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Immediacy Scale Represents Four Factors: Nonverbal and Verbal Components Predict Student Outcomes

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Abstract: Immediacy communicates psychological availability and warmth. In the classroom, instructor immediacy is traditionally measured with ratings of nonverbal and verbal behaviors. Although nonverbal immediacy has been accepted as a legitimate measure of immediacy, the validity of verbal items has been questioned. In the present study, we examined face and construct validity of the verbal immediacy scale. Based on factor analysis and prediction of student outcomes, we concluded that both verbal and nonverbal items offer valid measures of immediacy. However, we recommend a new iteration of the immediacy scale, omitting some items and focusing on those most strongly related to immediacy.

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The Attitudes & Beliefs on Classroom Control Inventory- Revised and Revisited: A Continuation of Construct Validation

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Abstract: The purpose of this study was to report the psychometric properties of the revised Attitudes and Beliefs of Classroom Control Inventory (ABCC-R). Data were collected from 489 participants via the ABCC-R, Teacher Efficacy Scale, Problems in School Questionnaire, and a demographic questionnaire. Results were in keeping with the construct. The findings provided further evidence that two of the three ABCC-R subscales (Instructional Management and People Management) are appropriate for use with K-12 certified, classroom teachers.

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Teachers' Attributions and Strategies for Student Misbehavior

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Abstract: Student misbehaviors can threaten the effectiveness of a class learning environment. To understand misbehaviors and teachers reactions to it, one must examine teacher attributions, or beliefs about the causes of behavior. Participants in this study were 199 physical education teachers. Their attributions and strategy use were examined via survey methodology. Teachers most commonly attributed students' misbehavior to home and student factors, not teacher or school factors. Their strategy use was somewhat inconsistent with those beliefs and varied by grade level taught, but not by gender, experience, or self-rated management ability.

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Teacher-student Interpersonal Behavior in Secondary Science Classes in Turkey

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Abstract: This study examined associations between Turkish high school students' perceptions of their teachers' interpersonal behavior and their attitudes toward science and investigated what profiles could be discerned in class perceptions of these teachers. Data were collected with the Questionnaire on Teacher Interaction (QTI) and the Test of Science Related Attitudes (TOSRA). A total of 2342 students (Grades 9 to 11) from 81 classes (14 public schools) in three major Turkish cities participated in the study. Correlation analyses, regression analyses and analyses of variance revealed that students' perceptions of their teachers' interpersonal behavior were significantly associated with their attitudes and that a variety of interpersonal profiles could be distinguished.

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