

HKing2017_Correlation_Table_Positive_Relationships

Supplemental File from
 Teacher Affective Attitudes Inventory:
 Development and Validation of a Teacher Self-Assessment Instrument
 Dissertation by Holly M. King
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	PR_TSR1	PR_TSR2	PR_TSR3_R	PR_TSR4	PR_TSR5	PR_TSR6	PR_TSC1	PR_TSC2_R	PR_TSC6	PR_TSC5	PR_CAR1	PR_TSC7_R	PR_CAR3	PR_TSC3	PR_TSC4_R	PR_FEE6	PR_EQU1	PR_FEE2_R	PR_EQU2	PR_FEE1	PR_CAR2_R	PR_CAR4	PR_FEE4	PR_FEE3	PR_FEE5_R	PR_EQU3	PR_EQU4	PR_EQU6	PR_EQU7	
PR_TSR1 It is easier for me to teach students when I have a positive relationship with them.	1																													
PR_TSR2 Being approachable is an essential part of my role as a teacher.	.575**	1																												
PR_TSR3_R I find it difficult to build positive relationships with students who are different from me.	-.034	.110	1																											
PR_TSR4 I have a strong relationship with each student I teach.	.041	.203**	.306**	1																										
PR_TSR5 I work hard to build trust with my students.	.081	.217**	.244**	.402**	1																									
PR_TSR6 I am very good at listening actively to my students.	.019	.151**	.280**	.419**	.368**	1																								
PR_TSC1 I almost always find something positive about each student.	-.026	.142**	.255**	.430**	.416**	.405**	1																							
PR_TSC2_R I often feel frustrated while working with difficult students.	-.063	.034	.316**	.321**	.277**	.236**	.306**	1																						
PR_TSC6_R I often feel frustrated by students who need more help.	-.115	.005	.318**	.277**	.235**	.311**	.280**	.538**	1																					
PR_TSC5 I almost always give positive feedback to students even if they are challenging to work with.	-.060	.117	.348**	.385**	.319**	.267**	.425**	.353**	.310**	1																				
PR_CAR1 It is very important to me to have empathy for my students.	.118	.160**	.109	.242**	.307**	.256**	.299**	.144**	.195**	.319**	1																			
PR_TSC7_R I frequently experience conflict with my students.	-.089	.020	.237**	.266**	.233**	.193**	.250**	.415**	.405**	.322**	.131	1																		
PR_CAR3 Caring about every student is an extremely important part of my role as a teacher.	.057	.166**	.188**	.322**	.353**	.305**	.394**	.178**	.278**	.270**	.374**	.184**	1																	
PR_TSC3 I am usually able to set aside my negative emotions when I have a conflict with students.	-.060	.028	.241**	.288**	.241**	.248**	.374**	.273**	.270**	.371**	.168**	.280**	.223**	1																
PR_TSC4_R I find disruptive students very difficult to work with.	-.025	.055	.338**	.310**	.228**	.215**	.293**	.608**	.498**	.329**	.219**	.333**	.169**	.281**	1															
PR_FEE6 I routinely give students meaningful feedback about their work.	-.031	.087	.253**	.299**	.274**	.345**	.333**	.161**	.204**	.409**	.201**	.214**	.153**	.274**	.162**	1														
PR_EQU1 I treat all students fairly.	-.005	.146**	.230**	.298**	.290**	.380**	.320**	.197**	.224**	.355**	.283**	.222**	.262**	.337**	.219**	.363**	1													
PR_FEE2_R Praising students makes them think too highly of themselves.	-.016	.033	.167**	.029	.138**	-.009	.069	.041	.064	.167**	.100	.108	.062	.065	.063	.078	.124	1												
PR_EQU2 I am respectful toward all of my students.	-.017	.090	.230**	.272**	.305**	.307**	.377**	.193**	.218**	.343**	.240**	.223**	.335**	.270**	.198**	.339**	.467**	.070	1											
PR_FEE1 I give constructive feedback to students much more often than critical feedback.	-.054	.079	.170**	.191**	.265**	.365**	.364**	.203**	.223**	.358**	.208**	.231**	.157**	.264**	.206**	.400**	.320**	-.014	.339**	1										
PR_CAR2_R I am able to teach effectively without knowing about my students' personal lives.	.111	.021	.013	.087	.030	-.091	-.001	-.014	.012	-.002	.157**	.039	.123	-.007	.006	-.050	-.007	.190**	.026	-.020	1									
PR_CAR4 I take time to understand my students' feelings.	.034	.180**	.288**	.496**	.419**	.442**	.443**	.281**	.340**	.405**	.338**	.327**	.418**	.343**	.301**	.449**	.392**	.035	.401**	.353**	.039	1								
PR_FEE4 Praising students helps them feel good about their achievements.	.020	.144**	.150**	.292**	.243**	.192**	.297**	.187**	.175**	.358**	.261**	.132**	.261**	.270**	.236**	.242**	.293**	.129	.248**	.296**	.001	.346**	1							
PR_FEE3 My feedback helps students know how to be successful.	.005	.122	.221**	.281**	.298**	.286**	.371**	.195**	.214**	.399**	.244**	.160**	.244**	.312**	.164**	.379**	.382**	.110	.326**	.365**	.014	.408**	.542**	1						
PR_FEE5_R I give students negative feedback to help them improve their behavior.	-.010	.059	.129	.151**	.204**	.216**	.189**	.192**	.221**	.182**	.119	.261**	.155**	.114	.146**	.121	.101	.126	.140**	.209**	.118	.243**	.081	.124	1					
PR_EQU3 I respond to students with respect, even in difficult situations.	-.038	.112	.198**	.324**	.331**	.382**	.393**	.317**	.300**	.425**	.303**	.295**	.365**	.459**	.272**	.334**	.500**	.075	.441**	.423**	.063	.526**	.356**	.387**	.164**	1				
PR_EQU4 I am sensitive to the culture and heritage of each student I teach.	.011	.095	.210**	.264**	.269**	.291**	.321**	.180**	.157**	.285**	.220**	.144**	.185**	.233**	.217**	.278**	.297**	.035	.339**	.307**	-.044	.370**	.331**	.381**	0.117	.369**	1			
PR_EQU6 I am responsive to students' individual needs.	-.044	.085	.237**	.376**	.385**	.352**	.408**	.263**	.338**	.379**	.261**	.183**	.281**	.327**	.315**	.374**	.385**	.085	.411**	.391**	.039	.510**	.282**	.383**	.216**	.488**	.482**	1		
PR_EQU7 I strongly encourage students to express their own opinions.	.105	.175**	.114	.242**	.286**	.245**	.274**	.283**	.260**	.287**	.248**	.105	.158**	.141**	.231**	.238**	.241**	.035	.232**	.287**	.009	.380**	.193**	.300**	0.129	.412**	.279**	.358**	1	

Note:

** . Correlation is significant at the 0.01 level.