

AFFECTIVE EDUCATION

in the Age of Productivity

ROBERT R. CARKHUFF

The Electronic Age
makes interpersonal skills more vital than ever before.

We are entering the great Age of Productivity. Not only in business, industry, and government, but in our homes and schools, we are asked to do more with less. Indeed, we are often asked to "make something out of nothing."

What then is the place of affective education in this new era? Pushed back on our survival haunches, do we abandon human relations and human development as a passing phase, a by-product of the affluent 60s and 70s? Or does affective education have a real and critical role in the Age of Productivity?

The answers to these questions revolve around the strong relationship between *affective skills* and *human productivity*. Those people who have developed their affective and interpersonal skills are most effective at home, at school, at work. To abandon affective education would be to abandon our humanity and, thus, our unique contribution to productivity.

Perhaps the best way to understand this relationship is to understand the history of humankind.

An Historical Perspective

As in Figure 1, we have only begun to attend to those dimensions that make us truly human: an intellect that enables us to expand the boundaries of outer space to go places we have never been; an affect that enables us to expand the boundaries of our inner space to incorporate people we have never known.

Perhaps more than one billion years after the origin of the Earth, the first forms of life began to evolve. It would be fully three and a half billion years before the first homonoids tread the Earth. Fourteen million years ago these human-like species lived as wild animals, searching diligently for food and flying desperately from predators.

Evolving some 300,000 years ago, homo sapiens or humans had the largest brain and therefore the capacity to reason. They learned not only how to adjust to the environment but also to control it. Thrilled with the discovery of tools and weapons, they developed a technology to facilitate their food-gathering activities.

Yet it was not until 10,000 years ago that humans began to control their own survival through agriculture. Finding that they could obtain food from seeds and tamed animals, they no longer

needed to search the corners of the Earth for food.

Only 200 years ago, with the invention of the steam engine, the Industrial Revolution was born and transported tumultuously from its cradle in Britain to its home in America. With it came "industrial people"—and with them the genius and distress of modern technology.

We now stand on the threshold of the Electronics Revolution. Spurred on by innovations in microelectronic and digital techniques, the computer and telecommunications industries have one common mission: *an unimpeded global flow of information*. This is indeed a revolution. All cues and roles that previously guided the industrial people to their enormous productivity of goods and services no longer serve.

While "working harder" was an ethic of the Industrial Revolution, it is a handicap in the Electronics Revolution. All thinking and, thus, productivity in the previous age was resource-based. Now our focus is on maximizing outputs while minimizing inputs. Our relatively constant and isolated data bases have been replaced by constantly changing data bases in a world that is a "global village." Where, we may ask, does

Robert R. Carkhuff is Chairperson, Carkhuff Institute of Human Technology, McLean, Virginia.

the new human fit into the productivity equation?

A Human Perspective

It is only within the last 100 years that humans began to attend systematically to their humanity. Previously, they had attended only periodically to themselves and others through religion and works of art, literature, and music. Supported by their affluence and stimulated by the problems of the Industrial Age, people began to probe their inner selves.

At first, people focused intrapersonally. Through the psychodynamic theories of Freud and his followers, industrial people analyzed their evil impulses and destructive motives. Concerned with their destructive potential, they established systems to analyze and control this destructiveness. They formalized the authoritarian systems of families, schools, industries, and governments.

Basically, these controlling systems were headed by "all knowing" father figures who issued edicts from restricted data bases which they carefully concealed. Always, of course, these father figures, whether parents, teachers, administrators, or employers, acted in the interests of the "less knowing." Indus-

trial people, looking inward, became both jailer and inmate in cells of their own making, prevented from reaching others by the laws that "protected" them.

Prior to the Industrial Revolution, humans had been one with their environment. During the Revolution, industrial people became one in opposition to their environment. They exploited the Earth's finite resources to produce perishable products. They sacrificed their humanity to increase their comfort.

It was not until 50 years ago that humankind began to pay attention to its interpersonal self. Spurred on by the interactional analyses of Sullivan and Rogers, humans began to explore their relations with fellow humans. In so doing, the concern for human relations and human development was born.

While Freudian formulations were appropriate for the Industrial Revolution, they are inappropriate for the Electronics Revolution. Based as they were on personalities evolving in the context of relatively constant and isolated data bases, Freudian ideas harnessed the industrial people's enormous energies with authoritarian manifestos and channeled their destructive potential into hard work and discipline.

Electronics people will be characterized not by channeled destructiveness but by revolutionary interactivensness. The great paradox of the Electronics Age is that it requires the most human of people, sophisticated and skilled in their affective development and communication.

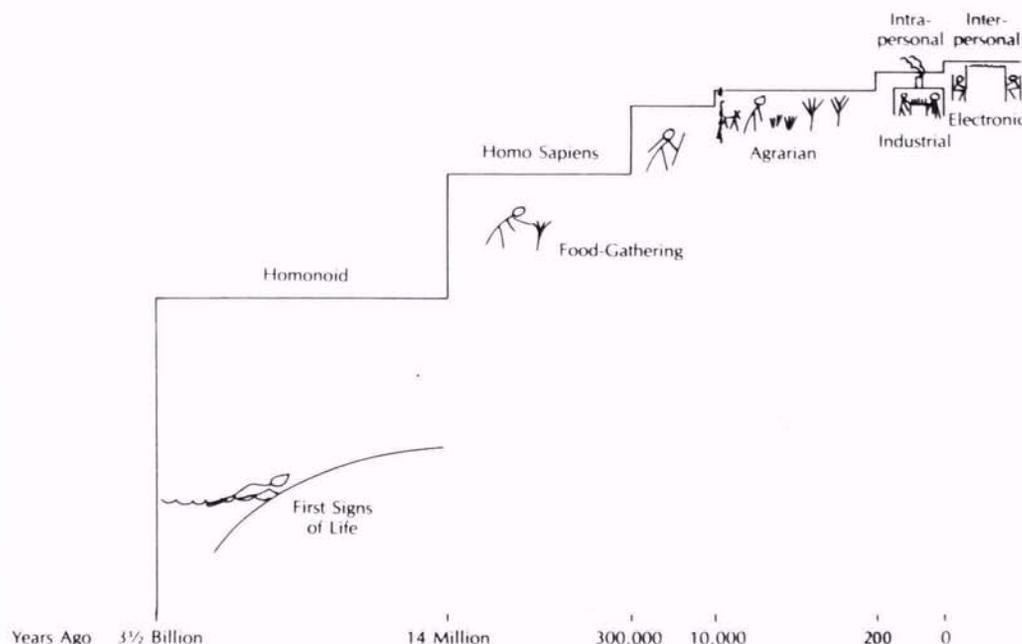
An Affective Perspective

Our schools have always been expected to serve the society in which they function. And they have done this well, preparing personnel as the system shifted from being labor intensive to requiring increasing technological sophistication. They have also anticipated the needs of coming eras; among these anticipatory responses is the work of the affective educators.

With roots in the sensitivity movements of the 1960s, affective educators saw the need for sharing changing data bases in a shrinking world. Initially, they emphasized the development of intrapersonal values and attitudes. Increasingly, they emphasized the development of interpersonal feelings and skills.

In this context, the emphasis in affective education was largely on the

Figure 1. Critical Phases of Human Evolution.



teacher's contribution to the affective education of the learners. Teachers were trained in intrapersonal and interpersonal skills. They used these skills in sensitively responding to the needs of their students with positive cognitive achievement results (Aspy and Roebuck, 1976, 1977; Brown, 1971; Buscaglia, 1978; Carkhuff, 1969, 1971; Hart and Goud, 1976; Hunter, 1977; Ragan and Shepherd, 1977; Santrock, 1976; Weinstein and Fantini, 1970). Unfortunately, for the most part, affective education was not integrated into the experiences of teacher trainees (Brown, 1975a; Hurst, 1980).

Moreover, little attention was given in affective education to the direct training of learners. Students continued to be thought of as dependent variables in the learning equation in spite of accumulating evidence for their contributing most of the variance in cognitive learning. Where learners were viewed as separate sources of effect in learning and trained affectively, cognitive and other human development accelerated (Carkhuff and Berenson, 1976; Hunter, 1977; Lambert and Nicoll, 1977; Masters, Borden, and Ford, 1979).

Finally, there was limited specific affective education content and what there was not integrated into the daily academic curriculum (Weinstein and Fantini, 1970). Some of the content familiar to educators include: the Esalen project for stimulating student freedom, responsibility, and action (Brown, 1971, 1975a, 1975b); the values clarification model which presents an open-ended method for students to derive sound values (Raths, Harmin, and Simon, 1966); the moral development model which helps to facilitate student moral development in sequential stages (Kohlberg and Turiel, 1971); and the human resources development model which employed Bloom's, Carkhuff's, and Flanders' skills in teaching both teachers and learners to respond affectively (Aspy and Roebuck, 1976, 1977).

Perhaps the largest reservoir of research data is presented for the *HRD* affective-interpersonal skills. In a summary of 28 studies of the effects of more than 1,000 teachers trained in affective interpersonal skills on more than 30,000 learners' cognitive development, the results were highly positive. In 27 of the 28 studies, the results were exclusively or predominantly positive. Similarly, in 127 of 138 indices, the results were positive (Carkhuff, 1982).

This means that teachers with high

levels of affective-interpersonal skills are more effective in teaching learners a variety of cognitive skills, including those assessed by the traditional achievement measures. *Kids really do learn better from teachers who communicate affectively with them* (Aspy and Roebuck, 1977).

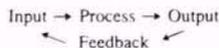
In the direct training of learners the results are similar. In 26 different studies, the effects of directly training nearly 3,000 students in affective-interpersonal skills yielded exclusively or predominantly positive results in student cognitive growth. Similarly, 78 of the 79 indices of other development yielded positive results (Carkhuff, 1982).

Thus, students can be directly taught the affective-interpersonal skills they require to relate effectively to themselves, their teachers, and their learning experiences. *Kids really do learn better when they communicate affectively.*

A Productivity Perspective

The Electronics Revolution requires yet another shift in emphasis and skills development. Recognizing the finite nature of our resources, we can no longer assume the infinite resources upon which the results outputs of the Industrial Era were based. Indeed, the schools which must prepare the people who will service the system are under the same pressure as the people they service: they must learn to produce more results while investing fewer resources.

Productivity can be most easily understood in terms of the basic productivity model:



Resources in the form of capital, labor, information, materials, and other ingredients constitute input in any production system. This input is processed by people who plan, produce, and evaluate their products. The resource inputs, then, are transformed into results outputs and the data concerning the costs and the benefits are fed back into the productivity system as information.

We can see the productivity system most clearly in the schools. Naive learners along with the aforementioned resources constitute input. They are processed by the cumulative learning experiences involving teachers and peers as well as instructional materials and exercises. They then are output as sophisticated and skilled learner-products and these results are fed back into

the system.

Traditionally, productivity is measured by comparing the results outputs with the resource inputs.

$$\text{Productivity} = \frac{\text{Results Outputs}}{\text{Resource Inputs}}$$

Historically, productivity in the industrial era has assumed the availability of infinite resources. In this context, industrial productivity has typically attempted to maximize the efficiency of the relationship of resources to results. Thus, industrial productivity has attempted to maximize the variable (δ) results benefits from assumedly infinite (∞) resource costs.

$$\text{Industrial Era Productivity} = \frac{\delta \text{ Results}}{\infty \text{ Resources}}$$

Again, we can see the schools clearly from a productivity perspective. For the most part, over the past several decades, they have received increasing resource inputs from a seemingly inexhaustible supply. In many instances, they have contributed highly variable, sometimes even decremental, results outputs in relation to the resource inputs.

Now, with the advent of the Electronics Revolution, we are being asked to maximize our results outputs while minimizing our resource inputs. Such a requirement dictates the inverse of the industrial productivity equation, with variable resource inputs being ultimately transformed into infinite results outputs:

$$\text{Electronics Era Productivity} = \frac{\infty \text{ Results}}{\delta \text{ Resources}}$$

How does the school become productive in this new era? The answers lie in the same resources that made the school productive in previous eras—human resources. The actualization of human productivity is found in the human processing that enables humans to analyze, operationalize, and technologize the means to minimizing or even eliminating resource inputs and maximizing or even actualizing results outputs.

The greatest assistance in accomplishing these productivity purposes lies in the affective-interpersonal development of all parties involved—students as well as teachers, parents as well as administrators, industry as well as local, state, and federal government. The greatest and most inexpensive resources are effective humans, skilled in communicating with each other to share data bases concerning inputs, processes, and outputs.

It is no secret that business and indus-

interpersonal education programs upon which progressive industries base their human development efforts, are abandoning their programs. Many school systems have chosen to see affective-interpersonal development as a costly and expendable resource input rather than as an inexpensive and necessary processing ingredient that facilitates the schools' own productivity goals. It is an old and wise adage that suggests: "Physician, heal thyself!"

Conclusions

In summary, it is within the last 200 years that we have become an industrial people, dedicated to maximizing our comfort with an infinite resource base. In that context, it is only within the last 100 years that we have attended systematically to the human dimension of the industrial people. In so doing, we have concentrated intrapersonally upon the control of our destructive potential.

Furthermore, only within the last 50 years have we even begun to attend systematically to our affective interpersonal dimension. The egalitarian interpersonal dimension is incompatible with the authoritarian industrial people. It is, however, anticipatory of the electronics people.

Indeed, the affective-interpersonal dimension appears to override the intrapersonal dimension. The results of a review of 137 studies of living, learning, and working outcomes indicate that affective-interpersonal dimensions relate to effectiveness in any human endeavor (Carkhuff, 1982). When affective-interpersonal skills are employed at the highest levels, the outcomes have a 95 percent chance of being achieved and only a random chance of failing. When affective-interpersonal skills are not employed at the highest levels, the outcomes have a 95 percent chance of failing and only a random chance of succeeding.

People skilled in relating to other people for a constructive purpose subordinate their own self-centered and destructive motives. It is only when they are unskilled or when they regress that their destructive impulses assert or reassert themselves.

Extensive studies attest to the critical nature of the affective-interpersonal dimension. It is a necessary but insufficient ingredient in all human productivity. It can be employed in combination with any other ingredients to achieve productivity goals. In education, affective-interpersonal skills are employed most effectively in conjunction with

try recognize their deficits in the area of their greatest resources. They are attempting to train their own policy makers, managers, supervisors, and employees in affective-interpersonal skills: obtaining others' frames of reference of the tasks to be accomplished; sharing their own frames of reference; converging those frames of reference; and acting to become more productive. With the mission of maximizing results outputs and minimizing resource inputs, they are confronting the productivity challenges of the Electronics Age.

It is a sad commentary that the schools, the source of the affective-other content development and teaching delivery skills (Carkhuff and Berenson, 1978, 1981). Indeed, affective-interpersonal skills development is a correlate of human productivity; when these skills are present, continually expanding productivity is possible; when they are not present, continually expanding productivity is not possible (Carkhuff, 1981).

In the process, by maximizing the use of affective and intellectual resources, we may become truly human. ■

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