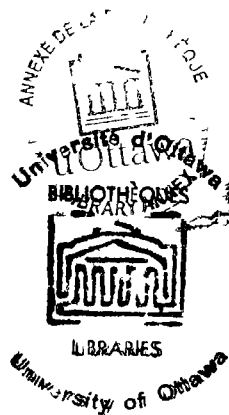


THE RELATIONSHIP BETWEEN
STUDENT ATTITUDES TOWARDS SCHOOLWORK AND THE
QUALITY OF THE TEACHER-PUPIL INTERPERSONAL RELATIONSHIP

by Richard S. Schnarr

Thesis presented to the School of
Graduate Studies of the University
of Ottawa as partial fulfillment
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of Master of Arts



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CURRICULUM STUDIORUM

Richard S. Schnarr was born in London, Ontario, on 10th January 1947. He obtained the Degree of Bachelor of Arts from the University of Western Ontario in 1971.

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INTRODUCTION

In Freedom to Learn, Rogers expresses his viewpoint on the basic aims of education. He regards the facilitation of learning as a major educational objective.

Within the facilitative learning process, the learner develops a sincere curiosity and desire to seek knowledge. The adjectives, significant and experiential have been used to describe this type of learning. It is important to note that in the facilitative learning environment, the student may undergo behavioral change.

The facilitation of learning is dependent upon the quality of the relationship that exists between the teacher and the student. Moreover, the quality of the relationship is determined by the degree to which the teacher is perceived to possess specific attributes. If a high degree of the attributes of congruence, empathy, and unconditional positive regard is perceived, then a high quality teacher-pupil relationship is established and positive changes in student behavior may be effected.

In the present study, student attitudes towards schoolwork will be examined and related to the quality of the teacher-pupil interpersonal relationship.

CHAPTER I

REVIEW OF THE LITERATURE

In this chapter Rogers' theoretical viewpoint with regard to therapeutic relationships is initially presented. His theory of interpersonal relationships as it is applied in the educational environment is then discussed. Several studies are evaluated in which it was the purpose of the researchers to test some of Rogers' specific hypotheses. A summary of the findings of past research is presented at the end of the chapter along with a statement of the research hypothesis.

1. Rogers' Theory of the Therapeutic Relationship.

Rogers (1957) developed his theory within the field of psychotherapy. Initially, it was his purpose to identify the basic conditions within the therapeutic setting which promote constructive change within the client's personality. He postulates that specific conditions must exist within the interpersonal relationship between the client and therapist. Moreover, the quality of the relationship is considered to be dependent upon the degree to which the therapist is perceived to possess specific attributes (Rogers, 1965).

Three attributes are defined (Rogers, 1965). First of all, and perhaps most important, the therapist must be genuine in his relationship with the client. The term congruence has been used to define this attribute.

A therapist is congruent to the extent that he is aware of his inner feelings; is open; is able to express his true feelings when necessary; and is able to be himself in the relationship with his client.

Empathic understanding is considered to be a second important attribute. A therapist exhibits empathic understanding to the extent that he is aware of his client's inner feelings and frustrations. Rogers (1965) states:

When the client's world is clear to the therapist and he can move about in it freely, then he can both communicate his understanding of what is already known to the client, and he can also voice meanings in the client's experience of which the client is scarcely aware (p. 99).

The therapist must have an accurate understanding of the client's viewpoint so that he has the potential to feel what the client feels.

Rogers (1965) identifies a third important attribute and terms it unconditional positive regard. In the therapeutic setting the client must be able to express himself accurately and genuinely. This can be accomplished if the therapist is perceived to possess attitudes of complete acceptance and trust towards the client. Rogers (1965) states:

It means that the therapist cares for the client in a non-possessive way, as a person with human potentialities. It means that he prizes the client in a total, rather than a conditional way (p. 97).

It is through unconditional positive regard then that an atmosphere is created in which the client can drop his defenses and express himself freely, since his relationship

with the therapist is not conditional on his behavior.

At this point, it is important to note a division of the concept of unconditional positive regard. It has been separated into the sub-concepts of level of regard and unconditionality of regard (Barrett-Lennard, 1962). Rogers (1965) accepts the division of his concept of unconditional positive regard into the two sub-concepts.

Level of regard is defined as the degree of positive feelings expressed by one person for another. It is applied to feelings of trust, respect, appreciation and liking (Barrett-Lennard, 1962).

Unconditionality of regard is defined as the degree to which a person is without reservation in expressing regard for another. A person who exhibits a high degree of unconditionality is constant in his or her expression of regard (Barrett-Lennard, 1962).

In his theory of therapeutic relationships, Rogers (1957) makes an important prediction. He proposes that a client will undergo constructive personality change if the therapist is perceived to possess attributes of congruence, empathy and unconditional positive regard. It is through the client's view of self that constructive personality change occurs. An alteration in the client's view of self may be reflected in changes in his behavior. In observing behavioral change, the therapist takes into consideration the client's inner feelings and thoughts which can be expressed through verbal communication. Generally, when the client exhibits more mature behavior, a constructive personality change has taken place. The client becomes more

self-satisfied, enjoys life more thoroughly and becomes a more useful and worthwhile individual (Rogers, 1965).

2. Educational Application of Rogers' Theory.

Rogers (1969) indicates that his theory has application in the classroom learning environment. In the classroom, the relationship between the teacher and the student is an important factor related to student behavior. Moreover, the quality of the relationship is dependent upon the degree to which the teacher is perceived to possess specific attributes. Rogers predicts that positive effects on student behavior will result if the teacher is perceived to possess a high degree of congruence, empathy, and unconditional positive regard.

In evaluating the quality of the teacher-pupil relationship and observing the subsequent effects on student behavior, it should be emphasized that it is important to consider the student's perception of the relationship. An evaluation of the relationship by a teacher may be quite different from the student's evaluation of the same relationship. This is likely to occur when the level of communication between the teacher and the student is low.

Through the establishment of a positive relationship a wide variety of student behaviors will be affected, i.e. behaviors ranging from inner feelings and attitudes towards schoolwork to performance on tests of specific curricula (Rogers, 1969). In the most positive types of relationship, a special kind of learning takes place. It is called

experiential or significant learning (Rogers, 1969). Within such a learning environment the student becomes highly involved and keenly interested in academic endeavors. The teacher takes a facilitative role and this role as a facilitator of learning can be taken only if a positive teacher-pupil relationship is established. Rogers (1969, p. 106) states: ". . . the facilitation of learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner." In summary, it is essential to establish positive teacher-pupil relationships in order to facilitate learning, i.e. to effect positive changes in student behavior. Furthermore, positive relationships will be established if the teacher is perceived to possess the attributes of congruence, empathy, and unconditional positive regard.

3. Research Studies.

Several studies have been conducted to test Rogers' theory of interpersonal relationships. Halkides (1958, reported in Rogers, 1965) evaluated therapists according to degrees of congruence, empathy, and unconditional positive regard expressed in their interactions with clients. Interactions were selected randomly. Measurements were taken on two occasions; first at the beginning stages of therapy and again at the end. Clients were classified objectively into more successful and less successful cases. It was found that a high degree of each attribute was associated with constructive changes in the personality of the clients. It thus

appeared that the researcher had found support for the initial prediction of Rogers. However, from the literature it is impossible to determine the number of therapists who participated in this experiment. Generalizations to other therapeutic situations cannot be made since only one therapist may have been involved. In addition, the researcher failed to consider an important factor, i.e. the attributes of the therapist from the client's viewpoint.

In another investigation (Barrett-Lennard, 1962) the researcher examined the client's perception of the quality of the therapeutic relationship. Additionally, it was the purpose of the researcher to investigate the relationship between attributes of therapists and personality changes of clients. The Relationship Inventory was developed and used to assess the quality of the client-therapist relationship. Five attributes of the therapist were considered, i.e. congruence, empathy, level of regard, unconditionality of regard, and willingness to be known. Barrett-Lennard postulated that the fifth variable, i.e. willingness to be known, was an additional and important variable to be considered in the relationship. It had not been examined in previous research. It was predicted that the client's perception of each of the five variables would be related to success in therapy. All variables except the willingness to be known variable were found to be significantly related. This study was important because the researcher showed the need for consideration of the perception of the client when making predictions about therapeutic outcome. Moreover, a valuable measuring instrument was now available for use in research.

Several studies in which the investigators examined the quality of the teacher-pupil relationship and subsequent effects on student behavior will now be evaluated.

In one investigation (Emmerling, 1961, reported in Rogers, 1969) high school teachers were classified according to their outlook on educational problems. Two groups were designated. The first, a positively oriented group, was characterized by a concern for helping students to participate, to be independent and to develop abilities. Teachers of the second group, a negatively oriented group, were critical of the deficiencies, inabilities and faults of students. All students were asked to complete the Relationship Inventory. It was observed that students perceived the positively oriented group of teachers to be more congruent and empathic and to express more regard than the negatively oriented group. This study was important for two reasons. First of all, the researcher acquired evaluations of the quality of the teacher-pupil relationship through administration of the Relationship Inventory. Secondly, evaluations were made by students. However, it appears that the initial classification of teachers into the two categories is subject to criticism. The basis for classification was very subjective and not clearly defined.

Two studies were conducted in which the researcher related teacher effectiveness to student perception of teacher attributes (Bills, 1961 and 1966, reported in Rogers, 1969). It was proposed that more effective teachers would be perceived by their students to possess a higher degree of the specific attributes as measured by the Relationship

Inventory than less effective teachers. A subjective evaluation of teacher effectiveness was provided by the supervisors of the teachers. Through an analysis of Relationship Inventory scores, it was found that more effective teachers were rated more highly by their students on each of the attributes than less effective teachers. However, these studies can be criticized because the researcher failed to use an objective measuring instrument to assess teacher effectiveness.

In the above studies, Emmerling and Bills were concerned with teacher attitudes and effectiveness. However, in their research, they both neglected to provide for the adequate measurement of the respective variables through the administration of specific tests.

The objective measurement of the facilitative effects of teachers has been achieved in studies by Aspy, 1965, reported in Rogers, 1969) and Scheuer (1971). It was hypothesized by Rogers (1969) that students in the facilitative learning environment would make greater academic gains than students in conventional environments.

In Aspy's study, The relationship between student achievement and the quality of the teacher-pupil relationship was investigated. Verbal interactions between teachers and students were recorded on tape. Interactions were judged by three adults on the degree of congruence, empathy and unconditional positive regard expressed by the teacher. It was noted that the students of teachers rated high on these attributes made significantly greater gains in reading than students of the less highly rated teachers. From the results

it was concluded that the hypothesis had been supported. In Aspy's study, however, the teachers were aware that their interactions were being evaluated during reading instruction periods. Consequently, some teachers may have placed a special emphasis on the teaching of basic reading skills. Other areas of achievement might have been examined, i.e. achievement in mathematics. Predictions should hold true in all areas of learning. In this study it is apparent that the researcher failed to examine an important factor, i.e. the teacher-pupil relationship from the students point of view.

In a later study, Scheuer (1971) took student perception of the teacher-pupil relationship into consideration. Students assessed their teacher on each of the attributes of level of regard, empathy, unconditionality of regard, and congruence by completing the Teacher-Pupil Relationship Inventory. This instrument is a modified version of Barrett-Lennard's (1964) revised Relationship Inventory. It was hypothesized that a significant and positive relationship exists between student perception of each of the attributes and student achievement. The Stanford Achievement Test was administered to assess student achievement. Since each of the attributes was found to be significantly related to student achievement, Scheuer concluded that the hypothesis had been totally supported.

4. Summary and Hypothesis.

In the studies discussed above, it is evident that the researchers found support for the basic predictions of

Rogers' theory. To summarize, Rogers proposes that in the classroom learning environment, there exists the potential for the teacher to take the role of a facilitator of learning. This will occur if the student perceives a high quality teacher-pupil relationship. The quality of the relationship is dependent upon the degree to which the teacher is perceived to possess the attributes of congruence, empathy, and unconditional positive regard. Through the establishment of high quality relationships, the classroom teacher may effect positive changes in a variety of student behaviors.

From a review of the literature it is apparent that positive changes in student behavior have been extensively examined with regard to academic achievement. Other areas of student behavior have not been sufficiently investigated. The attitude of the student is one area of behavior that needs further investigation. The present research will examine student attitudes towards schoolwork. It is therefore proposed that student attitudes towards schoolwork are related, in a positive way, to the quality of the teacher-pupil relationship. The following hypothesis is presented: Students who hold more positive attitudes towards schoolwork, perceive a higher quality teacher-pupil relationship than students who hold less positive attitudes.

CHAPTER II

EXPERIMENTAL DESIGN

In this chapter the research subjects are specified and described. Descriptions and evaluations of the two measuring instruments used in this research, i.e. the Teacher-Pupil Relationship Inventory (TPRI) and the Student Attitude Questionnaire (SAQ) are then given. The reliability and validity of these measures are discussed. Finally, the procedures for the administration of the instruments and the analyses of data are outlined.

1. Research Subjects.

Grade six students were chosen for this research for two reasons. First of all, it was felt that grade six level students are mature enough to understand and respond to the statements of the TPRI. Secondly, it was required that each class have a teacher, who spends the majority of his or her time with the students of that class, i.e. the students must be in contact with a given teacher for at least seventy-five percent of the teaching day. This requirement was set to ensure that only one teacher-pupil relationship need be considered in this study. It was not the purpose of this research to investigate the compounding effects of several teacher-pupil relationships which occur in situations where students receive instruction from several teachers specializing in specific subject areas. Grade six is the highest

level at which there is a substantial number of students receiving instruction on a non-rotary basis.

A total of 359 students from twelve classrooms at five elementary schools from a suburban area board of education participated in this research. Of this total, 341 were registered in grade six. A group of eighteen grade five students, who were contained in a classroom along with an equal number of grade six students, also participated. Although registered in grade five, these students were functioning at a grade six level or better and were considered part of the total group of research subjects in the analysis.

2. Measuring Instruments.

In this section the TPRI and SAQ are discussed with regard to purpose, content and scoring. The reliability and validity of these measures are also evaluated.

A. The Teacher-Pupil Relationship Inventory (TPRI).

The TPRI (see appendix 4 for copies) is an adaptation of Barrett-Lennard's revised Relationship Inventory (1964). It was modified by Scheuer (1971) for a specific research purpose, i.e. to evaluate the quality of the teacher-pupil relationship. In the present investigation the TPRI was used to evaluate the student's perception of the quality of the relationship.

The TPRI contains sixty-four statements, with sixteen statements pertaining to each of four specific variables measured, i.e. level of regard, empathy, unconditionality, and congruence. Barrett-Lennard (1962) originally

formulated the congruence and empathy statements directly from Rogers' definition of these terms. Level of regard and unconditionality of regard statements were created using Rogers' concept of unconditional positive regard as a basis.

In responding to each statement, the student places a +3, +2, or +1 to correspond to strong, moderate or slight agreement respectively. Responses of -3, -2, and -1 represent strong, moderate and slight disagreement respectively. Half of the statements are positive expressions of the particular variable and half are negative. Thus each sub-scale score may range between -48 and +48.

Scores for the sub-scales of level of regard, empathy and congruence are distributed mainly throughout the upper half of the scoring range, while scores for the unconditionality of regard sub-scale are usually negative. Thomson (1972) observed sub-scale scores of this nature in his investigation in which a large group of 980 high school students evaluated their teacher on the four specific attributes. Sub-scale mean scores from Thomson's study are reported in appendix 1.

In evaluating the reliability of the TPRI, reference is made to the original and revised version of the Relationship Inventory since there is no reliability information for the TPRI available in the literature.

Split-half and test-retest reliability information from four studies (Barrett-Lennard, 1962, 1969, Hollenbeck, 1965, and Snelbecker, 1967) has been summarized in appendix 2. Reported split-half reliability coefficients for the four sub-scales are quite high, i.e. in the range of 0.75 - 0.96.

Test-retest coefficients are not as high, i.e. in the range of 0.61 - 0.92. However, in evaluating test-retest reliabilities, it is important to consider the test-retest interval as well as the stability of the relationship. The teacher-pupil relationship is susceptible to change since a majority of students encounter a new teacher at the beginning of each grade. Therefore, for the present research it was necessary to determine test-retest reliability towards the end of the school year.

It can be concluded that the sub-scales of the TPRI are reliable. However, sufficient interaction between persons is required to allow relationships to stabilize before measurements are taken.

In evaluating the validity of the TPRI, consideration is given to both content and construct validity. An examination of the intercorrelations of sub-scale scores is undertaken to provide an indication of the degree of independence of each of the variables of the TPRI. Since the TPRI has had limited use in research, reference is made, in this discussion of validity, to the original and revised versions of the Relationship Inventory.

During the initial development of the Relationship Inventory, a content validation procedure was conducted. Five judges were asked to classify a variety of selected statements into either positive or negative expressions of level of regard, empathy, unconditionality of regard, and congruence. Each judge was then asked to rate each statement according to its strength of expression of the particular variable. At a later time, an item analysis was conducted

in a revision of the Relationship Inventory which resulted in the deletion of one statement (Barrett-Lennard, 1962).

The construct validity of the Relationship Inventory can be evaluated through an examination of studies in which the researchers predicted specific relationships in support of the basic theory. Barrett-Lennard originally developed the Relationship Inventory to test Rogers' theory in the therapeutic setting. Specifically, the Relationship Inventory could be used to assess the quality of the client-therapist interaction. High quality relationships were found to be associated with positive personality changes in the client. This finding has been noted in other research studies (Rogers, 1969). Emmerling (1961, reported in Rogers, 1969) made use of the Relationship Inventory in an educational setting. It was predicted that more effective teachers would be regarded by their students to possess a higher degree of level of regard, empathy, unconditionality of regard, and congruence than less effective teachers. The prediction was upheld. Other investigators have used the Relationship Inventory and its various forms to measure the quality of the teacher-pupil relationship (Mason and Blumberg, 1969, and Thomson, 1972). Barrett-Lennard (1969) indicates that the Relationship Inventory can be used to evaluate any interpersonal relationship, provided sufficient interaction between persons occurs.

Intercorrelational coefficients of the sub-scales of the Relationship Inventory (see appendix 3) have been reported (Barrett-Lennard, 1962, and Thomson, 1972). It is evident that unconditionality of regard is the most

independent of the four variables. It can be noted also that level of regard, empathy and congruence are all highly related. It thus appears that the unconditionality of regard sub-scale measures a variable different from that measured by the other three sub-scales.

Generally, it appears that the content validity of the TPRI is adequate. It is apparent that the Relationship Inventory and its different versions are valid measures from the standpoint of construct validity. Finally, however, it may be necessary to regard certain sub-scales separately when making predictions and interpreting results.

B. The Student Attitude Questionnaire (SAQ).

The SAQ (see appendix 5 for copy) was constructed for the purpose of classifying students according to their attitudes towards schoolwork. It was designed to allow students to compare their present situation to that of the year before. Since the majority of students encounter a different class situation at each grade level, it was assumed that student attitudes become more stable as the school year progresses. Administration of the SAQ should be conducted towards the end of the school year.

The questionnaire is composed of eleven questions. Seven important questions are posed to assess specific attitudes and feelings about schoolwork. To avoid the establishment of a particular response set, four questions are interspaced among the existing seven items. In response to each question, the student indicates whether the present grade level situation is the same, better, or worse than last year. In formulating the seven important items of the SAQ,

it was necessary to refer to Rogers' theory of interpersonal relationships and identify certain areas of student attitudes that could be affected in a facilitative learning environment. Specifically, the student is asked to compare effort, interest, progress, enjoyment, ability and attitude. A final question is posed to allow the student to make a general comparison between grade six and grade five.

In scoring the questionnaire, each of the seven items is given a value of 2, 1 or 0 to represent responses of better, the same, or worse respectively. Thus, the total possible score on the questionnaire can range from a minimum of 0 to a maximum of 14 points.

Prior to usage in this research, the questionnaire was administered to twenty-four grade six students and eighty-seven grade five students. Grade six students were required to make a comparison between grade six and grade five. Grade five students compared their present year to grade four. The responses of the 111 students were factor analysed and it was discovered that a single factor had been evaluated. An eigenvalue of 2.9 was noted. Each of the seven important items had high loadings on the factor. Values ranged between 0.56 and 0.74. The remaining four items had low loadings on the factor. These values ranged between -0.24 and 0.03 (see table 1 for specific values for each item). From this analysis it was evident that a single factor was present and that each of the seven items contributed in the measurement of this factor.

After completing the questionnaire, approximately twenty percent of the students were interviewed and

Table I.-

Factor Loadings for Eleven Items of SAQ on First
Factor from Responses of 111 Students.

SAQ Item Number	Factor 1
1	0.57 *
2	0.03
3	0.63 *
4	0.74 *
5	-0.08
6	-0.01
7	0.68 *
8	0.60 *
9	-0.24
10	0.56 *
11	0.66 *

* denotes an attitude item of the SAQ.

questioned regarding their reasons for responding in a particular way to each of the items. Students with high, middle and low total scores were selected. From the reactions of the students with high scores of 13 and 14, it became evident that these students were more satisfied with their present class situation than with the one of the year before. Conversely, students with low scores of 0 and 1, were less satisfied. Both the high and low scoring groups of students were definite in their decisions. The distribution of SAQ total scores was negatively skewed with a mean of approximately 10. After questioning several students with scores in the 9 to 11 range, it became apparent that these students were unable to arrive at a firm decision as to which year was better. It thus appeared that the SAQ would provide a means by which students could be classified into three groups, i.e. a high attitude group that is more satisfied at present, a low attitude group that feels less satisfied, and a middle group that is undecided.

In spite of the fact that the SAQ has had limited use, its validity can be evaluated. The SAQ was constructed for the purpose of assessing student attitudes. With regard to content validity, it appears that each of the seven important items measures specific student perceptions which can be considered as parts of the student's total attitude towards schoolwork. The results of the factor analysis support this contention. Furthermore, when students were questioned regarding their reasons for giving certain responses, it was evident that the SAQ total score could be used to classify students into different attitude groups.

Further support for the validity of the instrument will become available should the predictions of the present research be upheld.

3. Procedures for Administration of Measuring Instruments.

One test period of approximately forty-five minutes was required to administer the TPRI and the SAQ, in that order. Each class contained, on the average, thirty students. Administration to the twelve classes was conducted over a four week period commencing in May of 1976. It was considered appropriate to evaluate teacher-pupil relationships at this time of the year. A period of nine months of teacher-pupil interaction would provide for the establishment of stable relationships.

Prior to the distribution of the questionnaires, it was emphasized to all students that their responses would be held in confidence. No teachers were present in the classes during the testing period. Each student was assigned a number. Students were asked not to write their names on the questionnaires.

Some items of difficult vocabulary from the TPRI, i.e. respect, aggravated, approve, sincere and irritate were defined. Each word was used in a sentence (see appendix 6 for the five sentences used). Minor alterations in the method of administration and mode of responding are described in appendix 6.

Through these procedures it was felt that a large

majority of students responded in a sincere fashion and were able to comprehend the items of the questionnaires.

Three weeks after initial testing was conducted, both the TPRI and the SAQ were readministered to two of the twelve classes of students to make available test-retest reliability information.

4. Analyses of Data.

To begin analysis, test-retest reliability coefficients were calculated from the responses of the fifty-two students who completed the questionnaires on two occasions.

The responses of the 359 students to the SAQ were factor analysed and the results were compared with those obtained from the original development of the questionnaire. Through an examination of the frequency distribution of scores on the SAQ, high, middle and low attitude groups were formulated.

TPRI student responses were factor analysed to determine the factor(s) measured by this instrument. TPRI sub-scale means and standard deviations were calculated and comparisons were made to the results obtained in Thomson's (1972) study. Sub-scale intercorrelational coefficients were computed to determine the appropriate manner in which the dependent variables would be dealt with in the testing of the hypothesis. Means and standard deviations of the dependent variables for the three attitude groups were noted and two, one-way analyses of variance were conducted to test the hypothesis.

Finally, the Scheffé test was used on a post hoc basis. Mean differences between the different pairs of attitude groups were tested to determine if each was significant.

CHAPTER III

PRESENTATION AND DISCUSSION OF RESULTS

In this chapter the results of the analyses of data are presented, basically, in the order in which the analyses were conducted. First of all, the test-retest reliability data of the TPRI and the SAQ are evaluated. The results of the SAQ factor analysis and the method of formation of the three attitude groups are presented. The factor analysis results of the TPRI responses are then given. Means and standard deviations of the dependent variables for the three attitude groups are reported. The results of the test of the hypothesis are presented in addition to the post hoc analysis. Finally, the significance of the present research findings is discussed in relation to basic theory and practical application.

1. Reliability Data.

Reliability data were processed from the responses of the fifty-two subjects who completed the TPRI and the SAQ on two separate occasions. The test-retest interval was three weeks.

For the TPRI two coefficients were calculated; one from the summation of the three related sub-scale scores, i.e. level of regard, empathy and congruence, and a second coefficient from the unconditionality of regard sub-scale scores. The coefficients were 0.90 and 0.78 respectively.

From the SAQ scores a coefficient of 0.73 was calculated. Since attitudes towards schoolwork are subject to some fluctuation from day to day, depending on the mood and daily experience of the student, a coefficient of this magnitude is considered adequate.

2. Results of SAQ Analysis and Formation of Attitude Groups.

From the factor analysis of the responses of the 359 students to the eleven-item SAQ, only one factor was found with an eigenvalue greater than one. The value for the factor was 2.8. From table 2, it can be observed that the factor loadings for the seven attitude items were high. The factor loadings for the other four items were low. These observations are consistent with those made from the responses of the 111 students in the original development of the questionnaire. It thus appears that a single variable was assessed and that each of the seven attitude items contributed in the assessment.

The mean of the SAQ scores was 9.94 with a standard deviation of 3.45. From the frequency distribution of scores presented in table 3, it can be noted that the distribution is negatively skewed. To allow for a sufficient number of subjects in each group and at the same time compensate for the skewness of the distribution, the following three groups were formulated. Students with scores from 12 to 14 were placed in the high attitude group (n=144). The middle group (n=133) was composed of students with scores from 8 to 11.

Table II.-

Factor Loadings for Eleven Items of SAQ on First
Factor from Responses of 359 Students.

SAQ Item Number	Factor 1
1	0.55 *
2	-0.09
3	0.69 *
4	0.64 *
5	0.22
6	0.23
7	0.62 *
8	0.53 *
9	-0.26
10	0.66 *
11	0.59 *

* denotes an attitude item of the SAQ.

Table III.-

Frequency Distribution of SAQ Scores with Attitude Groups from Responses of 359 Students.

Attitude Group	SAQ Score	Frequency
high (n=144)	14	67
	13	30
	12	47
middle (n=133)	11	35
	10	42
	9	30
	8	26
low (n=82)	7	25
	6	12
	5	13
	4	7
	3	14
	2	4
	1	4
	0	3

The remaining students were placed in the low attitude group (n=82). It was evident that the three groups were representative of differences in student attitudes. Students of the high group held positive attitudes towards schoolwork. They expressed more satisfaction in their present grade six level in comparison to grade five. On the other hand, students of the low group held poorer attitudes as they expressed considerable dissatisfaction in their present class. The students of the middle group were not decisive in making the comparison between years.

3. Results of TPRI Analysis.

The means and standard deviations of the TPRI sub-scale scores, presented in table 4, closely approximate those reported in a study by Thomson (1972) in which high school students evaluated the teacher-pupil relationship.

Using the four sub-scale scores, a factor analysis was conducted. Only one factor was found with an eigenvalue greater than one. The value for the factor was 2.4. The loadings for each sub-scale on this factor can be observed in table 5. It is apparent that level of regard, empathy and congruence variables are highly loaded, while the loading for the unconditionality of regard variable is much lower. Thus in an assessment of this factor, level of regard, empathy and congruence sub-scales are most representative.

The intercorrelational coefficients of the four sub-scales is presented in table 6. It can be noted that level of regard, empathy and congruence sub-scales are highly

Table IV.-

TPRI Sub-scale Means and Standard Deviations from
Responses of 359 Students.

TPRI Sub-scale	Mean	S.D.
Level of Regard	14.89	19.39
Empathy	6.11	15.87
Unconditionality of Regard	-0.40	12.10
Congruence	10.45	14.13

Table V.-

Factor Loadings of Four TPRI Sub-scales on First
Factor from Responses of 359 Students.

TPRI Sub-scale	Factor 1
Level of Regard	0.84
Empathy	0.88
Unconditionality of Regard	0.39
Congruence	0.87

Table VI.-

TPRI Sub-scale Intercorrelational Coefficients
from Responses of 359 Students.

TPRI Sub-scale Pair	Coefficient
Level of Regard - Empathy	0.74
Level of Regard - Un. of Regard	0.30
Level of Regard - Congruence	0.74
Empathy - Un. of Regard	0.36
Empathy - Congruence	0.76
Un. of Regard - Congruence	0.35

related and conversely, that each of these sub-scales is relatively independent of the unconditionality of regard sub-scale. Therefore, it seemed appropriate to consider the three related variables as a single dependent variable in the analysis by making a summation of the level of regard, empathy and congruence sub-scale scores. Unconditionality of regard was considered separately as a second dependent variable.

For each attitude group, the means and standard deviations for the two dependent variables are reported in table 7. It can be observed that the means for each of the two dependent variables progressively increase from the low, to middle, to high attitude groups, as predicted. Whether these results are significant or not is determined through analysis of variance.

4. Testing the Hypothesis and Post Hoc Analysis.

The results of the test of the hypothesis will now be reported. It was hypothesized that students who hold more positive attitudes towards schoolwork, perceive their teacher to possess a higher degree of level of regard, empathy, unconditionality of regard, and congruence than students who hold less positive attitudes. In testing the hypothesis, a one-way analysis of variance was conducted on each of the two dependent variables with the level of significance set at 0.05. The results of the analysis of variance are presented in table 8. F values for both dependent variables were found to be significant.

Table VII.-

High, Middle and Low Attitude Group Means and Standard Deviations for Sum of Three Related Variables and Unconditionality of Regard Variable.

Attitude Group	* Sum of Related Variables		Un. of Regard	
	Mean	S.D.	Mean	S.D.
high	49.31	41.88	1.67	13.35
middle	29.53	38.16	-1.16	10.48
low	3.21	46.01	-2.82	11.78

* Sum of level of regard, empathy and congruence scores.

Table VIII.-

Results of Analysis of Variance for Sum of Three Related Variables
and Unconditionality of Regard Variable.

Variable	Sources	d.f.	SS	MS	F Value
Sum of Related Variables	Between	2	111841.58	55920.79	32.12 *
	Within	356	619840.64	1741.13	
Un. of Regard	Between	2	1170.53	585.26	4.03 *
	Within	356	51645.92	145.07	

* Significant at the 0.05 level.

The Scheffé test was used to locate significant mean differences between attitude groups. This test was appropriate for this research for two reasons. First of all, the test is considered to be a conservative one. Secondly, it is useful in making mean comparisons when the number of subjects in each group is unequal. Post hoc analysis results are presented in table 9. It can be noted for the sum of the three related variables that the mean of the high attitude group was significantly greater than both the middle and low attitude groups. Moreover, the mean of the middle group was significantly greater than the mean of the low attitude group. For the unconditionality of regard variable, only the mean difference between the high and low attitude group was found to be significant.

5. Final Discussion.

From an examination of the results of this research, some major conclusions can be made. Initially, from SAQ analysis it is evident that students can be classified into high, middle and low attitude groups through observation of SAQ scores. From TPRI analysis it is also apparent that students perceive, through teacher-pupil interaction, specific teacher attributes and it is the components of level of regard, empathy, unconditionality of regard and congruence which contribute to the teacher-pupil relationship. Since significant F values were found for both dependent variables of this study, the results support the hypothesis that a positive relationship exists between

Table IX.-

Scheffé Post Hoc Analysis Results with Lower and Upper Limits of Confidence Intervals for Mean Differences Between Attitude Groups for Sum of Three Related Variables and Unconditionality of Regard Variable.

		Lower Limit	Upper Limit	Significant
M1-M2	Sum of Related Variables	-34.68	-11.98	Yes
	Un. of Regard	-6.10	2.78	No
M1-M3	Sum of Related Variables	-60.25	-31.97	Yes
	Un. of Regard	-8.56	-0.40	Yes
M2-M3	Sum of Related Variables	-32.07	-7.49	Yes
	Un. of Regard	-6.37	0.73	No

M1, M2 and M3 = means of high, middle and low attitude groups respectively.

student attitudes towards schoolwork and the quality of the teacher-pupil relationship. From post hoc analysis it can be concluded that the hypothesis was totally supported with regard to one of the dependent variables, i.e. the sum of the three related variables, since all three mean differences between attitude groups were found to be significant. However, concerning the unconditionality of regard variable, it cannot be concluded that total support was found since only one mean difference, i.e. the high-low difference, was significant. In spite of this last observation, it can be suggested that total support may have been found, had the number of research subjects involved in this study been greater. Finally, it can be stated that the purpose of this research has been achieved, i.e. to demonstrate that a relationship exists between student attitudes towards schoolwork and the quality of the teacher-pupil relationship.

SUMMARY AND CONCLUSIONS

It was the purpose of this research to investigate Rogers' theory of interpersonal relationships and apply it in an educational setting. Specifically, the relationship between student attitudes towards schoolwork and the quality of the teacher-pupil relationship was investigated. Student perception of the relationship was examined with respect to four teacher attributes, i.e. level of regard, empathy, unconditionality of regard, and congruence.

To summarize the theoretical basis of this study, Rogers considers the facilitation of learning to be a major educational objective. He predicts that learning will be facilitated if the teacher is perceived to possess a high degree of the four attributes. Through the facilitation of learning, positive changes in student behaviors are effected. The present study examined student attitudes towards schoolwork.

It was hypothesized that students who hold more positive attitudes towards schoolwork, perceive their teacher to possess a higher degree of level of regard, empathy, unconditionality of regard, and congruence than students who hold less positive attitudes. To test the hypothesis, two instruments were employed. The TPRI was administered to assess student perception of teacher attributes. To evaluate student attitudes towards schoolwork, the SAQ was constructed. In response to this questionnaire, students were required to compare their present situation in grade six to that of the previous year in grade five. The instru-

ments were administered to 359 students from twelve classrooms at five elementary schools under the jurisdiction of a suburban area board of education in Eastern Ontario.

Using total scores on the SAQ, high middle and low attitude groups were formulated. Through factor analysis it was observed that the sub-scales of level of regard, empathy and congruence are highly interrelated, while the unconditionality of regard sub-scale was found to be relatively unrelated to the other three sub-scales. Scores on the three related sub-scales were added to create one dependent variable with unconditionality of regard considered as a second dependent variable. The two dependent variables were analysed separately using a one-way analysis of variance. The level of significance was set at 0.05.

Significant F values were noted for both dependent variables. From the Scheffé test it was observed for the sum of the three related variables that all three attitude group means were significantly different from each other. For this dependent variable it was concluded that the hypothesis was totally supported. However, for the unconditionality of regard variable, only the mean difference between the high and low attitude groups was found to be significant and thus the hypothesis was not supported totally.

A major conclusion was drawn regarding the purpose of the present research. It was demonstrated that a significant and positive relationship exists between student attitudes towards schoolwork and the quality of the teacher-pupil relationship.

The contributions of this research are both

theoretical and practical. With regard to the theoretical contribution, support was found for Rogers' theory of interpersonal relationships by relating student attitudes to the quality of the teacher-pupil relationship. From a practical standpoint, an important implication can be made concerning student attitudes and academic achievement. It is evident that student attitudes and academic achievement are related in a positive way. Also, the formation of positive student attitudes has been a major concern of educators, especially over the past ten years since the publication of the Hall-Dennis Report. Although it was not the purpose of this research to demonstrate a cause and effect relationship, it is suggested that the classroom teacher plays an important role in effecting positive changes in student attitudes towards schoolwork. Since it has been shown that a positive relationship exists between student attitudes and the quality of the teacher-pupil relationship, emphasis in education should focus upon establishing strong and healthy teacher-pupil relationships for the purpose of promoting positive student attitudes.

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APPENDIX 1

MEANS AND STANDARD DEVIATIONS OF RELATIONSHIP INVENTORY
SUB-SCALE SCORES

MEANS AND STANDARD DEVIATIONS OF RELATIONSHIP INVENTORY
SUB-SCALE SCORES *

Sub-scale	Mean	Standard Deviation
Level of Regard	15.72	19.04
Empathy	2.63	13.69
Unconditionality of Regard	-2.09	12.63
Congruence	13.68	14.50

* High school students perception of teacher (Thomson, 1972).

APPENDIX 2

TEST-RETEST AND SPLIT-HALF RELIABILITY DATA FOR ORIGINAL
AND REVISED VERSIONS OF RELATIONSHIP INVENTORY

TEST-RETEST AND SPLIT-HALF RELIABILITY DATA FOR ORIGINAL
AND REVISED VERSIONS OF RELATIONSHIP INVENTORY

Study	Inventory	Reliability
Snelbecker, 1967.	Original	0.75 - 0.94 (split-half)
Barrett-Lennard, 1962.	Original	0.82 - 0.96 (split-half)
Hollenbeck, 1965.	Original	0.83 - 0.95 (split-half) 0.61 - 0.81 (test-retest)
Barrett-Lennard, 1969.	Revised	0.86 - 0.92 (test-retest)

APPENDIX 3

RELATIONSHIP INVENTORY SUB-SCALE
INTERCORRELATIONAL DATA

RELATIONSHIP INVENTORY SUB-SCALE
INTERCORRELATIONAL DATA

<hr/>				
Barrett-Lennard, 1962. (n=40)		Emp.	Un. of R.	Cong.
	L. of R.	0.56	0.16	0.65
	Empathy		0.43	0.85
	Un. of R.			0.42
<hr/>				
Thomson, 1972. (n=980)		Emp.	Un. of R.	Cong.
	L. of R.	0.69	0.40	0.72
	Empathy		0.48	0.65
	Un. of R.			0.46
<hr/>				

APPENDIX 4

THE TEACHER-PUPIL RELATIONSHIP INVENTORY (TPRI)
FORMS OS-M-64 AND OS-F-64

TEACHER-PUPIL RELATIONSHIP INVENTORY: PUPIL FORM
(Adapted from the Relationship Inventory, Form OS-1-64)

(Name)

Below are listed a number of ways you might feel about your teacher

M _____

Mark each statement in the left margin, according to how strongly you feel that it is true, or not true. Please mark every statement. Write in +3, +2, +1, or -1, -2, -3 to stand for the following answers:

+3 : Yes, I strongly feel that it is true.

-1 : No, I feel that it is probably untrue, or more untrue than true.

+2 : Yes, I feel it is true.

-2 : No, I feel it is not true.

+1 : Yes, I feel that it is probably true, or more true than untrue.

-3 : No, I strongly feel that it is not true.

-
- _____ 1 He respects me as a person.
- _____ 2 He wants to understand how I see things.
- _____ 3 His interest in me depends on the things I say or do.
- _____ 4 He feels at ease with me.
- _____ 5 He really likes me.
- _____ 6 He can handle my behavior but he doesn't really understand how I feel about things.
- _____ 7 Whatever mood I'm in, doesn't change the way he feels about me.
- _____ 8 I feel that he puts on an act with me.
- _____ 9 He gets aggravated with me.
- _____ 10 He nearly always knows exactly what I mean.
- _____ 11 Depending on my behavior, he has a better opinion of me sometimes than other times.
- _____ 12 I feel that he's real and honest with me.
- _____ 13 I feel that he really likes me for myself.
- _____ 14 He looks at what I do from his own point of view.

- _____15 His feeling toward me doesn't depend on how I feel toward him.
- _____16 It bothers him when I ask or talk about certain things.
- _____17 Most days he doesn't seem to care about me - one way or the other.
- _____18 He usually senses what I'm feeling.
- _____19 He wants me to be a particular kind of person.
- _____20 I nearly always feel that what he says tells me exactly what he's thinking and feeling at that time.
- _____21 He finds me rather dull and uninteresting.
- _____22 His own attitudes towards some of the things I say and do keep him from understanding me.
- _____23 My different feelings towards him don't affect how he feels about me.
- _____24 Sometimes he wants me to think that he likes and understands me more than he really does.
- _____25 He really cares for me.
- _____26 Sometimes he thinks I feel a certain way because that's the way he feels.
- _____27 He likes certain things about me and there are other things he doesn't like.
- _____28 He doesn't avoid doing anything that would make our relationship better.
- _____29 I feel that, deep down, he doesn't really approve of me.
- _____30 He knows what I mean even when I have trouble saying it.
- _____31 His feelings towards me stay about the same: he's not friendly with me one minute and angry the next.
- _____32 Sometimes he's not at all comfortable with me but we just go on without mentioning it.
- _____33 He just puts up with me.
- _____34 He's usually able to understand what's bothering me without my telling him about it straight out.
- _____35 If I show that I'm angry with him, he gets angry with me, too.
- _____36 He is generally sincere and honest with me.
- _____37 He is friendly and warm with me.

- _____38 He just takes no notice of some of the things I think or feel.
- _____39 How much he likes or dislikes me isn't changed by anything I tell him about myself.
- _____40 At times I sense that he is not aware of what he is really feeling with me.
- _____41 I feel that I really matter to him as a person.
- _____42 He knows exactly how the things I feel seem to me.
- _____43 He approves of some of the things I do but definitely not of others.
- _____44 He is willing to tell me just what he's thinking about including any feelings about himself or about me.
- _____45 He doesn't really like me for myself.
- _____46 At times he thinks that I feel a lot more strongly about a particular thing than I really do.
- _____47 Whether I'm feeling "High" or "Low" on certain days doesn't change how he really feels about me.
- _____48 He doesn't pretend to be something he isn't.
- _____49 I seem to irritate and bother him.
- _____50 He does not realize how sensitive I am about some of the things we discuss.
- _____51 Whether the ideas and feelings I express are "good" or "bad" seems to make no difference to his feeling toward me.
- _____52 There are times when I feel that what he says out loud is really different from the way he's feeling inside himself.
- _____53 At times he acts like he's better than I am.
- _____54 He understands me.
- _____55 Sometimes I seem more worthwhile to him as a person than at other times.
- _____56 I have not felt that he tries to hide anything from himself that he feels with me.
- _____57 He's truly interested in me.
- _____58 His response to me is so automatic that I don't believe I really get through to him.
- _____59 I don't think that anything I say or do really changes the way he feels about me.

- _____60 What he says to me often gives the wrong impression of his whole thought or feeling at the time.
- _____61 He feels a deep sort of affection for me.
- _____62 When I'm hurt or upset, he can recognize my feelings exactly, without becoming upset himself.
- _____63 What other people think of me does (or would, if he knew) affect the way he feels about me.
- _____64 I believe that he has feelings he does not tell me about that keep us from getting along better together.

TEACHER-PUPIL RELATIONSHIP INVENTORY: PUPIL FORM
(Adapted from the Relationship Inventory, Form OS-F-64)

(Name)

Below are listed a number of ways you might feel about your teacher

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+3 : Yes, I strongly feel that it is true.

-1 : No, I feel that it is probably untrue, or more untrue than true.

+2 : Yes, I feel it is true.

-2 : No, I feel it is not true.

+1 : Yes, I feel that it is probably true, or more true than untrue.

-3 : No, I strongly feel that it is not true.

-
- _____ 1 She respects me as a person.
- _____ 2 She wants to understand how I see things.
- _____ 3 Her interest in me depends on the things I say or do.
- _____ 4 She feels at ease with me.
- _____ 5 She really likes me.
- _____ 6 She can handle my behavior but she doesn't really understand how I feel about things.
- _____ 7 Whatever mood I'm in, doesn't change the way she feels about me.
- _____ 8 I feel that she puts on an act with me.
- _____ 9 She gets aggravated with me.
- _____ 10 She nearly always knows exactly what I mean.
- _____ 11 Depending on my behavior, she has a better opinion of me sometimes than other times.
- _____ 12 I feel that she's real and honest with me.
- _____ 13 I feel that she really likes me for myself.
- _____ 14 She looks at what I do from her own point of view.

- _____15 Her feeling toward me doesn't depend on how I feel toward her.
- _____16 It bothers her when I ask or talk about certain things.
- _____17 Most days she doesn't seem to care about me - one way or the other.
- _____18 She usually senses what I'm feeling.
- _____19 She wants me to be a particular kind of person.
- _____20 I nearly always feel that what she says tells me exactly what she's thinking and feeling at that time.
- _____21 She finds me rather dull and uninteresting.
- _____22 Her own attitudes towards some of the things I say and do keep her from understanding me.
- _____23 My different feelings towards her don't affect how she feels about me.
- _____24 Sometimes she wants me to think that she likes and understands me more than she really does.
- _____25 She really cares for me.
- _____26 Sometimes she thinks I feel a certain way because that's the way she feels.
- _____27 She likes certain things about me and there are other things she doesn't like.
- _____28 She doesn't avoid doing anything that would make our relationship better.
- _____29 I feel that, deep down, she doesn't really approve of me.
- _____30 She knows what I mean even when I have trouble saying it.
- _____31 Her feelings towards me stay about the same: she's not friendly with me one minute and angry the next.
- _____32 Sometimes she's not at all comfortable with me but we just go on without mentioning it.
- _____33 She just puts up with me.
- _____34 She's usually able to understand what's bothering me without my telling her about it straight out.
- _____35 If I show that I'm angry with her, She gets angry with me, too.
- _____36 She is generally sincere and honest with me.
- _____37 She is friendly and warm with me.

- _____38 She just takes no notice of some of the things I think or feel.
- _____39 How much she likes or dislikes me isn't changed by anything I tell her about myself.
- _____40 At times I sense that she is not aware of what she is really feeling with me.
- _____41 I feel that I really matter to her as a person.
- _____42 She knows exactly how the things I feel seem to me.
- _____43 She approves of some of the things I do but definitely not of others.
- _____44 She is willing to tell me just what she's thinking about including any feelings about herself or about me.
- _____45 She doesn't really like me for myself.
- _____46 At times she thinks that I feel a lot more strongly about a particular thing than I really do.
- _____47 Whether I'm feeling "High" or "Low" on certain days doesn't change how she really feels about me.
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- _____50 She does not realize how sensitive I am about some of the things we discuss.
- _____51 Whether the ideas and feelings I express are "good" or "bad" seems to make no difference to her feeling toward me.
- _____52 There are times when I feel that what she says out loud is really different from the way she's feeling inside herself.
- _____53 At times she acts like she's better than I am.
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- _____63 What other people think of me does (or would, if she knew) affect the way she feels about me.
- _____64 I believe that she has feelings she does not tell me about that keep us from getting along better together.

APPENDIX 5

THE STUDENT ATTITUDE QUESTIONNAIRE (SAQ)

QUESTIONNAIRE

In answering each of the following questions, compare how things were this year in grade six, as opposed to last year in grade five.

Circle only one letter (a or b or c) in answer to each question below.

1. How much effort did you want to put forth into your schoolwork?
 - a. more effort this year than last.
 - b. the same effort this year as last.
 - c. less effort this year than last.
2. How often have you been absent from school?
 - a. absent more this year than last.
 - b. absent the same amount this year as last.
 - c. absent less this year than last.
3. How much interest have you had in your schoolwork?
 - a. more interest this year than last.
 - b. the same amount of interest this year as last.
 - c. less interest this year than last.
4. How much progress have you made in your schoolwork?
 - a. more progress this year than last.
 - b. the same amount of progress this year as last.
 - c. less progress this year than last.
5. How many tests have you had?
 - a. more tests this year than last.
 - b. the same amount of tests this year as last.
 - c. fewer tests this year than last.
6. How many workbooks have you used?
 - a. more workbooks this year than last.
 - b. the same number of workbooks this year as last.
 - c. fewer workbooks this year than last.
7. How much enjoyment have you had from your schoolwork?
 - a. more enjoyment this year than last.
 - b. the same amount of enjoyment this year as last.
 - c. less enjoyment this year than last.

8. How would you rate your ability to do schoolwork?
 - a. better ability this year than last.
 - b. the same ability this year as last.
 - c. less ability this year than last.
9. How much talking-out-in-class have you done?
 - a. more this year than last.
 - b. the same amount this year as last.
 - c. less this year than last.
10. How would you consider your attitude towards school?
 - a. better attitude this year than last.
 - b. the same attitude this year as last.
 - c. not as good an attitude this year as last.
11. All in all, what year was better?
 - a. better this year.
 - b. the same this year as last.
 - c. better last year.

APPENDIX 6

EXPLANATION OF VOCABULARY, ALTERATIONS IN RESPONSE MODE
AND METHOD OF ADMINISTRATION OF TPRI

EXPLANATION OF VOCABULARY, ALTERATION IN RESPONSE MODE
AND METHOD OF ADMINISTRATION OF TPRI

Prior to the distribution of the TPRI, five items of difficult vocabulary from the Inventory were defined, i.e. respect, aggravated, approve, sincere, and irritate. Each word was used in one sentence as follows:

1. respect : to feel or show honour for.
I respect that man for all the good deeds he has done.
2. aggravated : to annoy.
The little boy aggravated his older sister to such an extent that she got very angry.
3. approve : to think or speak well of.
I approve of that person because she completed the job very well.
4. sincere : genuine or real.
I know that he is sincere for he always tells me exactly how he feels.
5. irritate : to make angry.
Do not irritate your little sister by teasing her.

A minor modification was made in the method of responding to each statement of the TPRI. It was felt that the concept of negative numbers might not be familiar to some of the grade six students. For this reason the students were asked to respond by placing 1, 2 or 3 check marks or X's beside the statement to express varying degrees of agreement or disagreement respectively. The response mode was explained and practised using the following examples:

- ____1 He likes to talk to me about things.
 ____2 He feels that I ask too many questions.

The instructions at the beginning of the TPRI were altered to accommodate the use of check marks and X's as follows:

Mark each statement in the left margin to indicate how much you agree or disagree with the truth of each statement. Please mark every statement. Use \checkmark marks or X's to stand for the following answers:

- | | |
|--|---|
| $\checkmark\checkmark$: Yes, I strongly feel that it is true. | X: No, I feel that it is probably untrue, or more untrue than true. |
| \checkmark : Yes, I feel it is true. | XX: No, I feel it is not true. |
| \checkmark : Yes, I feel that it is probably true, or more true than untrue. | XXX: No, I strongly feel that it is not true. |

The statements of each questionnaire were read to the students through the use of a tape recorder. The reading of each statement was followed by a pause of approximately ten seconds, to allow each student time to respond. To signal the reading of each new statement, the administrator responded with the word "ready". Thus each student was given the opportunity to be prepared to respond to each new item.

APPENDIX 7

STUDENT SCORES ON TPRI SUB-SCALES
AND SAQ TOTAL SCORE

STUDENT SCORES ON TPRI SUB-SCALES
AND SAQ TOTAL SCORE

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class A					
1	7	3	-22	23	7
2	3	-5	-18	11	3
3	30	14	9	14	14
4	33	23	14	10	5
5	24	8	-11	15	10
6	7	13	6	4	6
7	46	35	23	35	13
8	6	1	-11	9	11
9	26	21	12	21	14
10	15	13	-18	11	10
11	30	20	19	23	13
12	34	17	13	14	12
13	45	36	25	34	12
14	45	23	21	25	14
15	3	1	-1	8	9
16	35	32	7	32	8
17	18	16	24	23	14
18	-15	-13	-3	-9	12
19	30	21	-1	27	10
20	34	21	27	21	12
21	20	6	-11	17	14
22	28	-1	9	4	14
23	40	15	10	22	10

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class B					
1	-28	-24	8	-24	12
2	33	31	10	17	11
3	-8	-12	-12	-4	10
4	24	22	-4	7	12
5	39	33	-24	19	11
6	24	6	-11	8	10
7	6	14	-26	-3	10
8	8	-1	1	-17	5
9	23	16	-9	21	13
10	4	8	-11	8	7
11	27	-5	9	1	12
12	16	9	4	16	11
13	8	9	-11	14	9
14	38	10	16	19	12
15	-17	-17	-7	-11	12
16	20	6	8	11	11
17	3	-3	-4	2	12
18	5	6	3	3	10
19	6	13	6	13	14
20	26	14	-8	11	14
21	36	12	3	7	8
22	22	12	2	14	11
23	21	8	3	10	11
24	17	8	-31	11	13
25	-10	-4	-16	-9	9
26	24	13	-5	14	13

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class B					
27	-1	-3	-22	-6	7
Class C					
1	17	7	5	15	13
2	34	20	-22	33	11
3	21	8	-3	1	9
4	13	25	11	22	9
5	34	21	13	27	9
6	31	14	-5	21	14
7	35	18	17	24	13
8	20	27	16	28	10
9	14	14	4	14	13
10	34	23	12	24	11
11	41	20	3	19	14
12	21	14	-17	21	14
13	32	4	2	16	5
14	13	25	0	23	14
15	7	7	-12	1	0
16	-20	-8	5	4	6
17	24	17	9	26	12
18	-8	-24	-4	6	14
19	33	14	2	25	10
20	15	22	7	29	14
21	18	-2	3	-12	3
22	7	-21	-20	-24	4
23	18	9	2	7	14
24	29	14	21	24	12

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class C					
25	23	1	-24	6	12
26	32	23	11	26	13
27	23	21	12	24	14
28	34	29	17	29	7
29	35	32	9	29	10
30	38	22	-12	33	12
Class D					
1	13	3	-21	11	14
2	25	23	3	22	14
3	-14	-14	9	4	7
4	22	8	-7	0	12
5	8	8	12	21	3
6	-25	-9	-9	1	8
7	9	-23	-1	-5	4
8	1	-6	-19	-6	6
9	20	24	-19	21	14
10	18	-1	6	17	14
11	11	10	2	4	9
12	39	11	12	17	3
13	-7	3	-9	1	8
14	-31	-12	-2	-12	9
15	8	-3	-1	11	3
16	43	33	25	43	12
17	-11	-3	-4	6	10
18	23	23	4	35	14
19	-13	-21	-15	-3	10

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class D					
20	11	-1	-7	-4	9
21	-37	-25	5	-25	0
22	25	12	-12	19	7
23	15	15	-16	20	11
24	22	8	21	24	8
25	43	36	23	31	9
26	-31	-14	23	-21	3
27	19	14	-2	-1	12
28	22	-7	1	8	8
Class E					
1	13	8	7	-2	7
2	7	7	15	4	11
3	4	5	-12	0	10
4	-18	-27	-5	-19	4
5	37	9	8	20	13
6	-11	-14	-9	-8	11
7	-3	-11	-5	-3	7
8	-12	-18	-15	-5	8
9	-13	-15	6	-9	8
10	22	-6	-6	12	8
11	0	-5	4	-12	8
12	-3	-14	-4	-2	11
13	40	25	12	10	9
14	-29	-27	9	-14	4
15	-26	1	-21	-12	0
16	25	5	11	18	11

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class E					
17	17	4	12	9	10
18	-12	-30	-10	15	14
19	6	-15	4	5	14
20	-1	-17	5	6	14
21	-33	-29	16	-22	8
22	44	20	21	41	14
23	7	-14	-7	-25	12
24	-20	-20	-9	-15	12
25	-23	0	5	-4	6
26	31	-27	6	11	9
27	-40	-22	7	-17	6
28	31	0	-6	3	14
29	45	18	-5	14	14
30	34	25	19	25	12
31	34	24	15	16	10
32	-23	-13	4	-16	10
33	-25	-46	-8	-25	2
Class F					
1	2	-3	1	-6	9
2	-11	2	12	19	3
3	26	9	6	8	14
4	-14	-5	-2	-1	10
5	21	18	4	24	14
6	19	10	4	0	12
7	23	12	-3	24	12
8	4	8	-5	8	12

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class F					
9	6	-2	0	7	10
10	16	4	19	21	14
11	17	10	0	11	11
12	-10	4	7	5	7
13	25	6	-2	15	13
14	30	23	9	25	8
15	-4	-3	6	-2	6
16	38	6	9	18	10
17	6	-11	-9	19	10
18	12	20	13	21	14
19	-23	-18	-3	-9	8
20	24	13	0	11	10
21	9	4	-30	25	14
22	-31	-7	3	-9	2
23	15	-5	-7	10	8
24	-9	-2	9	-1	10
25	17	-4	-9	10	14
26	18	18	13	10	4
27	4	-9	-17	21	12
28	22	17	1	7	13
29	2	-3	4	-3	12
30	7	-8	-3	6	11
31	-48	-42	-6	-24	14
32	25	2	26	3	13
Class G					
1	34	19	-9	26	10

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class G					
2	17	11	-4	5	12
3	24	3	-16	13	12
4	29	24	-4	10	11
5	13	11	-1	0	12
6	19	0	-1	14	12
7	13	7	22	17	11
8	3	-12	-2	-8	9
9	7	-21	-7	13	8
10	29	21	-15	13	9
11	-28	-10	6	0	9
12	13	18	-23	10	13
13	20	13	6	17	12
14	3	-9	-4	5	9
15	17	11	-16	13	12
16	6	-4	-17	7	13
17	31	20	15	15	7
18	25	23	16	21	14
19	19	24	8	5	12
20	14	8	6	21	10
21	9	21	-10	7	11
22	37	16	10	15	14
23	13	-1	2	-3	10
24	15	5	10	1	10
25	25	19	10	23	9
26	-9	5	-4	7	14
27	-21	-27	-10	4	1

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class G					
28	34	12	1	22	9
29	31	26	21	35	14
Class H					
1	46	47	17	48	5
2	19	-8	-6	7	11
3	29	14	4	19	14
4	26	23	10	25	12
5	47	29	-14	27	8
6	48	37	19	24	14
7	-5	4	3	-6	7
8	41	32	9	37	14
9	23	3	0	14	7
10	22	18	-8	17	11
11	30	11	13	34	5
12	47	30	12	35	12
13	-9	-8	-4	-17	7
14	18	21	-8	6	13
15	46	20	24	32	12
16	1	-15	-8	-10	4
17	23	20	-8	42	7
18	28	28	-6	35	14
19	31	18	7	20	11
20	40	23	-1	32	12
21	24	25	-6	27	14
22	13	19	-4	15	9
23	25	-6	-11	-2	12

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class H					
24	41	14	-1	23	14
25	-26	2	1	-1	7
26	21	22	-4	26	12
27	24	4	12	11	10
28	16	10	-11	6	5
29	46	42	14	47	14
30	31	17	1	20	10
Class I					
1	-1	-10	-17	0	1
2	23	9	-3	4	11
3	0	8	-6	7	12
4	17	15	-4	11	11
5	21	22	6	21	10
6	14	-1	-12	18	14
7	24	-9	-12	-6	13
8	23	10	-14	-7	10
9	18	16	-18	4	5
10	17	-18	-4	21	6
11	34	22	1	11	7
12	26	16	10	15	8
13	25	18	9	-1	13
14	13	8	-3	8	12
15	15	11	-13	0	13
16	11	-4	-2	0	14
17	19	7	-2	8	3
18	-31	-18	6	-11	1

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class I					
19	27	15	10	11	10
20	-1	-24	-22	-24	6
21	36	11	15	10	9
22	44	36	34	35	14
23	29	11	2	19	9
24	35	-17	0	-1	1
25	29	7	3	1	3
26	29	1	-15	7	9
27	30	19	0	12	11
28	20	12	16	9	14
29	44	37	26	27	14
30	24	21	-11	28	14
31	14	6	-8	12	14
32	31	13	5	10	10
Class J					
1	37	17	1	18	14
2	10	11	-1	8	11
3	24	21	-18	21	13
4	-5	-14	-19	-11	2
5	17	-8	-33	2	8
6	24	14	-4	8	10
7	-1	-4	2	4	12
8	21	17	1	16	11
9	-24	-2	5	-5	14
10	-3	-13	-7	-8	5
11	-9	-8	-25	-15	12

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class J					
12	-12	-4	3	15	5
13	-25	-3	-4	1	9
14	17	1	2	6	9
15	4	9	-1	7	13
16	18	17	6	20	8
17	16	1	-1	9	5
18	18	0	1	-8	9
19	-10	-5	8	9	9
20	13	7	1	9	6
21	31	5	4	20	8
22	-8	-11	-20	0	5
23	12	15	-6	-6	10
24	-15	-8	-1	4	7
25	18	12	-31	22	11
26	14	9	0	7	7
27	19	0	-1	9	7
28	-6	-1	0	4	5
29	22	-2	-3	1	8
30	37	14	-5	5	12
31	12	-30	-24	-16	12
32	-10	0	-10	10	11
33	-23	-12	8	-20	11
Class K					
1	28	-4	4	10	12
2	31	4	17	23	13
3	29	25	-18	29	14

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class K					
4	26	1	-10	30	10
5	30	24	-6	22	14
6	26	-3	9	17	11
7	34	28	20	27	3
8	48	22	19	31	14
9	21	17	3	12	14
10	43	39	11	37	12
11	25	13	3	14	13
12	23	-12	-9	2	11
13	18	-10	-3	-1	4
14	47	27	21	25	14
15	14	1	-6	4	11
16	44	23	-14	20	14
17	16	-2	-19	4	10
18	34	18	11	38	13
19	38	33	-1	43	13
20	12	-7	-33	15	7
21	23	6	6	20	10
22	-16	-18	-11	-5	14
23	0	14	-4	10	9
24	31	24	11	32	14
25	-14	-10	-11	-7	8
26	43	8	3	19	11
27	33	25	15	28	9
28	29	19	1	26	13
29	-3	-9	-11	-10	7

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class K					
30	41	8	10	27	14
31	16	-11	-10	7	10
32	15	14	13	20	13
Class L					
1	37	17	9	23	13
2	-17	-35	-14	-6	6
3	1	16	-3	13	8
4	11	2	-11	8	10
5	27	26	7	24	14
6	-28	7	-17	-25	5
7	27	36	6	25	14
8	19	3	21	11	13
9	-34	-24	-15	2	7
10	2	-8	-13	5	6
11	36	16	-14	-2	12
12	16	-13	-3	12	3
13	-30	-35	-3	-10	3
14	27	5	8	10	10
15	11	11	-33	3	14
16	-39	28	0	24	14
17	4	0	0	10	7
18	9	-24	-3	10	8
19	-14	-16	-16	-5	3
20	18	-8	-14	7	8
21	17	18	5	33	7
22	19	-4	1	22	10

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class L					
23	27	14	8	10	3
24	13	2	-7	13	7
25	10	-16	-15	-6	11
26	21	12	8	10	9
27	-3	-21	-3	4	8
28	9	-21	-23	4	6
29	38	24	1	27	13
30	2	16	-17	9	2

APPENDIX 8

STUDENT SCORES ON TPRI SUB-SCALES AND SAQ
TOTAL SCORE RETEST FOR CLASS A AND E

STUDENT SCORES ON TPRI SUB-SCALES AND SAQ
TOTAL SCORE RETEST FOR CLASS A AND E

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class A					
1	7	15	-15	29	3
2	8	-6	1	3	4
3	33	16	8	9	14
4	31	26	19	16	12
5	28	14	-17	7	11
6	4	24	3	-6	6
7	(absent)				
8	13	-3	-14	-3	13
9	28	20	11	16	14
10	12	0	-20	0	13
11	28	21	17	18	14
12	26	12	16	6	11
13	43	27	12	27	14
14	34	18	7	14	14
15	11	1	3	8	7
16	34	19	11	36	7
17	13	20	24	25	14
18	0	4	-7	-7	14
19	32	24	-2	26	9
20	36	26	28	15	12
21	(absent)				
22	27	-8	7	3	11
23	40	21	11	19	11

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class E					
1	5	7	3	0	4
2	30	22	16	31	14
3	8	-7	-13	7	10
4	-29	-27	4	-19	4
5	37	12	11	19	13
6	-7	-9	3	1	14
7	25	1	-13	3	9
8	0	-10	-11	2	9
9	(absent)				
10	22	-21	-13	7	9
11	-5	-11	4	-4	2
12	8	-8	-1	-5	11
13	16	4	-7	13	0
14	-32	-30	2	-8	3
15	-39	-5	-31	-38	2
16	(absent)				
17	31	15	23	26	7
18	2	-14	-20	15	13
19	6	0	-6	-8	12
20	-14	-18	8	-4	11
21	-37	-23	1	-18	14
22	46	34	27	39	14
23	27	-10	-14	9	13
24	7	-4	9	12	12
25	-30	-15	13	-6	14
26	38	-13	0	18	7

Student	L. of R.	Empathy	Un. of R.	Congruence	SAQ
Class E					
27	-40	-33	-11	-35	8
28	9	1	-10	-1	13
29	48	23	2	19	14
30	32	10	24	30	14
31	40	16	23	26	12
32	-29	-28	7	-15	11
33	-36	-44	-14	-10	4

APPENDIX 9

ABSTRACT OF
THE RELATIONSHIP BETWEEN STUDENT ATTITUDES TOWARDS
SCHOOLWORK AND THE QUALITY OF THE TEACHER-PUPIL
INTERPERSONAL RELATIONSHIP

APPENDIX 9

ABSTRACT OF

The Relationship Between Student Attitudes Towards Schoolwork and the Quality of the Teacher-Pupil Interpersonal Relationship¹

It was the purpose of the present research to demonstrate that a relationship exists between student attitudes towards schoolwork and the quality of the teacher-pupil relationship. Specifically, four teacher attributes were examined, i.e. level of regard, empathy, unconditionality of regard and congruence, and were measured by the Teacher-Pupil Relationship Inventory (TPRI).

The Student Attitude Questionnaire (SAQ) was constructed for this research. In responding to the questionnaire, grade six students compared their present attitudes towards schoolwork to those of the previous year in grade five.

The TPRI and the SAQ were administered to 359 grade six students from twelve classes at five schools from a suburban area. It was hypothesized that students who hold more positive attitudes towards schoolwork, perceive their teacher to possess a higher degree of the four attributes than students who hold less positive attitudes.

¹ Richard S. Schnarr, M.A. thesis presented to the School of Graduate Studies of the University of Ottawa, Canada, 1977.

Three attitude groups were formulated, i.e. a high, middle, and low group, according to scores on the SAQ. From an analysis of TPRI scores, it was observed that the three sub-scales of level of regard, empathy and congruence are highly related. These three sub-scales were summed and regarded as a single dependent variable in the analysis. The unconditionality of regard sub-scale was analysed separately as a second dependent variable. Each of the dependent variables was analysed individually using a one-way analysis of variance.

With the level of significance set at the 0.05 level, significant F values were noted for both dependent variables. Through post hoc analysis, it was observed for the sum of the three related variables, that all mean differences between high, middle and low attitude groups were significant. Thus, the hypothesis with regard to this variable was totally supported. However, for the unconditionality of regard variable, only the mean difference between the high and low attitude groups was found to be significant.

It was concluded that the present research was successful in demonstrating that a positive relationship exists between student attitudes towards schoolwork and the quality of the teacher-pupil relationship. Since such a relationship exists, it was suggested that educators be more concerned with the establishment of high quality teacher-pupil relationships in order to promote positive attitudes in students.