation into the professional lives of university professors. The study was limited to professors at the University of Oklahoma, College of Arts and Sciences. Interpretations of the results of the study are therefore limited to that population. Additional exploration at other colleges of the same university and at other universities is warranted.

Instrumentation Used

To measure self-actualization, a relatively untried and unproven instrument had to be used since it was the only instrument of its type that sought to measure self-actualization in accord with the concepts of Maslow. Although, the validity and reliability of the instrument had been extablished in its development process, some revision appears necessary. For example, the scale for rating which calls for the participant to respond with a choice of never, occasionally, moderately, frequently, or always--is not appropriate for every statement in the instrument's list of items. One example to make the point is item number 21: "I have only a few deep interpersonal relationships." The addition of other response-descriptors or a rewording of the item seems

desirable. Also in regard to item 21, one could suspect the possible influence on interpretation due to the use of the word *only*.

To measure the professional activity of research and writing, the instrument used appeared to function reasonably well. Refinement in some of the statements can be made. For example, the first two items call for a response of time spent on related performance: professional writing and professional research. A technique for preventing the same time frames from being reported in each item would help the respondent be more accurate. One item, number 5, suggests exemplification would assist the respondent's interpretation. The item asks for: "The number of discipline-related articles which I have published in other-than professional journals." An economics professor might publish in *Forbes Magazine*.

The collection of data in research activity alone is considered a limitation for this study. As discussed earlier, to detect relationship in self-actualization and professional activity, it appears necessary to measure the full range of professional activity in some depth.

A final statement of delimitation points up the fact that no other research on this question has been done which might have served as guidance in this investigation. Or, at least the search for some such studies did not reveal any.

Plausible Explanations for Findings

As noted in the introduction to this study, ideally faculty members will be found to be highly self-actualizing individuals who engage on a continuing basis in all professional activities extensively and productively. And, as has been suggested, the key to understanding these aspects of the professional academic life could be found in the term *all* professional activities. The present study limited the professional activity investigated to *research and writing*.

Maslow's definition that self-actualization is the "full use and exploitation of talents, capacities, and potentialities" is not vitiated by the findings of the study. Indications of non-significance in the relationships of self-actualization and the research activity still permits the assumption that university professors are highly self-actualizing individuals.

Professors may be more productive and more active in those performance areas other than research and writing. The finding of the study says no significance was found in the relationship of self-actualization and research activity. It does not say there is no significance in the relationship of self-actualization and the professional activities of university professors. It is a plausible position to take which says that the professors at the University of Oklahoma, College of Arts and Sciences, are highly self-actualizing individuals who find fulfillment in academic activities other than research and writing--be they teaching or consulting or public service or administration, or a combination of these activities.

Perhaps plausibility is to be found in another line of reasoning. One might consider the lack of a definitive relationship in research activity and self-actualization for the sample in this study to be attributed to a sort of institutional bias reflecting a period of transition at the University of Oklahoma. Is it possible that in the period prior to 1975, roughly, greater emphasis was placed on teaching and service than was placed on research and publication? Is it possible that since about 1975 more emphasis has been directed toward research activity?

If the answer to these questions is "Yes" then another line of reasoning would be to explain, the findings of the study could not show significant relationships because the age range of the sample would not allow the new emphasis to be detected. By limiting the study to research activity of the last five or six years, significance might be revealed. Sufficient time must be provided for increases in research activity and achievements in publication to come to fruition, assuming that this shift in institutional emphasis is a reality.

Recommendations

Particularly since this study is viewed as an exploratory one, it is appropriate that several recommendations be offered.

1. Further studies on the relationship of self-actualization to professional research and writing activity be done at the University of Oklahoma and other universities and colleges

2. Further studies on the relationship of self-actualization to all professional academic activities, collectively or separately, be done at the University of Oklahoma and other universities and colleges

3. Studies be encouraged on self-actualization and the professional activities peculiar to other specific professions, such as: legal, political, social, medical, clerical (ministry)

4. A revision and refinement of the Jones Self-Actualizing Scale be suggested to the author, and perhaps initiate a collaborative effort with him to accomplish the revision

5. Develop additional instruments along the line of the Professional Academic Activities Index which will provide measures for the other areas wherein professorial performance is characteristic--namely, teaching, public service, consultation, and administration

6. Revise the Professional Academic Activities Index--Research to communicate more clearly the intent of items that are subject to misinterpretation in their present form

These recommendations are offered with the same sense of importance given the subject of self-actualization and professional performance when the study was first undertaken. They are offered in the same spirit that motivated the study initially--a sense of the significance of the study in that it was viewed as a carrying forward of the interest in the concepts of self-actualization, principally those of Abraham Maslow, and the effect self-actualizing behavior may or may not have on professional behavior.

General Conclusion

If there is a single statement that would summarize the total effort invested in this study it would be: Self-actualization and professional academic activity are, at best, difficult to measure effectively and accurately. The difficulty encountered in no way suggests

that the task is not a worthy and important one. Continuing efforts to develop instruments that measure these personal phenomena effectively and accurately are necessary. As progress is made in such development, unique contributions are anticipated to the understanding of fields of psychology and the individual professions. Such an increase in understanding is seen as positively contributing to facilitating and encouraging human fulfillment.

The ultimate expectation in encouraging the attainment of self-actualization is that it have such a pervasive and expansive effect that all humanity will be the beneficiary. In the world of those who are academic professionals, the hope is that they will fit the description of the self-actualizing professor given by Bowman.

> So, who is the self-actualizing professor? He is the rare one, who in a world which rewards intellectual attainment, who does not conform to the scholarly stereotype. Rather, in whatever area he is, he experiences and expresses his feelings in an appropriate way. He gives *himself* to his students. He is able to do this because he is comfortable enough with himself and his accomplishments that he can afford to take the risk. He can cope better than most with the built-in conflicts in a university environment but, more importantly, he has a perspective on life which gives him the courage to dare to be fully human.[1]

As the presentation of this dissertation is concluded, the sentiment is that there can be no nobler wish nor nobler attainment.

---

[1]Bowman, p. 197.

BIBLIOGRAPHY

Books

Argyris, Chris, and Schon, Donald A. Theory in Practice: Increasing Professional Effectiveness. San Francisco: Jossey-Bass Publishers, 1975.

Ashby, Eric. Adapting Universities to a Technological Society. San Francisco: Jossey-Bass Publishers, 1974.

Baldridge, J. Victor. Academic Governance. Berkeley: McCutchan Publishing Corporation, 1971.

Borich, Gary D., and Madden, Susan K. Evaluating Classroom Instruction: A Sourcebook of Instruments. Reading, Massachusetts: Addison-Wesley Publishing Company, 1977.

Cangemi, Joseph P. Higher Education and the Development of Self-Actualizing Personalities. New York: Philosophical Library Incorporated, 1977.

Caplow, Theodore, and McGee, Reece J. The Academic Marketplace. New York: Basic Books, 1958.

Centra, John A. Determining Faculty Effectiveness. San Francisco: Jossey-Bass Publishers, 1979.

Eble, Kenneth E. Career Development of the Effective College Teacher. Washington, D. C.: American Association of University Professors, 1971.

Grant, Gerald and Associates. On Competence: A Critical Analysis on Competence-Based Reforms in Higher Education. San Francisco: Jossey-Bass Publishers, 1979.

Hanlon, James M. Administration and Education: Toward a Theory of Self-Actualization. Belmont, California: Wadsworth Publishing Company, Incorporated, 1968.

Hoover, Kenneth R. The Elements of Social Scientific Thinking. New York: St. Martin's Press, 1976.

Katz, Joseph, and Hartnett, Rodney T. Scholars in the Making. Cambridge: Ballinger Publishing Company, 1976.

Kerlinger, Fred N. Foundations of Behavioral Research. 2nd ed. New York: Holt, Rinehart and Winston, Incorporated, 1973.

Light, D. W., Marsden, L. R., and Corl, T. C. The Impact of the Academic Revolution on Faculty Careers. Washington, D. C.: American Association for Higher Education, 1973.

Lowry, Richard J., ed. Dominance, Self-Esteem, Self-Actualization: Germinal Papers of A. H. Maslow. Monterey: Brooks/Cole Publishing Company, 1973.

Maslow, Abraham H. The Farther Reaches of Human Nature. New York: Viking Press, 1971.

_____. Motivation and Personality. New York: Harper and Row, Publishers, 1970. (2nd Edition)

_____. Toward a Psychology of Being. New York: D. Van Nostrand Company, 1968. (2nd Edition)

_____. Religions, Values, and Peak-Experiences. New York: Viking Press, 1970.

Mehrens, William A., and Lehmann, Irvin J. Measurement and Evaluation in Education and Psychology. New York: Holt, Rinehart and Winston, Incorporated, 1973.

Miller, Richard I. Evaluating Faculty Performance. San Francisco: Jossey-Bass Publishers, 1972.

_____. The Assessment of College Performance. San Francisco: Jossey-Bass Publishers, 1979.

Minium, Edward W. Statistical Reasoning in Psychology and Education. New York: John Wiley and Sons, Incorporated, 1970.

Nie, Norman H., et al. Statistical Package for the Social Sciences. New York: McGraw-Hill, 1975. (2nd Edition)

Peterson, Houston. ed. Great Teachers. New Brunswick: Rutgers University Press, 1946.

Purkey, William Watson. Self Concept and School Achievement. Englewood Cliffs: Prentice-Hall, Incorporated, 1970.

Richman, Barry M., and Farmer, Richard N. Leadership, Goals, and Power in Higher Education. San Francisco: Jossey-Bass Publishers, 1977.

Robinson, John P., Athanasious, Robert, and Head, Kendra B. Measures of Occupational Attitudes and Occupational Characteristics. Ann Arbor: University of Michigan, 1978.

Samples, Bob, and Wohlford, Bob. Opening: A Primer for Self-Actualization. Menlo Park: Addison; Wesley Publishing Company, 1978.

Schein, E. H. Professional Education: Some New Directions. New York: McGraw-Hill, 1972.

Shulman, Carol Herrnstadt. Report on Old Expectations, New Realities: The Academic Profession Revisited. Washington, D. C.: The American Association for Higher Education, 1979.

Wilson, Logan. The Academic Man. New York: Oxford University Press, 1942.

_____. American Academics, Then and Now. New York: Oxford University Press, 1979.

Unpublished Materials

Bowman, Betty Caperton. "Predictors of Measured Self-Actualization Among University Professors." Ph.D. Dissertation, University of Texas at Austin, 1974.

Finkelstein, Martin J. "Understanding American Academics: What Have We Learned and Where Do We Go From Here?" Occasional Papers Series, Department of Higher Education, State University of New York at Buffalo, 1980.

Jones, Kenneth Melvin. "The Constitution and Validation of an Instrument to Measure Self-Actualization as Defined by Abraham Maslow." Ph.D. Dissertation, University of Southern Mississippi, 1975.

Koile, Earl A. "Professional Activity Inventory (For College Teachers)." American Documentation Institute, Document No. 4081, 1951. (Library of Congress, Photoduplication Service).

Articles

Borland, D. T. "Faculty Roles and Academic Rewards," Intellect, January, 1974, pp. 246-249.

Brickman, W. W. "Descholarization of the University: A Modest Proposal," Intellect, November, 1975, p. 187.

Grant, W. V. "Selected Characteristics of College Faculty Members," American Education, November, 1970, p. 33.

Hitchcock, J. "Short Course in the Three Types of Radical Professors," New York Times Magazine, February 21, 1971, pp. 30-31.

Jarrett, J. L. "Self-Evaluating College Teachers," Todays Education, January, 1969, pp. 40-41.

Kadish, S. H. "University Professors: Address May 6, 1972," Vital Speeches, September 15, 1972, pp. 720-725.

Kolstoe, O. P. "On Professoring: Teaching and Researching," Todays Education, September, 1975, pp. 80-81.

Kossoff, C. "Evaluating College Professors by Scientific Methods," American Scholar, Winter, 1971, pp. 79-93.

Kratcoski, P. C. "Professorial Perspectives on Teaching and Research," School and Society, March, 1972, pp. 97-99.

Kreyche, G. F. "Teacher or Professor," Intellect, February, 1974, pp. 290-292.

Lindeman, L. W. "Five Most Cited Reasons for Faculty Unionization," Intellect, November, 1973, pp. 85-88.

Macbeth, D. R. "Professing Professors--Professors of Education," Clearing House, January, 1974, p. 277.

Schulz, D. E. "Living Museum (Pressures of Academic Publishing)," Change, January, 1980, p. 10.

"Success in College--Faculty Attitudes Towards Students and Teaching," Intellect, November, 1972, p. 76.

"Unhappy Professors: Study by Ladd and Lipset," Newsweek, October 24, 1977, pp. 111-112.

Vairo, P. D., and Perel, W. "Behind the Nomenclatures: Professor and Teacher," Education Digest, November, 1975, pp. 29-32.

Whittemore, R. "Faculty Survival," Harpers, February, 1980, pp. 38-41.

Woodring, P. "Two Roads for the College Professor: Excerpts from the Higher Learning in America, A Reassessment," Todays Education, November, 1968, pp. 25-26.

APPENDIX A

(Two Parts)

1. INSTRUCTIONS FOR ADMINISTERING, SCORING, AND INTERPRETING THE JSAS

2. THE JONES SELF-ACTUALIZING SCALE

APPENDIX A

INSTRUCTIONS FOR ADMINISTERING, SCORING, AND INTERPRETING THE JSAS

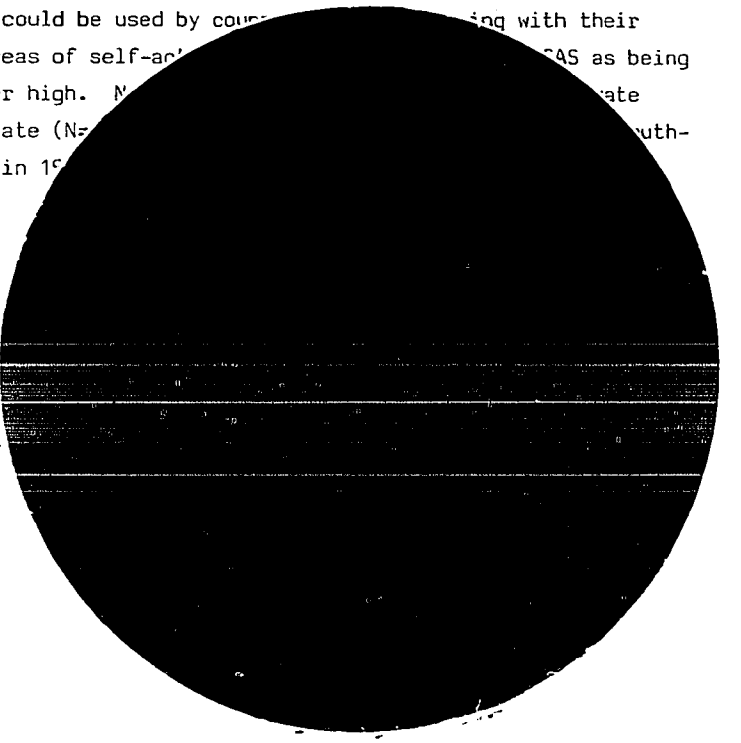
1. Description of JSAS: The JSAS is a 40-item, non-consumable measure of self-actualization according to the original tenets of Maslow. It yields nine (subscale) scores and the total self-actualization score. This scale asks the respondent to read each item carefully and to indicate whether the statements reflect their behaviors or beliefs "never," "occasionally," "moderately," "frequently," or "always."

2. Instructions for Administering the JSAS: The JSAS is self-administering for most individuals, beginning with those who have reached late adolescence. Since the instrument does, however, contain some terms such as dichotomy, theoretical, and culture and since these terms may not be readily interpretable by some adolescents, the instrument would probably be most appropriate for use with college-age individuals. Experience has shown that for individuals who the administrator feels may not understand the terms, the terms can be orally explained by the administrator with relatively little effect on the reliability and validity of the scale. There is no time limit, but the normal time required for college students to complete the JSAS ranges from 15 to 30 minutes.

3. Directions for Scoring the JSAS: The answer sheet provides spaces for the respondent to enter either "A," "B," "C," "D," or "E" which corresponds to intensity of agreement or disagreement with the items statement. Scoring is accomplished by transforming A to 1, B to 2, C to 3, D to 4, and E to 5, but only for those items which are keyed positively. For those items which are keyed negatively, A is transferred to 5, B to 4, C to 3, D to 2, and E to 1. The total self-actualizing score is arrived at by transforming the letter values to numeral values and arriving at the sum of all the items. The nine factor scores are derived by summing only those items comprising the factor. The items comprising each of the factors and whether the item is to be scored positively or negatively are shown on the following page.

4. Suggestions for Interpretation of the JSAS: Although the JSAS yields nine factor scores or measures of self-actualization in nine

different areas, these must be interpreted with caution since some factors consist of only six or seven items. The degree to which the respondent is self-actualized is probably better represented by the total score than by any single or combination factor score. Until there are more normative data available, the JSAS would be most profitably used as a tool which could be used by coun[illegible]ing with their clients those areas of self-ac[illegible]AS as being relatively low or high. N[illegible]ate (N=91) and graduate (N=[illegible]uth-ern Mississippi in 19[illegible]



different areas, these must be interpreted with caution since some factors consist of only six or seven items. The degree to which the respondent is self-actualized is probably better represented by the total score than by any single or combination factor score. Until there are more normative data available, the JSAS would be most profitably used as a tool which could be used by counselors in discussing with their clients those areas of self-actualization suggested by the JSAS as being relatively low or high. Note that the mean scores for undergraduate (N=91) and graduate (N=66) students obtained at the University of Southern Mississippi in 1974 were 127.34 and 126.23, respectively.

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

135-137

University Microfilms International
300 N. ZEEB RD., ANN ARBOR, MI 48106 (313) 761-4700

APPENDIX B

DEFINITION OF FACTORS
IN THE
JONES SELF-ACTUALIZING SCALE
(JSAS)

Definitions of Factors in Self-Actualization

(JSAS)

Factor I: Responsiveness-Morality--The responsiveness of individuals towards people (items 35, 5, 12, 11, 26 and 39); openness and appreciativeness of different life experiences (items 20, 13, and 7); creativeness (item 36); spontaneity of actions (item 14), practicalness (items 7 and 31); and acceptance of self (item 1); plus 9-19-23-28-37-38.

Factor II: Rejection-Self-Concern--A rejection of kinship and deep and trusting relationships with people (items 2, 21, 23, and 39--2-23-39 negatively keyed); an attitude of concern about self rather than concern about others (items 11, 28 and 1).

Factor III: Independence-Realism--The personal independence of the individual and the degree to which one realistically sees events and people; resistance to pressures to conform to ideas of others (items 34 and 30); recognizing but accepting faults in others--realism (items 29, 31, 37, 10, and 3). Specifically, 29=accepting others faults; 3 = realizing that others can interpret their life situations accurately; 10 = appreciating the capacity for devotion to others; 31 = realizing that approaches to life are both theoretical and practical; 37 = admitting that knowledge may be lacking in some areas. Another item, number 12, although incongruent with Maslow's theory, suggests the independent-realistic person has many friends with whom they have deep personal ties.

Factor IV: Realism-Self-Confidence--A realistic and accepting view of self-imperfections (items 37 and 32); realism (items 29, 37, and 31); self-confidence needed for a philosophical approach to life (item 7); resistance to enculturation (item 24); ability to react to situations

spontaneously rather than in a conventional manner (item 14).

FACTOR V: Caring-Self-Secureness--Love and caring for family and friends (items 33 and 5); a sense of self-secureness and acceptance of self which resists enculturation, maintain a philosophical appreciation of a variety of life experiences, and avoids an inordinate concern with one's own nature and needs (items 7, 10, 24, and 1).

Factor VI: Human-Naturalness--An unhostile sense of humor (items 4 and 32); a naturalness in the form of creativity and spontaneity (items 36 and 18); an objective view (item 15).

Factor VII: Sociability-Objectivity--An openness to new experiences with others (item 8); concern for the problems of others (item 39); greater concern for others than for self (item 10); capable of deep relationships (item 26); ability to objectively discern discrepancies in life and feel bad about them (items 15 and 6); spontaneity and naturalness in a variety of situations (item 18); a capacity to be solitary without experiencing discomfort (item 25).

Factor VIII: Intensity-Unspoiled--Capable of holding intense relationship with work responsibility (vocation) and with others (items 9 and 21); belief in the democractic ideal (items 6 and 22); an open--unspoiled--view of life and reaction to life experiences (items 36, 31, and 20). This suggests a freshness of personality that has been maintained in spite of the harsher realities of life.

Factor IX: Other-Directed--Askes the question as to whether one responds to inner-directives and personal interpretation of life or whether one responds more to societal pressure and popular opinion (items 16, 24, 3, 34, and 23); sense of morality (item 19); sense of

appreciation of life (item 13); one who focuses less on personal problems than on the problems of others (item 39).

APPENDIX C

PROFESSIONAL ACADEMIC ACTIVITIES INDEX

(PAAI)

☐ Results Requested

NUMBER ____

PROFESSIONAL ACADEMIC ACTIVITIES INDEX (PAAI)

[College and University Professors]

PURPOSE

This self-reporting instrument provides an index for the professional activities of research and writing based upon the professor's: (1) estimate of time spent; and (2) estimated number of research/writing accomplishments.

PROFESSIONAL DATA

1. Department/Discipline .....
2. Academic rank .....
3. Number of years since completing doctorate ..... 4. Age now .....
5. Years of teaching experience: college/university ..... Other .....
6. Sex .....

DIRECTIONS

Do not put your name on this instrument. A number code is used to maintain anonymity and to provide confidentiality. Your identity will be known to the researcher alone.

¶ There are no correct or incorrect responses. You will *not* be graded or evaluated in any manner as a result of your responses. Replies are confidential and will be destroyed upon completion of this research.

¶ *Please make as accurate an estimate as you can for the activities described in these statements.*

¶ *In the blanks, enter the number of hours or the number of occurrences as appropriate to the statement content.*

RESEARCH AND WRITING ACTIVITIES

1. The average number of hours per week which I spend on professional writing projects is ..... 1. ____
2. The average number of hours per week which I spend on research projects is..... 2. ____
3. The number of articles for professional journals which I have written and had published is ..... 3. ____
4. The number of articles for professional journals which I have written but which as yet have not been published is .... 4. ____
5. The number of discipline-related articles which I have had published in other-than-professional journals is ..... 5. ____

6/9/81

RESEARCH AND WRITING ACTIVITIES -- *continued*

6. The number of textbooks which I have written and published is ..... 6. ____

7. The number of textbooks which I have written but which as yet are not published is..... 7. ____

8. The number of books other than textbooks which I have written and published is..... 8. ____

9. The number of books other than textbooks which I have written but which as yet are not published is..... 9. ____

10. The number of edited volumes to which I have contributed or chapters in books which I have written (include co-authored material) is ..... 10. ____

11. The number of papers I have presented at professional meetings and conventions is ..... 11. ____

12. The number of symposia I have conducted or in which I have participated in an active role is ..... 12. ____

13. The number of research grants for which I have made application is ..... 13. ____

14. The number of research grants which I have been awarded is ..... 14. ____

15. The number of students whose research projects I have directed or assisted in directing is ..... 15. ____

OTHER RESEARCH TYPE ACTIVITY WHICH I THINK SHOULD BE CONSIDERED IS:

16. The number of _____
_____ ..... 16. ____

17. The number of _____
_____ ..... 17. ____

18. The number of _____
_____ ..... 18. ____

APPENDIX D

RESEARCH AND SCHOLARLY ACTIVITY REPORTED WHICH WAS NOT INCLUDED IN THE PROFESSIONAL ACTIVITY INSTRUMENT

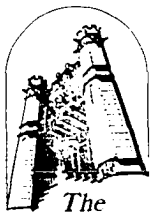
RESEARCH AND SCHOLARLY ACTIVITY REPORTED WHICH WAS NOT INCLUDED IN THE PROFESSIONAL ACTIVITY INSTRUMENT. [24 professors reporting.]

ACTIVITY	FREQUENCY
Encyclopedia Articles	18
Book Reviews	17
Courses Developed	20
Guest lectures, Panel Discussions, T.V. Interviews, Radio Talk Shows, etc.	130
Radio and T.V. Appearances	7
Conference Proceedings edited in book form (Academic Press)	1
Research paper published as ERIC documents	2
Co-author of manuals used in 2 courses for 10 years	2
Chapter in edited monograph in progress	1
Proposals reviewed	350
Scholarly meeting sessions chaired	10
Articles reviewed for journals	10
Formal proposals written -- (Comment included: Formal proposal writing takes a considerable amount of time	15
Formal proposals awarded	10
Proposals and papers reviewed	3
Book Reviews in professional journals	9
Commentaries in professional journals	2
Internal research proposals submitted	12
Internal research proposals funded	7
Workshops at other institutions given	1
Monographs published	2
General editor of a scholarly journal	1
Research reports	8

Training grants awarded	3
Equipment grants awarded	2
Directed summer and in-service institutes	10
Directed NSF projects	2
Held offices in national or regional professional societies	4
Delivered speeches/seminars to professional associations	20
Textbook edited	1
Market analyses/reports	9
Articles translated and published	1
Book reviews published	4
Appearance as expert witness before committees of United States Senate and House	2
Surveys conducted	6
Fiction (short stories) written and sold	6
Educational national conventions panelist	12
Creative video productions	30
Editor of journals	1
Lectures invited to present	6
Technical reports written	2
Book reviews published	5
Chair for conferences and meetings	2
Guest speaker	7
Research activities	3

APPENDIX E

CORRESPONDENCE USED IN GATHERING DATA



The
University of Oklahoma at Norman

Center for
Studies in Higher Education
College of Education

You have been selected to take part in a field test project on an instrument to be used in a study of professional activity in research and writing among university professors.

The time estimated for providing this required information is only about five to ten minutes. Your participation is urgently needed and your cooperation, earnestly requested.

A control number is being used to provide anonymity. Your identity on this instrument will be known only to me the researcher, and the data will be treated with strict confidentiality. Any identifying data will be destroyed at the conclusion of this study. Presentation of data will not allow identification of individual subjects in any way.

Would you please take a few minutes now to complete the enclosed instrument-- The Professional Academic Activities Index (PAAI)-- and return it via faculty exchange mail? Envelope should be addressed:

Department - Education *Building* - Monnet 558 *Attention* - J.Schmeltz

If you have any questions, please call me at 686-4427 from 8 AM to 4 PM weekdays; or call Dr. Herbert Hengst at the Center for Studies in Higher Education, 325-2633.

If you wish to receive the results of this study, check the box in the upper left corner of the PAAI instrument.

Sincerely,

Wm. Gerard Schmeltz

Please complete and return by Friday, July 17th. Thank you.

The
University of Oklahoma at Norman

Center for
Studies in Higher Education
College of Education

My dissertation research requires data on important background characteristics and professional academic activities of university professors.

You have been selected to form a sample from the College of Arts and Sciences for participation in a study of self-actualization characteristics of professors and their professional activity of research and writing.

There are two instruments you are asked to complete. One is The Professional Academic Activities Index (PAAI), and the other is the Jones Self-Actualizing Scale (JSAS). The time estimated for completion of these instruments is about fifteen to twenty minutes. Your participation is urgently needed and your cooperation earnestly requested.

A control number is used to provide anonymity. Your identity on these instruments will be known only to me the researcher, and the data will be treated with strict confidentiality. Any identifying data will be destroyed at the conclusion of this study. Presentation of data will not allow identification of individuals in any way.

Would you please take a few minutes now to complete the enclosed form? To return your completed form, use the on-campus distribution envelope provided. This envelope has been addressed, and it may be sealed if you wish (taped). *Please mail back by Friday, September 18, 1981 or earlier if possible.*

If you have any questions, please call me at 686-4427 from 8 AM to 4 PM weekdays. If you wish to receive the results of this study, check the box in the upper left corner of the instrument.

Thank you for your participation. Your assistance is appreciated.

Sincerely,

Wm. Gerard Schmeltz

Herbert R. Hengst

Herbert R. Hengst, Ph.D.
Supervising Professor

630 Parrington Oval, Room 558, Norman, Oklahoma 73019 (405) 325-2633



The University of Oklahoma at Norman

Center for
Studies in Higher Education
College of Education

Earlier this month I wrote to ask your participation in a special study on professional activity in research and writing.

Recognizing that many other summer events claim your attention, I suspect my request came at an inopportune time. Quite possibly you were not on campus during most of July. However, I do want to followup on the initial request for your input.

Another copy of the instrument--The Professional Academic Activities Index (PAAI)--is enclosed. Would you please take a few minutes now to complete it and return it in the envelope provided? Thanks so much!

In addition, I am asking your opinion in regard to the suggested values for weighting each item. Please give your response by marking the spaces in the left margin.

Your replies in completing this instrument will be kept confidential and anonymous.

Any questions or suggestions--please call me at 686-4427. If you wish to receive the results of this study, check the box in the upper left corner of the PAAI instrument.

Your assistance is truly appreciated.

(Please complete and return before August 15th.)

Sincerely,

Wm. Gerard Schmeltz

630 Parrington Oval, Room 558, Norman, Oklahoma 73019 (405) 325-2633



The
University of Oklahoma at Norman

Center for
Studies in Higher Education
College of Education

OCTOBER 28, 1981

DEAR PROFESSOR:

IN THE EARLY PART OF SEPTEMBER, I WROTE TO YOU ASKING THAT YOU PARTICIPATE IN A STUDY RELATING TO MY DISSERTATION RESEARCH. THE STUDY DEALS WITH SELF-ACTUALIZATION CHARACTERISTICS OF PROFESSORS AND THEIR PROFESSIONAL ACTIVITY IN RESEARCH AND WRITING.

SINCE YOUR RESPONSE HAS NOT BEEN RECEIVED, I AM CONTACTING YOU NOW, BY WAY OF FOLLOW UP, IN AN EFFORT TO DETERMINE IF YOU MIGHT BE IN A BETTER POSITION AT THIS TIME TO PARTICIPATE IN THE PROJECT. IF YOU ARE NOT, I ASK THAT YOU INDICATE YOU SIMPLY DO NOT WISH TO BE INCLUDED IN THIS STUDY.

WOULD YOU BE GOOD ENOUGH TO COMPLETE THE ENCLOSED POST CARD AND RETURN IT?

THANK YOU VERY MUCH FOR YOUR CONSIDERATION AND COOPERATION.

SINCERELY,

Jerry G. Schmeltz

WM. GERARD SCHMELTZ

630 Parrington Oval, Room 548, Norman, Oklahoma 73019 (405) 325-2033

Date _____

I have checked my response in regard to the research project in which my participation was requested.

[ ] I am now able to participate in the study and will complete and return the instruments which were received earlier.

[ ] I am now able to participate in the study but need an additional set of instruments to do so. Upon receipt of same, I will complete and return them.

[ ] I will not be participating in this study.

Signed: _____ (No. _____)
(optional)

The
University of Oklahoma at Norman

Center for
Studies in Higher Education
College of Education

December 5, 1981

Dear Professor:

I received your completed instruments for my research project. I want to thank you for your generous cooperation. Your assistance has enabled the project to progress satisfactorily to this point.

My plan is to complete the write-up on the results of this study during the spring semester. If you had indicated an interest in receiving a copy of these results, it will be sent to you.

Best wishes for a happy Christmas season.

Sincerely yours,

Jerry Schmeltz

Wm. Gerard Schmeltz

630 Parrington Oval, Room 558, Norman, Oklahoma 73019 (405) 325-2633