

References

- Allen, M., Witt, P. L., & Wheelles, L. R. (2006). The role of teacher immediacy as a motivational factor in student learning: Using meta-analysis to test a causal model. *Communication Education, 55*, 21-31. <https://doi.org/10.1080/03634520500343368>
- Altman, I. (1990). Conceptualizing "rapport." *Psychological Inquiry, 1*, 294-323. https://doi.org/10.1207/s15327965pli0104_2
- Arbuckle, J. L. (2009). *AMOS 18 user's guide*. Chicago, IL: SPSS Inc.
- Asay, T. P., & Lambert, M. J. (2002). Therapist relational variables. In D. J. Cain (Ed.), *Humanistic psychotherapies: Handbook of research and practice* (pp. 531-557). Washington, DC: American Psychological Association. <https://doi.org/10.1037/10439-017>
- Benson, T. A., Cohen, A. L., & Buskist, W. (2005). Rapport: Its relation to student attitudes and behaviors toward teachers and classes. *Teaching of Psychology, 32*, 237-239. https://doi.org/10.1207/s15328023top3204_8
- Bordin, E. S. (1979). The generalizability of the psychoanalytic concept of the working alliance. *Psychotherapy: Theory, Research and Practice, 16*, 252-260. <https://doi.org/10.1037/h0085885>
- Bordin, E. S. (1980, June). *Of human bonds that bind or free*. Presidential address to the 10th annual meeting of the Society for Psychotherapy Research, Pacific Grove, California.
- Bordin, E. S. (1994). Theory and research on the therapeutic working alliance: New directions. In A. O. Horvath & L. S. Greenberg (Eds.), *The working alliance: Theory, research, and practice* (pp. 13-37). Oxford, England: John Wiley & Sons.
- Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A. Bollen & J. S. Long (Eds.), *Testing structural equation models* (pp. 136-162). Newbury Park, CA: Sage.
- Castonguay, L. G., Constantino, M. J., & Holtforth, M. G. (2006). The working alliance: Where are we and where should we go? *Psychotherapy: Theory, Research, Practice, Training, 43*, 271-279. <https://doi.org/10.1037/0033-3204.43.3.271>
- Christensen, L. J., & Menzel, K. E. (1998). The linear relationship between student reports of teacher immediacy behaviors and perceptions of state motivation, and of cognitive, affective, and behavioral learning. *Communication Education, 47*, 82-90. <https://doi.org/10.1080/03634529809379112>
- Efstation, J. F., Patton, M. J., & Kardash, C. M. (1990). Measuring the working alliance in counselor supervision. *Journal of Counseling Psychology, 37*, 322-329. <https://doi.org/10.1037/0022-0167.37.3.322>
- Ford, J. K., MacCallum, R. C., & Tait, M. (1986). The application of exploratory factor analysis in applied psychology: A critical review and analysis. *Personnel Psychology, 39*, 291-314. <https://doi.org/10.1111/j.1744-6570.1986.tb00583.x>
- Frymier, A. B., Shulman, G. M., & Houser, M. (1996). The development of a learner empowerment measure. *Communication Education, 44*, 40-50. <https://doi.org/10.1080/03634529609379048>
- Gaston, L., & Marmar, C. R. (1994). The California Psychotherapy Alliance Scales. In A. O. Horvath & L. S. Greenberg (Eds.), *The working alliance: Theory, research and practice* (pp.

85-108). New York, NY: Wiley.

Hatcher, R. L., & Barends, A. W. (1996). Patients' view of the alliance in psychotherapy: Exploratory factor analysis of three alliance measured. *Journal of Consulting and Clinical Psychology, 64*, 1326-1336. <https://doi.org/10.1037/0022-006X.64.6.1326>

Horvath, A. O., & Greenberg, L. S. (1989). Development and validation of the Working Alliance Inventory. *Journal of Counseling Psychology, 36*, 223-233. <https://doi.org/10.1037/0022-0167.36.2.223>

Horvath, A. O., & Symonds, B. D. (1991). Relation between working alliance and outcome in psychotherapy: A meta-analysis. *Journal of Counseling Psychology, 38*, 139-149. <https://doi.org/10.1037/0022-0167.38.2.139>

Hougaard, E. (1994). The therapeutic alliance: A conceptual analysis. *Scandinavian Journal of Psychology, 35*, 67-85. <https://doi.org/10.1111/j.1467-9450.1994.tb00934.x>

Hu, L., & Bentler, P. M. (1995). Evaluating model fit. In R. H. Hoyle (Ed.), *Structural equation modeling: Concepts, issues, and applications* (pp. 76-99). London, England: Sage.

Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling, 6*, 1-55. <https://doi.org/10.1080/10705519909540118>

Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika, 39*, 31-36. <https://doi.org/10.1007/BF02291575>

Keeley, J., Smith, D., & Buskist, W. (2006). The Teacher Behaviors Checklist: Factor analysis of its utility for evaluating teaching. *Teaching of Psychology, 33*, 84-91. https://doi.org/10.1207/s15328023top3302_1

Kline, R. B. (1998). *Principles and practice of structural equation modeling*. New York, NY: Guilford.

Koch, L. (2004). The student-teaching working alliance in rehabilitation counselor education. *Rehabilitation Education, 18*, 235-242.

Ladany, N., & Friedlander, M. L. (1995). The relationship between the supervisory working alliance and trainees' experience of role conflict and role ambiguity. *Counselor Education and Supervision, 34*, 220-231. <https://doi.org/10.1002/j.1556-6978.1995.tb00244.x>

Luborsky, L., Barber, J. P., Siqueland, L., Johnson, S., Najavits, L., Frank, A., & Daley, D. (1996). The Revised Helping Alliance Questionnaire (HAQ-II): Psychometric properties. *Journal of Psychotherapy Practice and Research, 5*, 260-271.

Martin, D. J., Garske, J. P., & Davis, M. K. (2000). Relation of the therapeutic alliance with outcome and other variables: A meta-analytic review. *Journal of Consulting and Clinical Psychology, 68*, 438-450. <https://doi.org/10.1037/0022-006X.68.3.438>

McCroskey, J. C., & Teven, J. J. (1999). Goodwill: A reexamination of the construct and its measurement. *Communication Monographs, 66*, 90-103. <https://doi.org/10.1080/03637759909376464>

Mehrabian, A. (1969). Some referents and measures of nonverbal behavior. *Behavior Research Methods and Instrumentation, 1*, 203-207. <https://doi.org/10.3758/BF03208096>

Myers, S. A. (2008). Working alliances in college classrooms. *Teaching of Psychology, 35*,

29-32. <https://doi.org/10.1080/00986280701818490>

O'Connor, B. P. (2000). SPSS and SAS programs for determining the number of components using parallel analysis and Velicer's MAP test. *Behavior Research Methods, Instruments & Computers*, 32, 396-402. <https://doi.org/10.3758/BF03200807>

Ramsden, P. (1991). A performance indicator of teaching quality in higher education: The Course Experience Questionnaire. *Studies in Higher Education*, 16, 129-150. <https://doi.org/10.1080/03075079112331382944>

Robertson, D. L. (1996). Facilitating transformative learning: Attending to the dynamics of the educational helping relationship. *Adult Education Quarterly*, 47, 41-53. <https://doi.org/10.1177/074171369604700104>

Robertson, D. L. (1999). Unconscious displacements in college teacher and student relationships: Conceptualizing, identifying, and managing transference. *Innovative Higher Education*, 23, 151-169. <https://doi.org/10.1023/A:1022990316742>

Robertson, D. L. (2000). Enriching the scholarship of teaching: Determining appropriate cross-professional applications among teaching, counseling, and psychotherapy. *Innovative Higher Education*, 25, 111-125. <https://doi.org/10.1023/A:1007524806357>

Rogers, D. T. (2009). The working alliance in teaching and learning: Theoretical clarity and research implications. *International Journal for the Scholarship of Teaching and Learning*, 3(2). Retrieved from <http://academics.georgiasouthern.edu/ijstol>. <https://doi.org/10.20429/ijstol.2009.030228>

Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003). Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measures. *Methods of Psychological Research Online*, 8(2), 23-74.

Schlosser, L. Z., & Gelso, C. J. (2001). Measuring the working alliance in advisor–advisee relationships in graduate school. *Journal of Counseling Psychology*, 48, 157-167. <https://doi.org/10.1037/0022-0167.48.2.157>

Schlosser, L. Z., & Gelso, C. J. (2005). The Advisory Working Alliance Inventory–Advisor Version: Scale development and validation. *Journal of Counseling Psychology*, 52, 650-654. <https://doi.org/10.1037/0022-0167.52.4.650>

Stiles, W. B., Agnew-Davies, R., Hardy, G. E., Barkham, M., & Shapiro, D. M. (1998). Relations of the alliance with psychotherapy outcome: Findings in the second Sheffield Psychotherapy Project. *Journal of Consulting and Clinical Psychology*, 66, 791-802. <https://doi.org/10.1037/0022-006X.66.5.791>

Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Allyn & Bacon/Pearson Education.

Teven, J. J., & McCroskey, J. C. (1996). The relationship of perceived teacher caring with student learning and teacher evaluation. *Communication Education*, 46, 1-9. <https://doi.org/10.1080/03634529709379069>

Ursano, A. M., Kartheiser, P. H., & Ursano, R. J. (2007). The teaching alliance: A perspective on the good teacher and effective learning. *Psychiatry*, 70, 187-194. <https://doi.org/10.1521/psyc.2007.70.3.187>

Wilson, J. H., & Locker, Jr., L. (2007). Immediacy Scale represents four factors: Nonverbal and verbal components predict student outcomes. *Journal of Classroom Interaction*, 42(2),

4-10.

Wilson, J. H., Ryan, R. G., & Pugh, J. L. (2010). Professor-student rapport scale predicts student outcomes. *Teaching of Psychology, 37*, 246-251.
<https://doi.org/10.1080/00986283.2010.510976>