The Relationship Between the Roles of Teachers' Effectiveness and Language Activities Utilization in English Instruction at Higher Education Institutions in Southern Laos

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Abstract

This study identifies three key objectives were to: (1) investigate the effective roles of English Language Teaching (ELT) teachers in English courses, (2) identify the English language activities implemented in these courses, and (3) examine the relationship between effective ELT teachers' roles and their application of ELT activities. A purposive sampling technique, based on Krejcie and Morgan's formula, was utilized to select 78 EFL teachers and 365 English major students. Data were collected through a mixed-methods approach, employing a survey questionnaire and focus-group interviews. Statistical analyses, including frequency, mean, standard deviation, and Pearson correlation coefficients were conducted to interpret the data.

The findings revealed that the highest mean scores were associated with the 'Cognitive Roles' of EFL teachers, indicating a strong foundation for effective teaching as perceived by participants. However, lower scores in the 'Neutral' category suggested a gap in utilizing video and audio strategies, pointing to potential limitations in integrating technology into instruction. Additionally, EFL teachers' managerial roles received positive evaluations, with most indicators rated at the 'Extremely Agree' level. Nonetheless, some indicators also fell into the 'Neutral' range, highlighting areas for improvement. The analysis of EFL teachers' 'Affective Roles' showed generally strong capabilities; however, similar lower scores in the 'Neutral' range indicated further areas for development. Furthermore, the Classroom Activities Inventory indicated that "Meaning-focused interactive activities" received the highest mean scores, and followed by the use of 'One-way language exercises Activities' while "Real-Life Skills Task Activities" were utilized least frequently. The Pearson correlation coefficients revealed a significant positive correlation among the three roles of EFL teachers and their use of classroom activities. This finding highlights the interconnectedness between teacher effectiveness and the utilization of instructional activities in English language teaching. However, there are areas within the teachers' roles that require improvement.

Keywords: Roles of teachers' effectiveness, Activities Utilization, English Instruction, higher educational institutions

1. Introduction

Currently, the study of the English language is mandatory in public and private schools, colleges, and universities across Laos, particularly in the capital and central provinces. English language teaching is perceived not merely as the ability to instruct, but as the capacity to facilitate learning among students (Zhang, 2016) & (Souriyavongsa, 2013). Learner-centered education places the student at the core of classroom dynamics. This represents a shift in perspective regarding language learningfrom viewing it as a set of rules to be imparted by teachers, to recognizing it as a process in which learners assume greater responsibility for their own education (Kheira, 2017).

Moreover, many higher education institutions in Laos have developed an English language curriculum in order to improve their students' ability and needs to respond to the increasingly international cooperation, education areas and jobs opportunities. Chia, at al. (1999) mentioned that the English teaching and curriculum designed had been criticized for ignoring the learners' needs, because each educational institution designed its own English course and choose its own textbooks,

effective activities and teaching aids for instance, some improved unique English program for English teacher course, English business, English tourism, and so forth.

Ministry of Education and Sports (2013) stated that general teachers are required the teaching techniques and skills, and being a good facilitator, a good learner, a good monitor, a good helper, a good assessor and a good developer. Ellis (2009) and Andon & Eckerth (2009) pointed that researchers often agree that learning in class should be learner-centered rather than teacher-centered. The primary roles of the effective teacher in multidimensional language classes are to establish conditions and develop effective activities so that students are able to practice the language in a meaningful context. Branden, (2009), it is a teacher who discovers, chooses, adapts, evaluates, decides and most importantly implements what to do and how to do in class and ultimately constructs the context for learners to learn.

Coppola, et al. (2002) identified the effective teachers' roles including cognitive roles, affective roles, and managerial roles; these are thought to be fundamental and central to classroom instructions across various instructional contexts. Huang, (2019) also stated that it is clear that any mode of instruction aims for competence for development of well-qualified individuals who possess the required knowledge, skills and values in terms of 1) effective classroom management, 2) effective teaching practices, 3) effective assessment, 4) technology skills, knowing when and how to use current educational technology, as well as the most appropriate type and level of technology to maximize student learning. So that English language should be instructed through the appropriate activities in the world of learners in particularly, learning vocabulary and simple sentences about what is on their surroundings or learning while drawing a picture, singing a song, playing a game, telling a story, etc.

In general, language activities play an important role in the process of learning in the classroom. However, it is necessary to define the activity term. Nunan, (1991) defines the term "activities" as the elements of the task that specifies what the students will actually perform with the input; for instance, listening to recordings, writing a sentence, answering. Language activities might have positive and negative consequences. If teachers are able to make use of appropriate activities in the classroom, these activities could be the mediator to increase students' motivation and to decrease their anxiety.

However, Rina and Sirajuddin, (2008) found one case of EFL teachers in Indonesian did not have good competency in teaching. The research results conducted by Ratana, (2007) and Susanna, (2007) show that the constraints of English language teaching are caused by 1) the teachers have limitations of teaching materials and methods, 2) they have low capacity in understanding the

habits of learners in learning a foreign language, 3) they have limitations in using ICT, 4) they generally have a problem regarding the implementation of classroom teaching, 5) they do not have guidelines which books are worthy and meet the standards to be used as learning materials in class, and 6) their method and teaching strategies do not suit with the development of learners. Moreover, Bouangeune, S., Sakigawa, M., & Hirakawa, (2008). and Souriyavongsa et al., (2013), many of the challenges related to EFL teaching and learning remain unsolved in Lao's tertiary context, mismatch of language activities supporting.

Based on the previously discussed issues, Champasack University has several key missions: to promote scientific research and academic services, enhance educational opportunities for socio-economic development, and foster national and international academic cooperation. To align with the Lao government's policies and international needs, the university plays a crucial role in human resource development by training qualified staff, particularly in English language teaching. This involves equipping educators with practical knowledge, experience, and skills to effectively support students' English learning in higher education (Sorkeomany, 2024).

Consequently, this study focuses on understanding the roles of effective teachers and the application of classroom activities in English language instruction at higher educational institutions in Southern Laos. The research aims to gather perceptions from both teachers and students to evaluate the necessary English teaching competencies and language activities required by English language teachers. The findings of this study will be informative data for developing appropriate training programs aimed at strengthening the capabilities of English language teachers in Laos particularly in higher educational institutions.

The objectives of this study are to investigate the EFL teachers' effectiveness roles have performed in the English course at higher educational institutions, to identify the English language activities are actually applied in the teaching English and to examine the relationship between EFL teachers' effectiveness roles and the application of language activities enacted in the English course.

2. Materials and Methods

2.1 Research Design

This study employed a mixed-methods approach. In terms of data collection, both quantitative survey questionnaires and qualitative focus group interviews were utilized. In the first stage of the study, researchers distributed survey questionnaires to gather data on the perceptions of English Language (EL) teachers and students regarding the roles of effective teachers and their capacity to apply various activities. In the second stage,

focus group interviews were conducted at four higher educational institutions. The purpose of these interviews was to clarify and complement the findings from the quantitative survey. Additionally, qualitative focus group interviews served as a flexible and powerful tool for capturing participants' voices and understanding how they make meaning of their experiences (Croswell & Clark, 2007 and Venkatesh et al., 2013). This revision enhances clarity and coherence while maintaining the original intent of your passage.

2.2 Hypothesis

The relationship that will be tested in the EL students and teachers' perception towards the roles and EL activities application capacity that can be identified in the following hypotheses:

- H_1 = There is statistically significant correlated between the EFL teachers' Cognitive roles and language activities unitilization.
- H_2 = There is statistically significant correlated between the EFL teachers' Affective roles and language activities unitilization.
- H_3 = There is statistically significant correlated between the EFL teachers' managerial roles and language activities unitilization.

2.3 Research Population and participants

The current study was designed with mixed methods in order to explore the roles of the effective teachers in applying language activities in classroom. The populations of the study were the 78 EFL teachers and 538 students who learned English as a major course implementation such as Champasack Sangha College (CSC.), Teacher Training College (PTTC.), Salavan Teachers Training college (STTC), and Faculty of Education (FOE), Champasack University (CU.) in academic year 2023-2024.

The mixed sampling techniques were employed to select participants for the study. Initially, a purposive random sampling method was utilized to identify four research sites: Champasack Sangha College, Paske Teacher Training College, Salavan Teacher Training College, and Champasack University, where English is taught as a major course. Subsequently, Krejcie and Morgan, (1970:608) cited in Smith, (1970) was applied to determine the sample size, resulting in a total of 365 English major students and selected all of the 78 EFL teachers to provide their opinions on the roles of effective teachers and the initiation of language activities in the classroom. Additionally, a focus group interview was conducted with the 40 representatives of the EFL teachers from each institution.

2.4 Instruments Development

The research instruments were being applied in this study including quantitative and qualitative data the instruments were developed from concept of (Coppola et al., 2002) & (Park & Lee: 2006) to be described as the following details:

Quantitative data: The data was analyzed quantitatively by the students' perception towards questionnaires that consists of two scales to quantitatively measure both teacher roles and the number of English language activities as well as their frequencies. The questionnaire comprised three parts: Part I: To investigate the participants' background information with checklist single choice question. Part II: To measure the effective teacher roles with the scale of the teacher' roles inventory, which is 27-item and 5-Likert scale. Participants were required to tick one choice from the 5 Likert ranging from "Extremely disagree" to "Extremely agree". Then Part III: To examine the number of English language activities; for those have been used in the English course including 23 English language activities with a 5-Likert scale ranging from "Extremely disagree" to "Extremely agree". Including the three dimensions in particularly; one-way language exercises (10 items), meaning-focused interactive activities (7 items), and real-life tasks (7 items). Reliability tests will be examined by the Cronbach's Alpha value among the tree groups of activities.

Qualitative Data: The Focus-group interview was designed by dealing to the research purposes, then the data were analyzed and interpreted with a qualitative description template gained from the 40 EFL teachers including 8 EFL teachers from Champasack Sangha College (CSC.), 10 Teacher Training College (TTC.), 8 from Salavan Teacher Training college (STTC) and 14 EFL teachers from Champasack University (CU.)

2.5 Validity and reliability

To test the sampling strategy and questionnaires; According to Cronbach Alpha, (1952) cited Med Teach (2011), states that Cronbach's alpha values between .06 - .70. is acceptable. A pilot study was conducted with 30 similar group of the participants; 15 EFL teachers and 15 students; this was to find out the Cronbach's Alpha statistic to test the internal consistency or reliability of group items. After the pilot, the researchers entered the data into SPSS and send the files together with a detailed report to team members to discuss. On the basis of the information from these reports and data files, the questionnaire, sampling strategy and research guidelines were adapted after the pilot study. The results of the reliability of each group indicator were minimum at 0.82 up of very high level.

2.6 Data collection Procedures

First, relevant data sources were reviewed to develop a research proposal, which included the design of a questionnaire and semi-structured interviews for the focus group. Following pilot testing of the research instruments, the official documentation was organized, and target groups were engaged for participation. The data collection process was carried out, after which the collected data was compiled, analyzed, and interpreted.

Finally, work progressed on writing the project report. This revision enhances clarity and flow while maintaining the original meaning.

2.7 Statistic Analysis

- Descriptive Statistics: Percentages and frequencies were used to analyze participants' personal information.

- Mean and Standard Deviation: These measures were applied to assess responses regarding EFL teachers' roles and the utilization of language activities, addressing research objectives 1 and 2 based on a 5-point Likert scale.

- Systematic analysis was applied to interpret the findings of the focus group discussion into qualitative information.

- Correlation Analysis: Pearson's Product Moment Correlation Coefficient (r) was utilized to examine the relationship between EFL teachers' effectiveness in their roles and the use of language activities, addressing research objective 3 and testing the related hypothesis.

3. Results

3.1 The EFL teachers' and students'perceptions towards the EFL teachers' roles

According to the study on EFL teachers' perceptions of their **"Cognitive Roles"** revealed a high overall effectiveness score ($\overline{X}$=4.23 and S.D=0.59), indicating strong agreement among teachers. The highest score was for Indicator 7, at ($\overline{X}$=4.68 and S.D=0.54), reflecting confidence in advising students on regular exercise practices. Other notable indicators-4, 8, and 9, each scored ($\overline{X}$=4.56 and S.D=0.67), suggesting effective explanations of learning materials and strategies for correcting mistakes. Additionally, indicator 3 received a high score for recommending English learning resources, while indicator 10 scored ($\overline{X}$=4.54 and S.D=0.55), highlighting guidance in student activities. Conversely, indicators 1 and 2 had lower scores ($\overline{X}$=3.38 and S.D=0.56) and ($\overline{X}$=3.35 and S.D=0.69), respectively, indicating a neutral perception regarding the use of audio and video strategies in enhancing English learning experiences.

Additionally, the overall mean score for teachers' 'Affective Roles' was ($\overline{X}$=3.97 and S.D=0.53), indicating an 'Agree' level. The highest perception was for Indicator 4, with a ($\overline{X}$=4.68 and S.D=0.57), categorized as 'Extremely Agree,' where teachers felt they effectively brought students closer together. Indicator 3 also received an 'Extremely Agree' rating the ($\overline{X}$=4.48 and S.D=0.54), highlighting teachers' encouragement for students to exchange ideas in English.Indicators 5 and 6 were similarly rated 'Extremely Agree,' with teachers noting their success in keeping students focused and fostering independent exploration of answers. Indicators 7, 8, and 9 were rated at the 'Agree' level, reflecting teachers' efforts to boost student confidence and make learning engaging, although they acknowledged that English learning could be stressful

at times. Indicators 1 and 10 received 'Neutral' ratings, with ($\overline{X}$=3.32 and S.D=0.45) and ($\overline{X}$=3.36 and S.D=0.55), respectively, indicating that teachers felt less impactful in leading games for English learning and introducing discussion topics in class.

Furthermore, the 'Managerial Roles' yielded an overall score ($\overline{X}$=4.24 and S.D=0.51), reflecting an 'Extremely Agree' sentiment. Notably, the highest perception was recorded for Indicator 4, with a score ($\overline{X}$=4.78 and S.D=0.56), where respondents affirmed that they effectively disciplined their classes. Following closely was Indicator 3, which also received an 'Extremely Agree' rating ($\overline{X}$=4.67 and S.D=0.56), indicating that teachers felt they successfully controlled the learning pace. Additionally, Indicators 5, 6, and 7 received high scores in the 'Extremely Agree' category, with teachers stating they established rules and regulations for activities, maintained records of students' exercises, and adapted exercises to meet students' needs. Conversely, two indicators; indicators 1 and 2 were rated at a 'Neutral' level, with scores ($\overline{X}$=3.35 and S.D=0.45) and ($\overline{X}$=3.37 and S.D=0.46) respectively. These indicators pertained to the teachers' abilities to create learning plans for students and to independently decide on teaching schedules in class.

3.2 The EFL teachers' and students'perceptions towards the use of (CAI).

Regarding to the findings of classroom Activities Inventory (CAI) revealed that "One-way Language Exercise Activities" had a mean score ($\overline{X}$=3.9 and S.D=0.51), indicating general agreement with the activities. High-Rated Activities; the cored ($\overline{X}$=4.78 and S.D=0.56) for "Extremely Agree," highlighting the frequent use of open-ended and matching exercises. Another scored ($\overline{X}$=4.58 and S.D=0.47), indicating common use of blank-filling exercises. this was also scored ($\overline{X}$=4.58 and S.D=0.47), reflecting the use of True/False exercises. While the lower-Rated Activities found that the scored between ($\overline{X}$=3.20 and S.D=0.67) and ($\overline{X}$=3.39 and S.D=0.58), indicating neutral levels of agreement for dictation, brainstorming, note-taking, and retelling activities. And the lowest score at ($\overline{X}$=3.56 and S.D=0.58) indicated a "Disagree" rating, as teachers reported rarely using summarizing activities in English classes.

The passage highlights that "meaning-focused interactive activities" received a high score ($\overline{X}$=4.27 and S.D=0.76), indicating strong agreement among teachers. The top-rated activities were Group Discussion and Role-Play, both scoring ($\overline{X}$=4.78 and S.D=0.65). The Exchange Information Activity also scored well at ($\overline{X}$=4.23 and S.D=0.75). In contrast, the Interview and Oral Presentation Activities received lower, neutral ratings, suggesting they were used less frequently in classrooms.

The "Real-Life Skills Task Activities" received an overall score ($\overline{X}$=3.46 and S.D=0.62), reflecting an

"Agree" response from teachers. Among the various activities, microteaching received the highest score, with a scores ($\overline{X}$=4.55 and S.D=0.68), categorized as "Extremely Agree." Dubbing activities also scored highly, with a score ($\overline{X}$=4.45 and S.D=0.75), similarly classified as "Extremely Agree." In contrast, research activities received moderate scores, with a score ($\overline{X}$=3.38 and S.D=0.65, categorized as "Neutral." Case study activities followed closely with a score ($\overline{X}$=3.35 and S.D=0.45), also falling into the "Neutral" category. The lowest scores were attributed to talent competition activities, which had a score ($\overline{X}$=2.5 and S.D=0.56) and were categorized as "Disagree." Seminar activities scored even lower, with a score ($\overline{X}$=2.45 and S.D=0.75), also classified as "Disagree." This version maintains clarity and improves the flow while ensuring the information is presented accurately

3.3 Results of focus-group discussion

The research findings indicated that students display a strong enthusiasm for learning, particularly in English and ICT. Teachers demonstrated good English proficiency and employed diverse teaching methods, including the effective use of teaching aids like LCD projectors, which significantly enhanced students' engagement. Furthermore, the integration of technology, such as audio players, supports lesson delivery and complements students' solid understanding of English and ICT, facilitating language development. Educators are also committed to innovating their teaching approaches by incorporating varied materials and methods to create a more enriching learning environment.

Howerver, the research highlights several educational challenges: students struggle with confidence and effective learning strategies, FEFL teachersEFL teachers lacked exposure to diverse teaching methods, and have limited interaction with native English speakers. Teachers faced issues with ICT engagement, device misuse, and over-reliance on AI tools, alongside procrastination in assignments and a shortage of resources. Urgent teachers' development is needed, particularly in ICT/AI skills, while varying English proficiency complicates lesson planning, especially for rural students. Heavy teacher workloads hinder skill improvement despite interest in programs like animation video and video clip for English lessons.

In order to enhance student engagement and learning outcomes, it is recommended to develop structured programs that build confidence and encourage participation. Implementing workshops on effective learning strategies and establishing exchange programs with other institutions can provide broader exposure. Recruiting foreign volunteers or native speakers for conversational practice will further enhance language skills. Additionally, training teachers in effective ICT management and fostering a balanced approach to technology use in education are crucial. Finally, promoting guidelines for autonomous learning will empower students to take charge of their learning effectively.

3.4 Findings of Pearson Correlation

This study was interesting to note that based on these findings were shown that the Pearson correlation coefficients between EFL teachers' effectiveness roles and language activities utilization towards the EFL teachers' and students' perceptions ranged from a minimum of r=0.556 to a maximum of r=0.869 with significance levels at p<.05 and *p*<.01. According to Best (1977), these correlation coefficient's values indicate a consistently *high relationship* between the perceptions of EFL teachers and their students regarding the effectiveness of teaching roles and the use of language activities. These findings also highlight the importance of teachers' roles in enhancing student engagement through various language activities in EFL contexts.

4. Discussion

There are some points of different views on the teachers' effectiveness roles, for this study encompasses the three important teachers' effectiveness roles such as 'A cognitive role' relates to the processes pertaining to learning, information storage, memory, thinking, problem solving, developing, etc. 'An affective role' refers to teachers' influences on the relationship between students, teachers and the classroom atmosphere. And another role is 'A managerial role' centers on course management that comprises tasks such as course planning, organizing, leading, and controlling (Coppola et al., 2002) cite in (Huang, 2019).

The study found that most students rated their EFL teachers highly in cognitive roles, indicating strong teaching foundations. However, lower scores in the 'Neutral' category reveal a gap in the use of video and audio strategies, suggesting limitations in technology integration. Regarding managerial roles, EFL teachers also received high ratings, but the lowest 'Neutral' scores point to weaknesses in creating individualized study plans and scheduling. In terms of affective roles, teachers scored well overall, but lower scores indicate room for improvement in using games for learning, reducing stress, and facilitating classroom discussions (Park & Lee, 2006).

The Language Classroom Activities Inventory revealed that EFL teachers primarily engage with a limited range of "One-way Language Exercise Activities," mainly relying on textbook exercises like True/False, fill-in-the-blank, multiple-choice, open-ended, and matching activities. More diverse activities such as summarizing, brainstorming, note-taking, retelling, and dictionary exercises were largely absent from their teaching. In contrast, teachers showed strong preference for "Meaning-focused interactive activities," although Interview and Oral Presentation Activities were less frequently implemented. Additionally, while "Real-Life Skills Task Activities" like Microteaching and Dubbing were utilized, other activities

such as Research and Case Studies were employed even less. Overall, EFL teachers appear to be underutilizing a wider array of real-life skills activities in their classrooms.

The research findings indicate a significant correlation between EFL teachers' effectiveness roles and the utilization of language activities, as perceived by both teachers and students. According to Branden, (2009) & Yang, & Tao, (2018) these values reflect a consistently high relationship, underscoring the critical role that teachers play in enhancing student engagement through diverse language activities in EFL contexts. This highlights the importance of actively involving students in language learning activities, which can significantly impact their overall learning experience and outcomes. Huang, (2021) in contrast, cognitive role in face-to-face instructions proved to be the greatest significant in class. And addition, the different weightings of the three teacher roles in classroom instructions might be attributed to multiple factors ranging from instructional contexts, subject areas, and classroom pedagogies to even personal traits of teachers.

5. Conclusion

The majority of students rated their EFL teachers highly in cognitive roles, indicating a strong foundation for effective teaching. However, lower scores in the 'Neutral' category reveal a need for improvement in integrating video and audio strategies. The participants also viewed their EFL teachers' affective roles positively, with most ratings falling between 'Extremely Agree' and 'Agree.' Despite this, there is room for enhancement in using games for learning, reducing stress, and facilitating classroom discussions. Similarly, students had a favorable perception of their teachers' managerial roles, with many indicators rated at the 'Extremely Agree' level. Nonetheless, lower 'Neutral' scores suggest that teachers could improve in creating individualized study plans and managing teaching schedules.

The Classroom Activities Inventory revealed that "Meaning-focused interactive activities" received the highest mean scores. However, Interview and Oral Presentation Activities were less commonly used in classrooms. Interestingly, certain "One-way Language Exercise Activities" were rated highly, particularly at the "Extremely Agree" level. In contrast, other activities like summarizing, brainstorming, note-taking, retelling, and dictionary exercises were largely absent. Additionally, "Real-Life Skills Task Activities" were primarily limited to Microteaching and Dubbing, while Research and Case Studies were utilized less frequently. Overall, it seems that EFL teachers are not fully leveraging a diverse range of real-life skills activities in their teaching practices.

The study found a strong correlation (r=0.556 to r=0.869, p<.05 and p<.01) between EFL teachers' effectiveness and their use of language activities. These values indicated a significant relationship between teachers' and students' perceptions of teaching effectiveness and language activities unitilization. The findings also emphasized the crucial role teachers play in boosting student engagement through diverse language activities in EFL settings.

Since, according to the findings are to recommend for improving multimedia strategies in education; to enhance teaching effectiveness and promote active learning, teachers should incorporate a variety of multimedia resources, such as educational videos, podcasts, and interactive tools. The study emphasizes the importance of diverse language activities, including interviews and oral presentations.

Integrating Educational Games by incorporating educational games into the learning process can reduce stress and create a more enjoyable classroom environment. This approach not only enhances student engagement but also fosters meaningful discussions that boost motivation. Teachers are encouraged to develop their emotional intelligence through targeted training programs to better address students' emotional needs. By focusing on both game-based learning and emotional intelligence, educators can create a supportive and stimulating educational experience for all students.

Due to the diversifying classroom activities; to further enhance learning, teachers should diversify classroom activities beyond popular "meaning-focused interactive activities." Incorporating a wider range of methods, such as summarizing and brainstorming, will cater to various learning styles. Additionally, EFL teachers are encouraged to integrate real-life skills tasks-like case studies or project-based learning in order to better prepare students for practical language use in real-world scenarios.

Lastly, ongoing professional pevelopment; the EFL teachers should engage in continuous professional development that focuses on innovative teaching strategies, including the effective integration of technology in language instruction. This commitment to lifelong learning will empower educators to refine their practices and enhance student outcomes.

6. Conflict of Interest

We certify that there is no conflict of interest with any financial organization regarding the material discussed in the manuscript.

7. Acknowledgments

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Table 1: The correlations of *EFL teachers' effectiveness roles and activities used capacity by the EFL teachers' and Students' perceptions.*

Teachers' perception		OWA.	MFIA.	RSTA.	Students' perceptions	OWA.	MFIA.	RSTA.
Cognitive Role	Pearson Correl.	0.854**	0.728**	0.869**	*Pearson Correl.*	0.599**	0.729**	0.625*
	Sig.(2-tailed)	0.000	0.000	0.000	*Sig.(2-tailed)*	0.00	0.000	0.032
	N.	78	78	78	*N.*	365	365	365

Affective Roles	Pearson Correl.	0.687**	0.765**	0.655*	*Pearson Correl.*	0.705**	0.692**	0.405**
	Sig.(2-tailed)	0.000	0.000	0.009	*Sig.(2-tailed)*	0.000	0.000	0.000
	N.	78	78	78	*N.*	365	365	365
	Pearson Correl.	0.685*	0.843**	0.578*	*Pearson Correl.*	0.626**	0.556**	0.559*