



CHAPTER 5

CONCLUSION AND RECOMMENDATION

This study is a comparative study patterned after Tyler's and Fiedler's studies. In the year 1950, Fiedler carried out a study on the ideal therapeutic relationship which revealed that there is a significant agreement among therapists as to the characteristics of the ideal therapeutic relationship. Later, Tyler used Fiedler's procedure to investigate the ideal student-teacher relationship. The results revealed that the teachers also agreed as to the characteristics of the ideal student-teacher relationship, and those characteristics which the teachers chose to be the most and the least ideal relationship were similar to what was revealed in Fiedler's study.

The purposes of this study are to investigate whether there is any agreement as to the characteristics of the ideal student-teacher relationship among students, teachers and ^{ABAC} Education students. [An additional objective is to compare the results to Tyler's and Fiedler's studies.]

Subjects in this study are 15 adolescent students in MS.3 studying in the Demonstration School at Chulalongkorn University, 9 boys and 6 girls whose average age is 15 years, 15 fourth-year students, 3 males and 12 females, from the Faculty of Education; and 14 teachers also from the Demonstration School, 4 males and 10 females. The method of random sampling was accomplished by having the

investigator set 15 numbers or 14 numbers in advance, then assigning consecutive numbers from one to the total population of the group after which the persons assigned the numbers which corresponded to the pre-selected set of numbers were selected to be subjects. The procedure used in this study is identical to Tyler's. Seventy-five statements describing the student-teacher relationship used in Tyler's study were directly translated into Thai to be employed in this study. These statements represented three a priori dimensions of relationship namely: communication, status and emotional distance. There were twenty-five statements in each dimension and each dimension was subdivided into five groups of five statements. Each of the groups in each dimension represents different characteristics of the student-teacher relationship with reference to the one dimension being represented. Every statement in each group is equivalent in its meaning. All the statements are printed on cards, then a Q-sorting method is applied. Subjects had to sort the cards along a forced normal distribution with 1, 7, 18, 23, 18, 7, 1 cards in seven categories from the most ideal relationship to the least ideal one. The scores for each category are 7, 6, 5, 4, 3, 2, 1 ordered from the statements describing the most ideal relationship to the least ideal one. Inter-subject correlations for each group were computed and then cluster-analyzed. The t test was employed to test the significance of the difference between means of each pair

of intercorrelation matrices. The mean score for each statement was computed to obtain an approximate ranked order array of statements.

The results of the study reveal no significant difference between the mean intersubject correlation for the three groups. The cluster analysis reveals no cluster at all in each of the three groups (B-coefficient below 1.30) All these results together with the high intersubject correlation in each group leads to the conclusion that the agreement among subjects in each group is high they sort all the statements into the same general pattern. Comparison of the mean scores of each statement between groups revealed that teachers, MS. 3 students and Education students agree that the most ideal relationship should include good or excellent communication between teacher and student, in a peer relationship, and the teacher should draw emotionally close-indeed, very, very close-to student. The least ideal relationship is that in which teachers feel very superior to students, rejects and looks down upon them and also seems cool and neutral toward them. The results stated above are almost similar to what Tyler and Fiedler found in their studies. Discussion of the results of the study indicated because the subjects were very homogeneous, the intersubject correlations within group is high. The agreement between the results of this study and Tyler's and Fiedler's may result from the using of the same statements

of relationships and the comparison of results which are based on different methods of analyzing the data.

RECOMMENDATIONS FOR FURTHER STUDY

1 It would be interesting to investigate the characteristics of the ideal student-teacher relationship by having a large group of students list all kinds of student-teacher relationships they could think of. All these lists would be put together and then sorted from the most ideal relationship to the least ideal one by a group of students. Through the process of factor analysis, all the statements descriptive of the relationship would be classified into dimensions according to the loading they give and also a Q-sorting array could be computed.

2 More interesting results than what have been found in this study may be obtained if another study were done by using groups of subjects which are different in their ages, educational background, socio-economic background and other variables.

3 Any study which will employ the Q-sorting method as employed in this study should try to do a factor analysis instead of a cluster analysis in order to obtain a more precise result than what obtained in this study.

A P P E N D I C E S

APPENDIX A

Q-SORT STATEMENTS (IN ENGLISH)

1. The teacher cannot explain things so that a student understands.
2. The teacher feels disgusted by the student.
3. The teacher treats the student like an honored guest.
4. The teacher often flounders around before getting the student's meaning.
5. The teacher is somewhat cool toward the student.
6. The teacher is hesitant about asking questions of the student.
7. The teacher reacts with some understanding of the student's ideas.
8. The teacher is interested but unemotionally involved.
9. The teacher sees the student as a co-worker on a common problem.
10. The teacher is usually able to understand what the student is saying.
11. The teacher likes the student.
12. The teacher is overprotective of the student.
13. The teacher's comments are always right in line with what the student is attempting to convey.
14. The teacher responds warmly to the student's ideas.
15. The teacher talks down to the student.
16. The teacher shows no comprehension of the ideas the student is trying to communicate.
17. The teacher is hostile toward the student.

18. The teacher tries to sell herself.
19. The teacher often misses the point the student is trying to get across.
20. The teacher at times draws emotionally away from the student.
21. The teacher readily accedes to the student's requests.
22. The teacher is able to keep up with the student's ideas much of the time.
23. The teacher's feelings do not seem to be aroused by student's remarks.
24. The teacher gives and takes in the classroom situation.
25. The teacher really tries to explain ideas clearly to the student.
26. The teacher is pleasant to the student.
27. The teacher readily dismisses the student's ideas.
28. The teacher is able to understand completely what is being communicated.
29. The teacher showers the student with affection and sympathy.
30. The teacher acts in a very superior manner toward the student.
31. The teacher somehow seems to miss the student's meaning time and again.
32. The teacher rejects the student.
33. The teacher frequently apologizes when making a suggestion to the student.
34. The teacher is unable to understand the student on any but a purely superficial level.

35. The teacher occasionally makes the student angry.
36. The teacher assumes an apologetic tone when reacting to the student's ideas.
37. The teacher understands the student's ideas when they are in agreement with her own.
38. The teacher accepts all of the student's comments in a dis-interested fashion.
39. The teacher treats the student as an equal.
40. The teacher always follows the student's line of thought.
41. The teacher is pleased by the student's behavior.
42. The teacher looks down upon the student.
43. The teacher is never in any doubt about what the student means.
44. The teacher expresses great liking for the student.
45. The teacher frequently ridicules the student's ideas.
46. The teacher's own ideas completely interfere with his understanding of the student's.
47. The teacher is punitive toward the student.
48. The teacher is pleased when the student indicates approval of her ideas.
49. The teacher finds it difficult to think along the student's lines.
50. The teacher occasionally makes the student tense and on edge.
51. The teacher tries to please the student.
52. The teacher is able to permit the student's expression of ideas much of the time.

53. The teacher shows little hostility or liking for the student.
54. The teacher responds in neither a superior nor submissive manner toward the student.
55. The teacher is well able to understand the student's ideas.
56. The teacher responds warmly to the student's behavior.
57. The teacher frequently ignores the ideas and suggestions of the student.
58. The teacher's explanations fit in correctly with the student's ability and knowledge.
59. The teacher is greatly moved by the student's reactions.
60. The teacher gives an impression of "holier than thou."
61. The teacher reacts in terms of his own ideas.
62. The teacher is unpleasant to the student.
63. The teacher treats the students with much deference.
64. The teacher's comments tend to disrupt the student's trend of thought.
65. The teacher occasionally feels tense and on edge.
66. The teacher complies with the student's suggestions.
67. The teacher's explanations are understood to some extent.
68. The teacher maintains some distance between students and herself.
69. The teacher responds to the student's ideas in an accepting manner.
70. The teacher reacts in terms of relevant ideas.
71. The teacher is sympathetic about the student's problems.

72. The teacher generally directs the student's ideas.
73. The teacher's manner conveys the ability to accept controversial ideas.
74. The teacher greatly encourages and reassures the student.
75. The teacher ignores ideas coming from the student.



APPENDIX B

Q-SORT STATEMENTS (IN THAI)

1. ครูไม่สามารถอธิบายสิ่งต่าง ๆ ให้นักเรียนเข้าใจได้
2. ครูทำให้นักเรียนเบื่อหน่าย เกลียด และหมกความเลื่อมใสในตัวครู
3. ครูยกย่องนักเรียนมากเกินไป
4. ครูมักจะงงและตีโพยตีพายก่อนจะเข้าใจสิ่งที่นักเรียนพูดหรืออธิบาย
5. ครูไม่เข้าใจใส่ตักนักเรียน เคย ๆ ซา ๆ เสมอ
6. ครูไม่ค่อยกล้าซักถามเรื่องของนักเรียน
7. ครูเข้าใจความคิดของนักเรียนแต่เพียงบางส่วน
8. ครูสนใจเรื่องราวต่าง ๆ ของนักเรียน แต่ไม่แสดงความรู้สึกออกมาให้เห็น
9. ครูยอมให้นักเรียนมีสิทธิเท่าเทียมครูในห้องเรียน
10. ครูเข้าใจในสิ่งที่นักเรียนพูดเสมอ
11. ครูรักและสนิทสนมกับนักเรียน
12. ครูคอยคุ้มครองปกป้องนักเรียนมากเกินไป
13. ครูตักเตือนนักเรียนได้ถูกเวลาและมักพูดในสิ่งที่ตรงกับสิ่งที่เด็กคิด
14. ครูตอบรับความคิดเห็นของนักเรียนอย่างเห็นอกเห็นใจ
15. ครูชอบอวดอ้างว่าตนรู้ ขณะที่นักเรียนไม่รู้
16. ครูไม่เข้าใจในสิ่งที่นักเรียนพยายามอธิบาย
17. ครูมีความรู้สึกไม่เป็นที่ปรารถนาต่อนักเรียน
18. ครูชอบโหมงานตนเอง
19. ครูมักจะเข้าใจผิดในสิ่งที่นักเรียนพูดหรืออธิบายเสมอ
20. ในบางครั้งครูแสดงความเฉยเมยไม่ใยดีต่อนักเรียน
21. ครูขมมนักเรียนทุกอย่างตามที่นักเรียนขอร้อง
22. ครูสามารถติดตามความคิดของนักเรียนได้ทันเกือบตลอดเวลา
23. ครูไม่เคยกระตือรือร้นในคำวิพากษ์วิจารณ์ของนักเรียนเลย
24. ครูยอมเปลี่ยนแปลงให้นักเรียนเสมอ

25. ครูพยายามอธิบายทุกสิ่งให้นักเรียนเข้าใจอย่างแจ่มแจ้ง
26. ครูมีอารมณ์ที่ รื่นเริง
27. ครูไม่ยอมรับทั้งความคิดเห็นของนักเรียนเลย
28. ครูสามารถเข้าใจในสิ่งที่นักเรียนพูดตลอดเวลาอย่างแจ่มแจ้ง
29. ครูให้ความรักและความเห็นใจแก่นักเรียนอย่างเต็มเปี่ยม
30. ครูถือว่าตนสูงกว่านักเรียน
31. ครูไม่สามารถจับความหมายในใจความที่นักเรียนอธิบายได้เลย
32. ครูละเลยทอดทิ้งไม่เอาใจใส่กับนักเรียน
33. ครูมักเกรงใจและกล่าวคำขออภัยเมื่อต้องแนะนำนักเรียน
34. ครูเข้าใจนักเรียนแต่เพียงผิวเผินไม่สามารถเข้าใจนักเรียนได้ลึกซึ้ง
35. ครูขอมิยอมให้ทำอะไรให้นักเรียนโกรธเสมอ
36. ครูมักพูดกับนักเรียนด้วยเสียงเกรง ๆ เวลาถกเถียงความคิดต่าง ๆ กับนักเรียน
37. ครูสามารถเข้าใจความคิดของนักเรียนที่ต่อเมื่อความคิดนั้นเหมือนความคิดของครูเท่านั้น
38. ครูยอมรับทั้งความคิดเห็นและคำวิพากษ์วิจารณ์ของนักเรียน แต่ฟังอย่างไม่ใคร่สนใจ
39. ครูลดค่าลงเสมอแก่นักเรียน
40. ครูศึกษาคำความคิดของนักเรียนทันเสมอ
41. ครูพอใจในพฤติกรรมหรือการกระทำต่าง ๆ ของนักเรียนเสมอ
42. ครูดูถูกนักเรียน
43. ครูไม่เคยกลางแกลงใจในตัวเด็กเลย
44. ครูแสดงความรักและความสนิทสนมกับนักเรียนมากเกินไปจนควร
45. ครูชอบเยาะเย้ยความคิดของนักเรียน
46. ครูมีอคติที่ทำให้ไม่เข้าใจนักเรียน
47. ครูชอบลงโทษนักเรียนเสมอ
48. ครูแสดงความพอใจเมื่อนักเรียนเห็นด้วยกับความคิดของตน
49. ครูไม่ค่อยเข้าใจความคิดของนักเรียน
50. ครูทำให้นักเรียนเครียดและหวาดกลัวเสมอ

51. ครูพยายามเข้าใจและตามใจนักเรียน
52. ครูยอมให้นักเรียนออกความคิดเห็นได้เกือบตลอดเวลา
53. ครูไม่รักนักเรียน
54. ครูวางตัวเสมอให้นักเรียนไม่ถึงตัวว่าสูงหรือต่ำกว่านักเรียน
55. ครูสามารถเข้าใจความคิดของนักเรียนได้เป็นอย่างดี
56. ครูที่ห่างจากนักเรียนด้วยท่าทางที่เป็นกันเอง ทำให้นักเรียนอบอุ่นใจ
57. ครูมักละเลยไม่สนใจความคิดและข้อเสนอแนะต่าง ๆ ของนักเรียนบ่อย ๆ
58. ครูสามารถอธิบายสิ่งต่าง ๆ ได้ถูกต้องและเหมาะสมกับความสามารถของนักเรียน
59. ครูอ่อนไหวง่ายต่อการแสดงออกของนักเรียน
60. ครูชอบยกตนข่มท่าน
61. ครูตีความหมายแนวความคิดของนักเรียนไปตามความคิดของครู
62. ครูอารมณ์ไม่ดีต่อหน้านักเรียนเสมอ
63. ครูมักยอมอ่อนข้อให้นักเรียนเสมอ
64. ครูมักวิจารณ์นักเรียนในลักษณะที่ทำให้ความคิดของนักเรียนกระจัดกระจายไป
65. ครูเคร่งเครียดกับนักเรียนมากเกินไป
66. ครูยอมทำตามคำแนะนำของนักเรียนเสมอ
67. ครูอธิบายสิ่งต่าง ๆ ได้แจ่มแจ้งพอสมควร
68. ครูถือตัวไม่ยอมสนิทสนมกับนักเรียน
69. ครูรับฟังความคิดเห็นของนักเรียนด้วยลักษณะที่พร้อมจะรับฟังความคิดเห็นนั้น
70. ครูโคกขมนักเรียนด้วยความคิดที่อยู่ในประเภทเห็นแก่ตัว
71. ครูแสดงความเห็นอกเห็นใจในปัญหาต่าง ๆ ของนักเรียน
72. ครูชอบแนะนำความคิดให้นักเรียนเสมอ ไม่ปล่อยให้เด็กมีอิสระคิดเอง
73. ครูยอมรับฟังความคิดเห็นของนักเรียนไม่ว่าจะเห็นด้วยหรือขัดแย้งกับครู
74. ครูพยายามให้กำลังใจและปลุกพลังความมั่นใจให้นักเรียนตลอดเวลา
75. ครูละเลยไม่สนใจความคิดของนักเรียนเลย

APPENDIX C

THE INSTRUCTION FOR SORTING CARDS (IN ENGLISH)

The investigator is interested in the study of the characteristic of the ideal student-teacher relationship as perceived by students and teachers. All the seventy-five cards in your hand, each consists of one statement describing one characteristic of the student-teacher relationship. The investigator would like you to sort the cards into seven piles. The card which is considered to be in the same pile must consist of the statement describing the similar characteristic of the student-teacher relationship. All these cards are to be sorted from the statement you think described the most ideal student-teacher relationship until the least ideal one with 1, 7, 18, 23, 18, 7, 1 cards in each pile. This means that there should be one pile consists of one card describing the most ideal student-teacher relationship and the other seven cards in another pile describing the less-than-most ideal relationship and so on until the last pile consists of one card describing the least ideal student-teacher relationship. Please ask questions before sorting if there is anything you do not understand. Thank you.

APPENDIX D

THE INSTRUCTIONS FOR SORTING CARDS (IN THAI)

บัตรที่แนบมากับหนังสือนี้บรรจุข้อความที่แสดงถึงความสัมพันธ์ระหว่างครูและนักเรียนบัตรละ 1 แถวการที่ผู้วิจัยมีความสนใจอยากขอทราบความเห็นของท่านเพื่อนำไปวิจัย ว่าความอุดมคติของท่าน * 1 คิดว่าข้อความในบัตรใบใดแสดงถึงความสัมพันธ์ที่ดีที่สุดในระหว่างครูและนักเรียนเรียงลงมาจนถึงเลขที่สุดท้าย โดยขอท่านได้โปรดกรุณาเลือกบัตรทั้ง 75 บัตร แยกออกเป็น 7 กลุ่ม ดังนี้ คือ :-

กลุ่มที่ 1 แถวการที่มีความสัมพันธ์ชั้นดีที่สุด ความอุดมคติของท่าน เพียง 1 ใบ จากบัตรทั้งหมด

กลุ่มที่ 2 มีจำนวน 7 ใบ ที่ข้อความแสดงความสัมพันธ์ ชั้นดี

กลุ่มที่ 3 มีจำนวน 18 ใบ ที่ข้อความแสดงความสัมพันธ์ ชั้นที่พอใช้

กลุ่มที่ 4 มีจำนวน 23 ใบ ที่ข้อความแสดงความสัมพันธ์ ชั้นปานกลาง

กลุ่มที่ 5 มีจำนวน 18 ใบ ที่ข้อความแสดงความสัมพันธ์ ชั้นค่อนข้างเลว

กลุ่มที่ 6 มีจำนวน 7 ใบ ที่ข้อความแสดงความสัมพันธ์ ชั้นเลว

กลุ่มที่ 7 มีจำนวน 1 ใบ ที่ข้อความแสดงความสัมพันธ์ ชั้นเลวที่สุด

อนึ่ง เมื่อท่านได้แยกบัตรตามวิธีการข้างต้นได้เป็น 7 กลุ่ม และแต่ละกลุ่มมีจำนวนครบตามข้างต้นแล้ว ขอให้แต่ละท่านกรุณานำส่งผู้วิจัยตามกลุ่มที่ท่านได้แยกไว้แล้วนั้นด้วย

ผู้วิจัยหวังที่จะได้รับความร่วมมือจากท่านอาจารย์ทุกท่านด้วยดี และขอขอบคุณมา ณ ที่นี้ด้วย.

APPENDIX E
STATEMENTS RANKED ACCORDING TO MEAN SCORE

TABLE A
THE STUDENTS AT THE DEMONSTRATION SCHOOL

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
74	1	The teacher greatly encourages and reassures the student.	6.133
26	2	The teacher is pleasant to the student.	5.800
29	3	The teacher showers the student with affection and sympathy.	5.800
25	4	The teacher really tries to explain ideas clearly to the student.	5.733
56	5	The teacher responds warmly to the student's behavior.	5.600
11	6	The teacher likes the student.	5.400
55	7	The teacher is well able to understand the student's ideas.	5.400

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
71	8	The teacher is sympathetic about the student's problems.	5.400
69	9	The teacher responds to the student's ideas in an accepting manner.	5.333
14	10	The teacher responds warmly to the student's idea.	5.266
28	11	The teacher is able to understand completely what is being communicated.	5.266
73	12	The teacher's manner conveys the ability to accept controversial ideas.	5.266
40	13	The teacher always follows the student's line of thought.	5.200
58	14	The teacher's explanations fit in correctly with the student's ability and knowledge.	5.200
13	15	The teacher's comments are always right in line with what the student is attempt- ing to convey.	5.133

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
22	16	The teacher is able to keep up with the student's idea much of the time.	5.133
52	17	The teacher is able to permit the student's expression of ideas much of the time.	5.066
67	18	The teacher's explanations are understood to some extent.	5.066
10	19	The teacher is usually able to understand what the student is saying.	4.933
70	20	The teacher reacts in terms of relevant ideas.	4.800
8	21	The teacher is interested but unemotionally involved.	4.666
12	22	The teacher is overprotective of the student.	4.533
24	23	The teacher gives and takes in the classroom situation.	4.533
54	24	The teacher responds in neither a superior nor submissive manner toward the student.	4.466

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
9	25	The teacher sees the students as a co-worker on a common problem.	4.333
43	26	The teacher is never in any doubt about what the student means.	4.333
51	27	The teacher tries to please the student.	4.333
59	28	The teacher is greatly moved by the student's reactions.	4.266
66	29	The teacher complies with the student's suggestions.	4.266
7	30	The teacher reacts with some understanding of the student's ideas.	4.200
44	31	The teacher expresses great liking for the student.	4.200
48	32	The teacher is pleased when the student indicates approval of her ideas.	4.200
21	33	The teacher readily accedes to the student's requests.	4.200
34	34	The teacher is unable to understand the student on any but a purely superficial level.	4.000

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
36	35	The teacher assumes an apologetic tone when reacting to the student's ideas.	4.000
41	36	The teacher is pleased by the student's behavior.	4.000
61	37	The teacher reacts in terms of his own ideas.	3.933
63	38	The teacher treats the students with much deference.	3.933
72	39	The teacher generally directs the student's ideas.	3.866
6	40	The teacher is hesitant about asking questions of the student.	
39	41	The teacher treats the student as an equal.	3.866
3	42	The teacher treats the student like an honored guest.	3.800
23	43	The teacher's feelings do not seem to be aroused by student's remarks.	3.800
33	44	The teacher frequently apologizes when making a suggestion to the student.	3.800



Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
49	45	The teacher finds it difficult to think along the student's lines.	3.733
20	46	The teacher at times draws emotionally away from the student.	3.666
64	47	The teacher's comments tend to disrupt the student's trend of thought.	3.666
16	48	The teacher shows no comprehension of the ideas the student is trying to communicate.	3.600
37	49	The teacher understands the student's ideas when they are in agreement with his own.	3.600
38	50	The teacher accepts all of the student's comments in a dis-interested fashion.	3.533
68	51	The teacher maintains some distance between students and herself.	3.466

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
4	52	The teacher often flounders around before getting the student's meaning.	3.400
19	53	The teacher often misses the point the student is trying to get across.	3.333
31	54	The teacher somehow seems to miss the student's meaning time and again.	3.333
75	55	The teacher ignores ideas coming from the student.	3.333
i	56	The teacher cannot explain things so that a student understands.	3.266
5	57	The teacher is somewhat cool toward the student.	3.266
57	58	The teacher frequently ignores the ideas and suggestions of the student.	3.266
30	59	The teacher acts in a very superior manner toward the student.	3.200
65	60	The teacher occasionally feels tense and on edge.	3.133

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
62	61	The teacher is unpleasant to the student.	3.066
18	62	The teacher tries to sell herself.	2.933
15	63	The teacher talks down to the student.	2.866
46	64	The teacher's own ideas completely interfere with his understanding of the student's.	2.866
50	65	The teacher occasionally makes the student tense and on edge.	2.800
35	66	The teacher occasionally makes the student angry.	2.733
53	67	The teacher shows little hostility or liking for the student.	2.733
60	68	The teacher gives an impression of "holier than thou!"	2.733
27	69	The teacher readily dismisses the student's ideas.	2.666

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
47	70	The teacher is punitive toward the student.	2.666
45	71	The teacher frequently ridicules the student's ideas.	2.533
17	72	The teacher is hostile toward the student.	2.466
2	73	The teacher feels disgusted by the student.	2.266
42	74	The teacher looks down upon the student.	2.200
32	75	The teacher rejects the student.	1.666

TABLE B
THE FOURTH YEAR EDUCATION STUDENTS, CHLALONGKORN UNIVERSITY

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
74	1	The teacher greatly encourages and reassures the student.	6.400
26	2	The teacher is pleasant to the student.	5.866
73	3	The teacher's manner conveys the ability to accept controversial ideas.	5.800
29	4	The teacher showers the student with affection and sympathy.	5.733
58	5	The teacher's explanations fit in correctly with the student's ability and knowledge.	5.666
56	6	The teacher responds warmly to the student's behavior.	5.600
55	7	The teacher is well able to understand the student's ideas.	5.533
69	8	The teacher responds to the student's ideas in an accepting manner.	5.533

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
25	9	The teacher really tries to explain ideas clearly to the student.	5.400
11	10	The teacher likes the student.	5.400
71	11	The teacher is sympathetic about the student's problems.	5.400
10	12	The teacher is usually able to understand what the student is saying.	5.333
13	13	The teacher's comments are always right in line with what the student is attempting to convey.	5.266
14	14	The teacher responds warmly to the student's ideas.	5.266
70	15	The teacher reacts in terms of relevant ideas.	5.200
40	16	The teacher always follows the student's line of thought.	5.133
28	17	The teacher is able to understand completely what is being communicated.	5.133

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
22	18	The teacher is able to keep up with the student's ideas much of the time.	5.000
67	19	The teacher's explanations are understood to some extent.	5.000
8	20	The teacher is interested but unemotionally involved.	4.933
52	21	The teacher is able to permit the student's expression of ideas much of the time.	4.933
7	22	The teacher reacts with some understanding of the student's ideas.	4.733
54	23	The teacher responds in neither a superior nor submissive manner toward the student.	4.600
43	24	The teacher is never in any doubt about what the student means.	4.333
12	25	The teacher is overprotective of the student.	4.200
24	26	The teacher gives and takes in the classroom situation.	4.200

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
34	27	The teacher is unable to understand the student on any but a purely superficial level.	4.133
38	28	The teacher accepts all of the student's comments in a dis-interested fashion.	4.133
20	29	The teacher at times draws emotionally away from the student.	4.066
48	30	The teacher is pleased when the student indicates approval of her ideas.	4.066
72	31	The teacher generally directs the student's ideas.	4.066
9	32	The teacher sees the student as a co-worker on a common problem.	4.000
41	33	The teacher is pleased by the student's behavior.	4.000
44	34	The teacher expresses great liking for the student.	4.000
51	35	The teacher tries to please the student.	3.933

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
39	36	The teacher treats the student as an equal.	3.866
61	37	The teacher reacts in terms of his own ideas.	3.866
6	38	The teacher is hesitant about asking questions of the student.	3.800
33	39	The teacher frequently apologizes when making a suggestion to the student.	3.800
37	40	The teacher understands the student's ideas when they are in agreement with her own.	3.800
16	41	The teacher shows no comprehen- sion of the ideas the student is trying to communicate.	3.733
59	42	The teacher is greatly moved by the student's reactions.	3.733
66	43	The teacher complies with the student's suggestions.	3.733
23	44	The teacher's feelings do not seem to be aroused by student's remarks.	3.666

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
36	45	The teacher assumes an apologetic tone when reacting to the student's ideas.	3.666
49	46	The teacher finds it difficult to think along the student's lines.	3.666
30	47	The teacher acts in a very superior manner toward the student.	3.600
21	48	The teacher readily accedes to the student's requests.	3.600
68	49	The teacher maintains some distance between students and herself.	3.600
64	50	The teacher's comments tend to disrupt the student's trend of thought.	3.600
57	51	The teacher frequently ignores the ideas and suggestions of the student.	3.533
63	52	The teacher treats the students with much deference.	3.533
3	53	The teacher treats the student like an honored guest.	3.533

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
4	54	The teacher often flounders around before getting the student's meaning.	3.466
5	55	The teacher is somewhat cool toward the student.	3.333
18	56	The teacher tries to sell herself.	3.333
31	57	The teacher somehow seems to miss the student's meaning time and again.	3.333
65	58	The teacher occasionally feels tense and on edge.	3.333
19	59	The teacher often misses the point the student is trying to get across.	3.266
75	60	The teacher ignores ideas coming from the student.	3.133
1	61	The teacher cannot explain things so that a student understands.	3.000
46	62	The teacher's own ideas completely interfere with his understanding of the student's	3.000
60	63	The teacher gives an impression of "holier than thou".	2.933

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
15	64	The teacher talks down to the student.	2.866
62	65	The teacher is unpleasant to the student.	2.866
27	66	The teacher readily dismisses the student's ideas.	2.800
50	67	The teacher occasionally makes the student tense and on edge.	2.800
35	68	The teacher occasionally makes the student angry.	2.733
53	69	The teacher shows little hostility or liking for the student.	2.600
45	70	The teacher frequently ridicules the student's ideas.	2.533
47	71	The teacher is punitive toward the student.	2.466
2	72	The teacher feels disgusted by the student.	2.333
17	73	The teacher is hostile toward the student.	2.333
42	74	The teacher looks down upon the student.	2.333
32	75	The teacher rejects the student.	1.666

TABLE C
THE TEACHERS GROUP

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
29	1	The teacher showers the student with affection and sympathy.	6.071
74	2	The teacher greatly encourages and reassures the student.	6.000
71	3	The teacher is sympathetic about the student's problems.	5.857
56	4	The teacher responds warmly to the student's behavior.	5.714
11	5	The teacher likes the student.	5.571
26	6	The teacher is pleasant to the student.	5.571
13	7	The teacher's comments are always right in line with what the student is attempting to convey.	5.500
14	8	The teacher responds warmly to the student's ideas.	5.500
69	9	The teacher responds to the student's ideas in an accepting manner.	5.500

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
25	10	The teacher really tries to explain ideas clearly to the student.	5.428
73	11	The teacher's manner conveys the ability to accept controversial ideas.	5.428
58	12	The teacher's explanations fit in correctly with the student's ability and knowledge.	5.357
55	13	The teacher is well able to understand the student's ideas.	5.285
28	14	The teacher is able to understand completely what is being communicated.	5.214
10	15	The teacher is usually able to understand what the student is saying.	5.142
52	16	The teacher is able to permit the student's expression of ideas much of the time.	5.000
22	17	The teacher is able to keep up with the student's ideas much of the time.	4.928
40	18	The teacher always follows the student's line of thought.	4.857

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
70	19	The teacher reacts in terms of relevant ideas.	4.857
67	20	The teacher's explanation are understood to some extent.	4.785
8	21	The teacher is interested but unemotionally involved.	4.714
24	22	The teacher gives and takes in the classroom situation.	4.500
43	23	The teacher is never in any doubt about what the student means.	4.500
54	24	The teacher responds in neither a superior nor submissive manner toward the student.	4.500
51	25	The teacher tries to please the student.	4.428
41	26	The teacher is pleased by the student's behavior.	4.357
7	27	The teacher reacts with some understanding of the student's ideas.	4.285
72	28	The teacher generally directs the student's ideas.	4.285
12	29	The teacher is overprotective of the student.	4.285

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
20	30	The teacher at times draws emotionally away from the student.	4.142
44	31	The teacher expresses great liking for the student.	4.142
33	32	The teacher frequently apologizes when making a suggestion to the student.	4.000
48	33	The teacher is pleased when the student indicates approval of her ideas.	4.000
6	34	The teacher is hesitant about asking questions of the student.	3.928
23	35	The teacher's feelings do not seem to be aroused by student's remarks.	3.928
34	36	The teacher is unable to understand the student on any but a purely superficial level.	3.928
39	37	The teacher treats the student as an equal.	3.928
61	38	The teacher reacts in terms of his own ideas.	3.928
21	39	The teacher readily accedes to the student's requests.	3.857

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
30	40	The teacher acts in a very superior manner toward the student.	3.857
38	41	The teacher accepts all of the student's comments in a dis-interested fashion.	3.857
59	42	The teacher is greatly moved by the student's reactions.	3.857
66	43	The teacher complies with the student's suggestions.	3.857
9	44	The teacher sees the student as a co-worker as a common problem.	3.785
3	45	The teacher treats the student like an honored guest.	3.642
5	46	The teacher is somewhat cool toward the student.	3.571
36	47	The teacher assumes an apologetic tone when reacting to the student's ideas.	3.571
37	48	The teacher understands the student's ideas when they are in agreement with her own.	3.571

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
49	49	The teacher finds it difficult to think along the student's line.	3.571
65	50	The teacher occasionally feels tense and on edge.	3.571
16	51	The teacher shows no compre- hension of the ideas the student is trying to communicate.	3.500
31	52	The teacher somehow seems to miss the student's meaning time and again.	3.500
57	53	The teacher frequently ignores the ideas and suggestions of the student.	3.500
63	54	The teacher treats the student with much deference.	3.500
68	55	The teacher maintains some distance between students and herself.	3.357
1	56	The teacher cannot explain things so that a student understands.	3.285
18	57	The teacher tries to sell herself.	3.285

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
62	58	The teacher is unpleasant to the student.	3.285
64	59	The teacher's comments tend to disrupt the student's trend of thought.	3.142
19	60	The teacher often misses the point the student is trying to get across.	3.142
75	61	The teacher ignores ideas coming from the student.	3.142
4	62	The teacher often flounders around before getting the student's meaning.	3.071
15	63	The teacher talks down to the student.	3.000
35	64	The teacher occasionally makes the student angry.	2.857
60	65	The teacher gives an impression of "holier than thou."	2.780
27	66	The teacher readily dismisses the student's ideas.	2.712
46	67	The teacher's own ideas completely interfere with his understanding of the student's.	2.642

Number of Statements	Ranked Orders of Statements	Q-Sort Statements	Mean Score
45	68	The teacher frequently ridicules the student's ideas.	2.571
47	69	The teacher is punitive toward the student.	2.500
53	70	The teacher shows little hostility or liking for the student.	2.423
2	71	The teacher feels disgusted by the student.	2.364
50	72	The teacher occasionally makes the student tense and on edge.	2.281
42	73	The teacher looks down upon the student.	2.215
17	74	The teacher is hostile toward the student.	2.075
32	75	The teacher rejects the student.	1.860