

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
 June, 2017

	CE_MGT4	CE_CLI1	CE_CON3_R	CE_CLI2	CE_CLI3	CE_CON2_R	CE_CLI5	CE_CLI4	CE_CON1	CE_MGT1	CE_CON4	CE_GUI3	CE_CON5_R	CE_MGT2	CE_CON6_R	CE_MGT3	CE_GUI1	CE_GUI4	CE_CON7	CE_GUI2_R	CE_GUI5	CE_GUI6_R	CE_AUT3	CE_AUT5	CE_EXP3	CE_GUI7	CE_EXP2	CE_EXP1_R	CE_EXP4	CE_AUT1	CE_AUT2	CE_AUT4	
CE_MGT4 I use strategies such as space, proximity, and movement around the classroom to engage student	1																																
CE_CLI1 I create a very supportive classroom climate.	.404**	1																															
CE_CON3_R I often respond with frustration when students are loud in my classroom.	.105	.197**	1																														
CE_CLI2 I create situations in my classroom for each student to experience success.	.361**	.594**	.198**	1																													
CE_CLI3 An important part of my job is to create a student-centered classroom.	.255**	.260**	.059	.370**	1																												
CE_CON2_R Students need to be controlled to maintain order in my classroom.	.066	.012	.289**	.081	.011	1																											
CE_CLI5 I actively work to prevent situations that cause students to lose peer respect in my classroom.	.193**	.308**	.086	.320**	.118	-.097	1																										
CE_CLI4 In my classroom, students are free to speak their minds.	.001	.212**	.135**	.220**	.200**	.043	.206**	1																									
CE_CON1 It is definitely more important to empower students in the classroom than to maintain my authority.	.100	.198**	.051	.185**	.169**	.180**	.135**	.335**	1																								
CE_MGT1 My classroom management encourages students to develop self-discipline.	.303**	.383**	.165**	.450**	.305**	.035	.260**	.211**	.277**	1																							
CE_CON4 I involve students in creating classroom rules of behavior.	.199**	.134	.119	.205**	.260**	.123	.100	.220**	.169**	.322**	1																						
CE_GUI3 I primarily use proactive guidance strategies in my classroom to manage student behavior.	.276**	.322**	.153**	.400**	.285**	.044	.210**	.234**	.275**	.460**	.416**	1																					
CE_CON5_R I feel frustrated when students talk out without raising their hands in my classroom.	.122	.128	.337**	.189**	.081	.248**	.032	.110	.106	.106	-.013	.092	1																				
CE_MGT2 I arrange my classroom in ways that promote active learning.	.405**	.507**	.168**	.577**	.380**	.041	.257**	.205**	.182**	.470**	.293**	.330**	.156**	1																			
CE_CON6_R It is more important for me to maintain control in my classroom than to maintain relationships	.080	.141**	.194**	.193**	.109	.364**	.058	.218**	.194**	.126	.093	.186**	.231**	.159**	1																		
CE_MGT3 I use strategies such as space, proximity, and movement around the classroom to discourage	.381**	.221**	.095	.265**	.199**	.032	.223**	.024	.117	.250**	.153**	.222**	.006	.269**	-.024	1																	
CE_GUI1 Positive reinforcement is much better than punishment for guiding behavior in the classroom.	.208**	.248**	.200**	.295**	.179**	.162**	.214**	.212**	.306**	.281**	.197**	.363**	.112	.303**	.180**	.165**	1																
CE_GUI4 It is more important to affirm positive student behaviors than to address negative behaviors in my	.145**	.166**	.090	.204**	.153**	.057	.237**	.137**	.300**	.204**	.208**	.325**	-.024	.159**	.033	.206**	.498**	1															
CE_CON7 I encourage my students to take responsibility for the success of our classroom.	.306**	.374**	.124	.348**	.339**	.003	.294**	.184**	.246**	.364**	.261**	.411**	.057	.434**	.112	.221**	.324**	.359**	1														
CE_GUI2_R Strict discipline is the most effective way to manage student behavior in the classroom.	.053	.137**	.209**	.153**	.079	.411**	.024	.124	.251**	.099	.126	.192**	.204**	.050	.334**	.054	.264**	.143**	.105	1													
CE_GUI5 I maintain each student's dignity when I have to use discipline in my classroom.	.145**	.299**	.204**	.373**	.171**	-.010	.290**	.212**	.159**	.358**	.205**	.334**	.097	.332**	.066	.118	.350**	.289**	.326**	.066	1												
CE_GUI6_R I frequently give consequences to the whole class for behaviors of a few.	.193**	.148**	.344**	.173**	.057	.207**	.136**	.085	.020	.174**	.091	.177**	.229**	.143**	.155**	.117	.197**	.109	.217**	.266**	.130	1											
CE_AUT3 My classroom encourages students to be independent learners.	.282**	.414**	.126	.481**	.318**	.041	.250**	.211**	.181**	.495**	.243**	.395**	.159**	.516**	.173**	.246**	.262**	.222**	.432**	.087	.323**	.180**	1										
CE_AUT5 I give students responsibility for leadership in my classroom.	.273**	.358**	.105	.425**	.328**	.013	.193**	.191**	.190**	.408**	.373**	.411**	.069	.452**	.162**	.187**	.243**	.230**	.442**	.174**	.303**	.181**	.581**	1									
CE_EXP3 I consistently communicate my high expectations to students in my classroom.	.274**	.310**	.076	.316**	.233**	-.019	.230**	.176**	.119	.309**	.222**	.296**	.088	.350**	.030	.235**	.178**	.161**	.417**	-.020	.188**	.179**	.358**	.382**	1								
CE_GUI7 I implement classroom rules of behavior in consistent ways for all students.	.302**	.325**	.092	.292**	.180**	-.089	.220**	.129	.127	.334**	.152**	.341**	.109	.299**	.034	.194**	.103	.146**	.332**	-.068	.205**	.128	.353**	.304**	.552**	1							
CE_EXP2 I expect every student I teach to be successful.	.210**	.344**	.069	.329**	.198**	-.052	.191**	.247**	.259**	.167**	.104	.269**	.106	.275**	.173**	.102	.194**	.156**	.269**	.035	.269**	.136**	.252**	.225**	.408**	.413**	1						
CE_EXP1_R A student's background is the main influence on his or her success in my classroom.	.026	.047	.155**	.075	-.038	.245**	.023	.064	.028	.077	.075	.116	.184**	.000	.168**	-.068	.090	-.039	.070	.167**	.103	.185**	.161**	.061	.009	.028	.003	1					
CE_EXP4 My expectations of students in my class are high, but appropriate.	.243**	.325**	.111	.368**	.206**	.045	.175**	.216**	.114	.304**	.116	.231**	.096	.382**	.163**	.185**	.237**	.134	.331**	.071	.296**	.259**	.332**	.272**	.406**	.349**	.365**	.011	1				
CE_AUT1 My classroom provides many opportunities for students to be responsible for their own learning.	.197**	.286**	.038	.327**	.359**	-.021	.159**	.244**	.110	.400**	.217**	.330**	.099	.383**	.134	.142**	.216**	.196**	.445**	-.057	.257**	.139**	.532**	.435**	.336**	.329**	.266**	.010	.376**	1			
CE_AUT2 My classroom encourages students to work on their own individual learning needs.	.244**	.290**	.091	.345**	.383**	.022	.208**	.247**	.186**	.350**	.265**	.256**	.137**	.401**	.128	.158**	.218**	.188**	.438**	.037	.268**	.108	.451**	.371**	.269**	.247**	.237**	-.019	.303**	.624**	1		
CE_AUT4 I expect students to take the initiative for their learning in my classroom.	.109	.145**	.013	.154**	.249**	-.110	-.001	.058	.197**	.284**	.090	.251**	-.072	.279**	-.009	.113	.134	.183**	.283**	.015	.119	.021	.335**	.318**	.233**	.310**	.232**	-.088	.184**	.443**	.328**	1	

Note:
 **. Correlation is significant at the 0.01 level.