

## Teacher-Student Rapport and Self-efficacy as Exponents of Affective learning Outcome in Commerce

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### Abstract

*This study examined the influence of teacher-student rapport and self efficacy on affective outcome (attitude to learning) in Commerce. The study adopted ex-post facto of survey research design. The target population for this study comprised all the senior secondary school II students Economics in Ibadan. Multi-stage sampling technique was used in the study. Two instruments tagged "Teacher-student Rapport and Self-efficacy Questionnaire (TRSQ) and Students' Attitude to Learning Commerce Scale (SALCS) were developed by the researchers for data generation. The reliability coefficients of these instruments using Cronbach Alpha were 0.70 and 0.80 respectively. Data were analysed using inferential statistics. Hypotheses 1 and 2 were tested using Pearson Moment Correlation while hypothesis 3 was tested using Multiple Regression. The results revealed that there was significant relationship between teacher-student rapport and students' affective (attitude to learning) outcome in Commerce; there was significant relationship between self-efficacy and students' affective (attitude to learning) outcome in Commerce; and that there was joint relationship among teacher-students' rapport, self efficacy and students' affective (attitude to learning) outcome in Commerce. It was recommended that teachers should take it upon themselves to help their students develop high level of self-efficacy by providing reinforcement such as praise, reward and encouragement to them and that teachers should promote productive teacher-student rapport by reinforcing positive behaviour, build a positive self-image by identifying and recognizing the strengths and weaknesses of each student as well as his/her distinctive qualities.*

**Keywords:** *Teacher-Student Rapport, Self Efficacy, Affective Outcome in Commerce*

### Introduction

Teaching and learning, though not mutually exclusive, are really two different processes. The process of teaching is carried out by one person (teacher) while the process of learning goes on inside of another (student). If teaching-learning process is to work effectively, a unique kind of relationship must exist between these two separate parties. There must be some kind of connection, link, or bridge between these two separate parties. There must be some kind of connection, link, or bridge between the teacher and learner because teachers are loco parentis to the students. Terry (1990) opines that the

fundamental question for a student is “does my teacher like me”? According to him, the answer to that simple question is a best predictor of students’ academic achievement. In addition, the answer to that question determines to large extent the attitude a student will have towards school and learning. To corroborate this, Onuka and Durowoju (2011) found that teacher-student and parent-child rapports or relationships significantly contribute to students’ cognitive achievement in Commerce.

It is essential to mention that when students are under-achieving and or demonstrate negative attitude to learning, education policy makers and educational researchers often examine teaching effectiveness, leadership styles, school location, school type, teachers’ qualifications, teachers’ gender, class size, curriculum, teaching methodology, instructional materials, funding and students’ socio-economic status. Other factors such as establishing rapport or relationships among the various players in the teaching industry may be powerful and less expensive ways of improving students’ learning outcomes. In this era of accountability and transparency, enhancing teacher-student rapport is no more gainsaying rather it is fundamental to improving students’ achievement and attitude to learning. From observation, students who have inconsistent relationships with teachers tend to like school less, are less self-directed, less motivated, exhibit indifferent attitude to learning and cooperate less in the classroom as well as in school. Ikechukwu (2002) discovered that teacher-student interaction is a significant determinant of achievement in Economics. According to Roeser, Midgley and Urdan (1996), students who reported more positive teacher-student relationships also said that they experienced more positive effect and felt more academically efficacious than others who felt otherwise.

Positive teacher-student rapports also known as teacher-student relationships are characterised by mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation (Good & Brophy, 2000; Krause, Bochner & Duchesne, 2006; Larrivee, 2005; Noddings, 2005; Smeyers, 1999). The teacher-student relationship in the context of this study goes beyond that which transpires between the teacher and the students during classroom interaction which is essential for effective classroom management. When there is cordial interpersonal relationship between teachers and their students, it enhances students’ attitude to learning, classroom interaction as well as their academic performance. Howes, Hamilton and Matheson (1994) and Sztejnberg, DenBrok and Hurek (2004) asserted that teacher-student relationship greatly influence a student’s ability to adjust to school, to do well at school, and to relate to peers. It is pertinent to mention that the success of any interpersonal relationship is dependent to a large extent upon input from both parties i.e. teacher and student. In the school setting, it is the teacher who has the opportunity and indeed, the responsibility to initiate positive interpersonal relationships between himself and his students (Barry & King, 1993; Krause et al., 2006). The teacher who is pro-active in demonstrating acceptance, understanding, warmth, closeness, trust, respect, care and cooperation toward his or her students not only works at initiating positive teacher-student relationships, but also increases the likelihood of building strong relationships that will endure over time (Barry & King, 1993)

There are some variables that are necessary for the development of strong and healthy relationships between teachers and students. These variables are emotional safety and trust (Greenhalgh, 1994), positive emotional involvement (Pianta, Nimetz, & Bennet, 1997), a sense of closeness (Brazelton & Greenspan, 2000), teacher availability and open communication (Pianta, 1999). These variables according to Natalie and Russell (2007) can be grouped into three broad areas, namely connectedness, availability and communication. Each of these three areas is seen to be a key aspect likely to impact on student’s ability to develop relationships with the students within and outside the classroom setting. It is noteworthy to mention that high level teacher-student relationship does engender self-efficacy in the student.

Self-efficacy is another factor that has great propensity to determine students' cognitive (academic) and affective (attitude) outcomes. Bandura (2001) asserted that self-efficacy is one's belief in one's ability to succeed in a particular task. It is a person's perception of his/her ability to plan for and to take action to reach a particular goal. Ormrod (2006) referred to self-efficacy as the belief that one is capable of performing a certain manner to attain certain goals. Academic self-efficacy refers to a student's belief that he or she can successfully engage in and complete some specific academic tasks, such as accomplishing course outcomes, demonstrating competence skills used in the course, satisfactorily completing assignments, passing the course and meeting the requirements to continue on in his or her major career (Jimenez, 2006). A study carried by Malpass, O'Neil and Hocevar (1999) showed that self-efficacy is positively relate to Mathematics achievement.

Furthermore, research carried out by Vaille (1998) showed that there is a significant connection between personalized self-efficacy and productivity. He studied the academic achievements of students involved in science classes in Australia and found that students with high level of self-efficacy showed a boost in academic performance compared to those who reported low self-efficacy. The researcher found that confident individuals typically took control over their own learning experience and were more likely to participate in class and preferred practical learning experiences. Those individuals reporting low self-efficacy typically shy away from academic interactions and isolated themselves in their studies.

From the foregoing, it can be inferred that teacher-student rapport and students' academic self-efficacy could possibly determine students' affective outcome. However, researchers in their efforts to find out the reasons for students' poor affective outcome do not take cognizance of the influence of teacher-student rapport and academic self-efficacy on students' affective domain that is, attitude to learning. Also, past studies on teacher-student relationships or rapport have focused heavily on instructional aspects of such relationship (interaction in the classroom setting) and largely ignored the social and emotional aspects of teacher-student relationship. Equally, previous researchers on students' academic self-efficacy have focused mainly on students' achievement without considering other factors such as affective (attitude) outcome and teacher-student rapport. Therefore, this study examined the influence of teacher-student rapport and self efficacy on affective outcome (attitude to learning) in Commerce

### **Hypotheses**

Three hypotheses were tested using 0.05 level of significance

- H<sub>0</sub>1: There is no significance relationship between teacher-student rapport as perceived by students and students' affective (attitude) outcome
- H<sub>0</sub>2: There is no significance relationship between self-efficacy as perceived by students and students' affective (attitude) outcome
- H<sub>0</sub>3: There is no significance joint relationship among teacher-student rapport, academic self-efficacy and students' affective outcome

### **Methodology**

The study adopted ex-post facto of survey research design. The target population for this study comprised all the senior secondary school II students Economics in Ibadan. Multi-stage sampling technique was used in the study. From the eleven Local Government Areas in Ibadan, one Local

Government Area (OnaAra) was randomly selected. From this Local Government Area chosen, six secondary schools were randomly selected while from each school, forty SS II students offering Economics were randomly chosen. Therefore, the total number of respondents that participated in the study was two hundred and forty. In this study, two instruments tagged “Teacher-student Rapport and Self-efficacy Questionnaire (TRSQ) and Students’ Attitude to Learning Commerce Scale (SALCS) were developed by the researcher for data generation. The reliability coefficients of these instruments were ascertained using Cronbach Alpha and the coefficients were 0.70 and 0.80 respectively. Data were analysed using inferential statistics. Hypotheses 1 and 2 were tested using Pearson Moment Correlation while hypothesis 3 was tested using Multiple Regression.

**Results**

H<sub>0</sub>1: There is no significance relationship between teacher-student rapport as perceived by students and students’ affective (attitude) outcome

**Table 1:** Summary of Correlation Coefficient analysis on students’ perception about teacher-student rapport and students’ affective (attitude) outcome.

Variables	N	Mean	SD	r-value	Sig.	Remark
Students’ perception about teacher-students rapport	240	28.75	22.157	0.451	0.023	Significant
Students’ affective (attitude) outcome	240	22.00	15.276			

The table 1 shows the relationship between students' perception about teacher-student rapport and students' affective (attitude) outcome. The table reveals that there is positive correlation between students' perception about teacher-student rapport and students' affective (attitude) outcome with value of 0.451 with p value of 0.023. This implies that there is positive relationship between students' perception about teacher-student rapport and students' affective (attitude) outcome. Therefore, the null hypothesis is rejected.

H<sub>0</sub>2: There is no significance relationship between self-efficacy as perceived by students and students' affective (attitude) outcome

**Table 2:** Summary of Correlation Coefficient analysis on students' self-efficacy and students' affective (attitude) outcome

Variables	N	Mean	SD	r-value	Sig.	Remark
Students' Self -efficacy	240	31.75	22.157			
students' affective (attitude) outcome	240	29.20	15.276	0.64	0.044	Significant

The table 2 shows the relationship between students' self-efficacy and students' affective (attitude) outcome. The table reveals that there is positive correlation between students' self-efficacy and students' affective (attitude) outcome with value of 0.65 with p value of 0.044. This implies that there is strong relationship between students' self-efficacy and students' affective (attitude) outcome. Therefore, the null hypothesis is rejected.

H<sub>0</sub>3: There is no significance joint relationship among teacher-student rapport, academic self-efficacy and students' affective outcome

**Table 3:** Joint Relationship among students' perception about teacher-students' rapport, self-efficacy and students' affective (attitude) outcomes

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.866 <sup>a</sup>	.933	.799	2.363

a. Predictors: (Constant), teacher - student rapport , self-efficacy

**ANOVA<sup>b</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	77.914	2	38.957	5.974	.039 <sup>a</sup>
	Residual	5.586	1	5.586		
	Total	83.500	3			

a. Predictors: (Constant), teacher student rapport , self efficacy

b. Dependent Variable: Affective (attitude) outcome

**Coefficients <sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.349	2.442		.552	.010
	Teacher - student rapport	.390	.105	.994	3.722	.016
	Self- efficacy	.130	.047	.170	.636	.040

a. Dependent Variable: Affective (attitude) outcome

The table 3 shows the relationship among teacher-student rapport, self-efficacy and student's attitude using regression model. It shows  $r = 86.6\%$ , further, ANOVA show a significant relationship among the three variables (teacher-student rapport, self-efficacy and student's attitude to learning) with ( $F = 5.974, p < 0.05$ ). From this result, students' attitude to learning Commerce heavily depends on teacher-student rapport as well as self-efficacy. It is very important since the regression analysis provide us with information about the two independent variables just to know which one is contributed most between them. From the table, teacher-student rapport contribution about 39.0% to the students' attitude with t-value of 3.722 and p-value of .016 while self-efficacy only contributed just about 13% with t-value of .636 and p-value of .040 which is lesser than 0.05. Therefore, both teacher-student rapport and self-efficacy contributed significantly to the students' attitude to learning Commerce.

**Discussion**

The finding revealed that there was a positive correlation between students' perception about teacher-student relationship and students' affective (attitude) outcome implies that there is positive relationship between students' perception about teacher-student relationship and students' affective (attitude) outcome. The result is in consonance with the findings of researchers such as Baker, Terry, Bridger and Winsor (1997) who submitted that teacher-student relationship has been identified to have significant influence on overall school and behavioural adjustment. In addition, the result is in harmony with the findings of Marzano, Marzano and Pickering (2003) that teachers who had high quality relationships with students had 31% fewer discipline problems, rule violations and other related problems over a year's time than were teachers who did not. When teachers establish positive relationships with their students, it affects the students; behaviour as well as attitude positively in relation to school.

The result also showed that there is positive correlation between students' self-efficacy and students' affective (attitude) outcome. This implies that there is strong relationship between students' self-efficacy and students' affective (attitude) outcome. The result is in tandem with Turner and Shallert (2001) who posited that self-efficacy beliefs influence choices of persons about whether they would be in similar occupational activities in the future or not. These beliefs do not only affect the choice of activities but also help persons in determining how much they would strive for

achievement, how long they would exert themselves against difficulties, and how they would handle troubles and maintain their course (Bandura, 1997; Pajares, 2002). This indicates that self-efficacy can determine how people feel, think, motivate themselves, act and their disposition about an event/phenomenon.

The findings from this study revealed that there was significant joint relationship among teacher-student rapport or relationship, self-efficacy and students' attitude to Commerce. This means that teacher-student rapport or relationship and self-efficacy do jointly influence students' attitude to learning Commerce. This finding is in tandem with Stipek (2006) report that adolescents work harder for teachers who treat them as individuals and express interest in their personal lives outside school. It also agreed with Rosenfeld, Richman and Browen (2000) who mentioned that when teachers have positive rapports or relationship with their students, it affects the students' behaviour in relation to school. Students who perceive their teachers as highly supportive have better attendance and avoid problems behaviour. This implies that teachers should establish positive rapport with students which is characterised with love, care empathy, open communication and honesty.

### **Conclusion**

From the findings of this study it has been revealed that teacher-student rapport is essential to promote students' attitude to learning and positive behaviour pattern in them. Also, students with high level of self-efficacy have the tendency to demonstrate positive attitude towards school and learning which in turn could help foster improve academic ability in them.

### **Recommendations**

Based on the results of this study the following recommendations were made:

1. Teachers should endeavour to win the heart of their students in the process of imparting knowledge in them. This can be actualized by establishing productive teacher-student rapport or relationship which is characterized by mutual trust, parental care, understanding, empathy, open communication, honesty and paying of attention to students.
2. Teachers should take it upon themselves to help their students develop high level of self-efficacy by providing reinforcement such as praise, reward and encouragement to them.
3. Teachers should promote productive teacher-student rapport by reinforcing positive behaviour, build a positive self-image by identifying and recognizing the strengths and weaknesses of each student as well as his/her distinctive qualities.
4. Students should have strong belief in their ability to attain success and develop positive attitude towards schooling and learning.

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