

Educational Administrators and Their Level of Self-Actualization

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MASLOW (1954, 1962), Rogers (1951, 1961, 1969), and Otto (1969) have all been concerned with the various factors associated with the development of human potential. One area of particular interest to them was the concept of the self-actualizing person. This person is regarded by Maslow (1954) as one who has satisfied his basic physiological, safety, belongingness, and esteem needs. As a result, he is free to function and live a more enriched life due to the fact that he has extricated himself from the inhibitions and emotional turmoil of those less self-actualized.

Shostrom (1965) developed an instrument, the Personal Orientation Inventory (POI), that was geared to measure some of the values and behavioral patterns depicted by self-actualizing individuals. This instrument was used to measure the level of self-actualization of students studying to be educational administrators.

Purpose

The purpose of the present study was to determine whether graduate students who had educational administration as their occupational goal depicted a higher level of self-actualization than a random mix of graduate students with many occupational goals. In order to make this judgment, three personal attributes of the experimental and

control groups were examined: (a) their self-actualizing values, (b) their level of existentiality, and (c) their conceptualization of the nature of man. It was hypothesized that there would be a significant difference at the .05 level between the scores earned by the experimental and control groups on three scales of the POI (Self-Actualizing Value Scale, Existentiality Scale, and the Nature of Man Scale).

Method

One hundred seven graduate students in the College of Education at the University of Bridgeport were asked to participate in the research project. These students were divided into five distinct groups. Two of the five groups were studying to be educational administrators, whereas the other three groups were randomly selected from graduate students who covered a broader spectrum of occupational goals. Among these three groups, there were individuals who were studying to be media specialists, guidance counselors, psychologists, elementary education specialists, secondary education specialists, art education specialists, music education specialists, and reading specialists.

The first two groups were administered

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the POI in their classes in educational administration, while the latter three groups were administered the POI in their classes in educational research. Standard directions were used. Since the POI is essentially self-administering, the examinees were asked to read the directions on the front cover of the inventory booklet by themselves and then proceed to take the inventory.

Analyses of variance were made to determine whether there was a significant difference at the .05 level among the five groups relative to the three attributes being measured (Garrett, 1966).

Results

The results are presented in relation to the three hypotheses being tested. Moreover, the hypotheses are stated in the null manner.

The hypothesis that there would not be any significant difference between the experimental and control groups with regard to self-actualizing values was tested. Since the F score of .76 reported in Table 1 was not significant, the null hypothesis was accepted. This means that the self-actualizing values held by educational administrators were not any different from those held by a cross section of graduate students with other occupational goals.

Source of variation	SS	df	MS	F
Between groups	27	4	6.75	.76
Within groups	910	102	8.92	
	937	106		

Table 1. Analysis of Variance of the Experiment on Self-Actualizing Values

The hypothesis that there would not be any significant difference at the .05 level between the experimental and control groups with regard to their level of existentiality was tested. An F score of 1.49, as shown in Table 2, was found. Since this F was not significant, the null hypothesis was accepted. Although this means that educational administrators were not any more flexible in the application of values than a random selection

Source of variation	SS	df	MS	F
Between groups	79	4	19.75	1.49
Within groups	1350	102	13.23	
	1429	106		

Table 2. Analysis of Variance of the Experiment on Existentiality

of other graduate occupational groups, it should be noted that an F of 1.49 is approaching significance.

The hypothesis that there would not be any significant difference at the .05 level between the experimental and control groups with regard to their conceptualization of the nature of man was tested. Table 3 reveals that an F of 2.68 was found. Since this F was significant, the null hypothesis was rejected.

Although a significant F was found, this statistic does not show which group or groups earned scores which would result in the rejection of the null hypothesis. Therefore, a t-test between the mean scores of pooled control groups and of pooled experimental groups was undertaken. This test disclosed that the experimental groups had significantly higher scores ($P < .05$) on the Nature of Man Scale. This finding may be interpreted to mean that the experimental groups seem to be able to discern and resolve better than the control groups the goodness-evil, masculine-feminine, selfishness-unselfishness, spirituality-sensuality dichotomies in the nature of man.

Summary

The results of the three analyses of variance and the t-test of the last analysis provided the following general picture. Graduate students studying to be educational ad-

Source of variation	SS	df	MS	F
Between groups	44	4	11.00	2.68*
Within groups	419	102	4.11	
	463	106		

* $P < .05$.

Table 3. Analysis of Variance of the Experiment on the Nature of Man

ministrators did not possess self-actualizing values or levels of existentiality that were significantly different than those of a random mix of graduate students with many occupational goals. However, they seemed to have a greater understanding of the complex nature of man.

Perhaps this last finding is the most

substantive. Scholars in the field of educational administration such as Lane, Corwin, and Monahan (1967) maintain that a successful administrator is an individual who has developed rapport with his faculty and students. This stance is also supported by Rogers (1969) when he examines educational administrators.

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