



# **The Effects of Prospective Teacher-Lecturer: Rapport on Prospective Teachers' Attitudes and Self-Efficacy Beliefs towards Teaching Profession**

**Ali ARSLAN \* Esma Nur KARAMEŞE \*\* <sup>1</sup>**

---

1 \* Assoc. Prof., Bulent Ecevit University, Department of Educational Sciences, Zonguldak, Turkey  
[aliarslan.beun@gmail.com](mailto:aliarslan.beun@gmail.com)

\*\* Res. Assist., Bulent Ecevit University, Department of Educational Sciences, Zonguldak, Turkey  
[enur.karamese@beun.edu.tr](mailto:enur.karamese@beun.edu.tr)

## Abstract

*Positive learning environment enhance students' motivation. Student-teacher rapport is a way of building positive classroom environment. The student-teacher rapport has been identified in the literature as a significant factor influencing learning outcomes. Research on student-teacher rapport examined together with the concepts of attitude and self-efficacy is limited. However, to consider student-teacher rapport, attitudes and self-efficacy beliefs towards teaching profession is important to uncover the factors affecting quality in the teaching profession. Thus, to determine the predictive power of student-teacher rapport on prospective teachers' attitudes and self-efficacy beliefs towards teaching profession was the aim of the study. This study was in a correlational design. The study was conducted on 499 prospective teachers who studying in a university located in the western part of Turkey and participating voluntarily in the study, during the 2015-2016 spring term. Data were collected using three instruments, the Teacher-Student Rapport Scale, the Teachers' Sense of Efficacy Scale, and the Attitude Scale of Teaching Profession. Pearson product-moment correlation coefficient (Pearson's  $r$ ) and stepwise-regression analysis were conducted to analyze the data. Results revealed that the student-teacher rapport and the prospective teachers' self-efficacy beliefs and attitudes towards teaching profession were positively and significantly related to each other. Also, the prospective teacher-lecturer rapport had a significant effect on prospective teachers' attitudes and self-efficacy beliefs towards the teaching profession. While prospective teacher-lecturer rapport predicted 8% of the prospective teachers' attitudes towards the teaching profession, the rapport between prospective teacher and lecturer predicted 10% of the prospective teachers' self-efficacy beliefs towards the teaching profession.*

**Keywords :** Student-teacher rapport, attitude, self-efficacy, prospective teachers.

## Introduction

Human beings have the basic need to feel socially connected with others (Maslow, 1943). Classrooms, which are special environments for learning, have distinctive characteristics that have an influence on student motivation. Classroom environment means not only physical but also the psychological environment. The students feel safe and secure themselves, effectively learn, and engage learning process actively in the ideal classroom (Ormrod, 2006). Creating a positive learning environment promotes to improve students' motivational states, which directly support student engagement. One reasonable method to create positive classroom environment is through building rapport. Student-teacher rapport is described as a perception built on a relationship (Frisby and Gaffney, 2015) based on trust, liking, connection, and enjoyment (Wilson, Ryan, and Pugh, 2010; Gremier and Gwinner, 2000). The student-teacher rapport has been recognized in the literature as an important factor affecting academic and behavioral progress in learning environment (Benson, Cohen, and Buskist, 2005; Buskist and Saville, 2001; Lowman, 1994; Wilson and Ryan, 2013). The concept of student-teacher rapport which includes various variables linked to attitudes and behaviors is expected to influence properties of the students (Coupland, 2003; Woolfolk, 1993). So, powerful teacher-student rapport is considered to improve a student's achievement (Frisby & Martin, 2010), classroom engagement, and motivation (Benson, Cohen, & Buskist, 2005; Buskist & Saville, 2004; Wilson et al., 2010).

It can also decrease anxiety, support social communication, foster a positive learning environment, and increase learning (Frisby & Martin, 2010).

The relationship between a student and the teacher is identified by explicitly or implicitly interaction (Mehrabian, 1981). Interpersonal perceptions and communicative relationships between teachers and students are essential to the instructional process, and rapport between students and teacher is a significant factor in those relationships (Andersen, 1979). The quality of this relationship feeds students' emotional well-being, motivation, and achievement (Ormrod, 2006; Meyer and Turner, 2002; Downey, 2008). Research indicated that student-teacher rapport is correlated with learning and other student outcomes (Gorham, 1988; Wilson, Ryan, & Pugh, 2010; Frisby & Myers, 2008; Frisby & Martin, 2010).

To increase the quality of rapport in learning environment, teachers should build a classroom atmosphere having a sense of community which means a sense of belonging (Osterman, 2000). This kind of classroom climate which teachers and their students are respectful and supportive to each other promotes a sense of belonging. Belongingness is one of the lower-level needs including having close relationships with others, belonging to groups, and having close friends (Maslow, 1968). Promoting this feeling in classroom environment makes students feel themselves as valuable individual in classroom (Anderman, 2002). Students having a sense of community are more tend to behave socially, stay on task, are interested in classroom activities, and succeed at high levels (Ormrod, 2006), accordingly develop positive attitudes toward course and the teacher. To build positive learning environment, it require to have positive attitude. The positive relationship between prospective teachers and their lecturers may develop positive attitude towards teaching profession in prospective teachers.

Efficacy belief is mainly regarded as a significant determinant associated with the creation of a positive teaching and learning process (Bandura, 1977; Schunk, 1984; Gibson and Dembo, 1984; Scott, 1996). People with high self-efficacy belief, will propose task performance with more determination, believing that they have the ability to manage challenges. People who are doubtful about their abilities to achieve complex tasks consider them as a threat, avoid them (Bandura, 1994, 1997). There are four sources of efficacy: mastery experience, vicarious experience, verbal persuasion, and emotional state (Bandura, 1994, 1997). Student-teacher rapport affects students' self-efficacy beliefs through the social persuasion and emotional states. While social persuasion includes verbal clues imposed by people in social environment, emotional states is affective situations have influence on students. In that, self-efficacy is a motivational factor which is a significant component of academic engagement of students (Linenbrink & Pintrich, 2003).

Because teacher self-efficacy is related to the qualifications of teachers, it is required to design teacher education to develop self-efficacy beliefs of prospective teachers. Self-efficacy is more flexible at the beginning stages of learning, so it is believed that the major influences in the development of teacher self-efficacy are the experiences in pre-service teacher education and the beginning of the profession (Mulholland & Wallace, 2001; Woolfolk-Hoy & Burke-Spero, 2005).

Thus, one can estimate that rapport that builded by lecturer may also affect prospective teachers' attitude and self-efficacy beliefs towards teaching profession. This study aims to examine the predictive power of prospective teachers-lecturer rapport on prospective teachers' attitudes and self-efficacy beliefs towards teaching profession.

## Methods

### *Model*

The correlational method was used in this study. The correlational research explores relations between variables (Creswell, 2012). This study investigated both the correlation between prospective teacher-lecturer rapport on prospective teachers' attitudes and self-efficacy beliefs towards teaching profession and the predictive role of prospective teacher-lecturer rapport on prospective teachers' attitudes and self-efficacy beliefs towards teaching profession.

### *Participants*

The participants of the study consisted of 499 prospective teachers studying in the pedagogical formation certificate program in Bulent Ecevit University Ereğli Faculty of Education in the spring term of 2015-2016 academic year. Participants included 206 males, 293 females who voluntarily participated in the study.

### *Instruments*

The instruments of the study were the Teacher-Student Rapport Scale, the Attitude Scale of Teaching Profession, and the Teachers' Sense of Efficacy Scale.

#### *Teacher-Student Rapport Scale*

Teacher-Student Rapport Scale developed in 2013 by Wilson and Ryan, was adapted into the Turkish by Akin, Akin, Kaya, Civan, Kaya, and Sahranç (2014). As a result of confirmatory factor analysis applied for construct validity, it was found that the scale had two dimensions (respectively "student rapport" and "perception of teacher") as in the original form and consisted of 15 items. The Cronbach's alpha ( $\alpha$ ) internal consistency of the sub-dimensions were respectively found to be .90 and .70, and .90 for the entire scale. For this study, the Cronbach's alpha ( $\alpha$ ) internal consistency for the sub-dimensions were respectively found to be .76 and .93.

#### *Attitude Scale of Teaching Profession*

This scale developed by Üstüner (2006) was utilized to examine the prospective teachers' attitudes towards teaching profession. There was a one factor, and consisted of 34 items. Cronbach's alpha ( $\alpha$ ) internal consistency of the scale was .93. For this study, the Cronbach alpha ( $\alpha$ ) internal consistency was .91.

#### *Teachers' Sense of Efficacy Scale*

Teachers' Sense of Efficacy Scale was developed by Tschannen-Moran and Hoy (2001) and adapted to Turkish by Çapa, Çakıroğlu and Sarıkaya (2005) The scale had three dimensions, respectively "student participation", "instructional strategies" and "classroom management", and consisted of 24 items. The Cronbach's alpha ( $\alpha$ ) for the dimensions were .82, .86, and .84. For this study, the Cronbach alpha ( $\alpha$ ) scores was .95.

## Data Analyses

In order to decide analysis method, a skewness and kurtosis values of the data were examined. Between the values of +1.5 and -1.5 were accepted intervals for skewness or kurtosis (Tabachnick and Fidell, 2007). Pearson product-moment correlation coefficient (Pearson's  $r$ ) was conducted to decide whether a significant statistical correlation was among prospective teacher-lecturer rapport, prospective teachers' attitudes and self-efficacy beliefs towards teaching profession. Also, stepwise regression analysis was conducted to examine the effect of the prospective teacher-lecturer rapport on prospective teachers' attitudes and self-efficacy beliefs towards teaching profession.

## Findings

In line with the aim of the study, Pearson-product moment correlations and stepwise regression analyses were conducted. The findings obtained as a result of these analyses were presented below.

## Correlation Analysis

At first, for the purpose of the study, the correlations among the prospective teacher-lecturer rapport, the prospective teachers' attitudes, and self-efficacy beliefs towards teaching profession were examined. So, Pearson product-moment correlation coefficient was conducted. Correlation coefficients, means, and standard deviations are presented in table 1.

Table 1. *Correlation table*

	StuRap	PercT	Attitude	Self-eff
St.Rap	1,000	-	-	
PercT	0,690**	1,000	-	
Attitude	0,258**	0,248**	1,000	
Self-eff	0,291**	0,298**	0,381**	1,000
M	3,68	3,81	4,24	7,11
SD	0,76	0,84	0,56	0,95
Min	1,00	1,00	2,19	3,17
Max	5,00	6,56	6,22	9,00

\* $p < 0,05$ ; \*\* $p < 0,01$ ; StuRap: Student Rapport; PercT: Perception toward teacher; Self-eff: Self-Efficacy.

As seen in Table 1, the prospective teacher-lecturer rapport significantly and positively correlated with the prospective teachers' attitudes and self-efficacy beliefs towards teaching profession. There was a positive, weak, and significant correlation both between the student rapport sub-dimension and prospective teachers attitudes towards profession ( $r=0,258$ ;  $p<0,01$ ) and between prospective teachers' perceptions of teacher sub-dimension and their attitudes toward teaching profession ( $r=0,248$ ;  $p<0,01$ ).

Also, there was a positive, weak, and significant correlation both between prospective teachers' self-efficacy beliefs and the sub-dimension of student rapport ( $r=0,291$ ;  $p<0,01$ ), and between their self-efficacy beliefs and the sub-dimension of perception of teachers ( $r=0,298$ ;  $p<0,01$ ) (see table 1).

Stepwise regression analysis was conducted to determine the predictive power of prospective teacher-lecturer rapport on the prospective teachers' attitudes and self-efficacy beliefs towards teaching profession. The prospective teachers' attitudes and self-efficacy beliefs towards teaching profession are the dependent variables, and the prospective teacher-lecturer rapport is the independent variable of this study.

The findings related to the prospective teacher-lecturer rapport's prediction of prospective teachers' attitude toward teaching profession are presented in table 2.

Table 2. Regression analysis for attitude

Step	Predictors	R	R <sup>2</sup>	Change	$\beta$	F	p
1	St.rapport	0,258	0,067	0,067	0,258	35,524	0,000
2	St.rapport PercT	0,276	0,076	0,009	0,166 0,134	20,443	0,000

$p<0,001$

Dependent variable: Attitude; Independent variable: student rapport, perception toward teacher.

Student rapport alone predicted approximately 7% of the prospective teachers' attitudes towards profession (F Change =35,524). The prospective teachers' rapport and perception towards lecturer predicted approximately 8% of total variance of prospective teachers' attitude scores (F Change =20,443).

Table 3. Regression table for self-efficacy beliefs

Step	Predictors	R	R <sup>2</sup>	Change	$\beta$	F	p
1	St.rapport	0,298	0,089	0,089	0,298	48,471	0,000
2	St.rapport PercT	0,320	0,103	0,014	0,186 0,162	28,365	0,000

$p<0,001$

Dependent variable: Self-efficacy; Independent variable: student rapport, perception toward teacher

Student rapport alone predicted approximately 9% of the prospective teachers' teaching self-efficacy beliefs (F Change=48,471). The prospective teachers' rapport and perception towards their lecturer predicted 10% of total variance of prospective teachers' teaching self-efficacy-beliefs (F Change =28,365).

## Conclusion and Discussion

In this study, it was examined the predictive power of prospective teacher-lecturer rapport on prospective teachers' attitudes and self-efficacy beliefs towards teaching profession. When the findings were examined, it was concluded that the rapport between

prospective teachers and their lecturer was an effective factor on prospective teachers' attitudes and self-efficacy beliefs towards teaching profession.

The results of the regression analysis showed that prospective teachers who were in an effective relationship with their lecturer tend to have positive attitudes towards teaching profession. Previous research showed that student-teacher rapport is directly related to students' attitudes (Benson et al., 2005; Wilson et al., 2010), it also has a linear relation with positive student outcome (Gorham and Christophel, 1990; Gorham, 1988; Meyers, 2009). Also, studies of student-lecturer rapport in higher education revealed mostly positive link between rapport and higher motivation, positive attitude toward the course (Wilson, 2006; Wilson & Ryan, 2013). In teacher training programs, prospective teachers should gain positive attitude towards the profession to be effective in teaching profession. Moreover, to train qualified teachers, it was needed to determine the attitudes of prospective teachers to the profession in order to increase the success of the program and to revise it (Semerci and Semerci, 2004).

The results of the regression analysis also revealed that prospective teacher-lecturer rapport predict significantly prospective teachers' self-efficacy beliefs. As noted earlier, to increase the quality of rapport in learning environment, teachers should also build a positive classroom atmosphere (Osterman, 2000). This positive learning environment also affects students' self-efficacy beliefs. Because self-efficacy beliefs are most flexible early in learning stages, teacher educators also need to support prospective teachers for the development of strong self-efficacy beliefs (Tschannen-Moran and Hoy, 2007). Supportive teacher behaviors are a significant predictor of prospective teachers' self-efficacy beliefs through both verbal persuasion (Milner and Hoy, 2003; Knoblauch and Hoy, 2008) and emotional states by increasing students' physical and emotional well-being and reducing negative emotional states (Usher and Pajares, 2009). Also, supportive learning environments created by communication directly impact students' learning outcomes (Arends, 1988; Santrock, 1976) and the development of the prospective teachers' self-efficacy beliefs (Knoblauch and Hoy, 2008). So, teachers who has an important role in building positive classroom environment have an influence on the behaviors of their students (Arends, 1988). Gage (1978) stated that fostering positive classroom atmosphere verbally and cognitively supporting students, planning to meet the needs of them, respecting their ideas, and identity affect students learning outcomes. The climate of the learning environment is a critical component of teachers' environments related to self-efficacy. Previous studies also showed that the relationship between lecturer and prospective teacher affect prospective teachers self-efficacy beliefs (Knoblauch and Hoy, 2008; Hoy, 2005). Hoy (2005) found a moderate, positive relationship between self-efficacy beliefs and student teachers' perception of mentor support. This conclusion implies that an effective interaction between prospective teachers and their lecturer provides prospective teachers to develop positive self-efficacy. Thus, it is reasonable to suppose that prospective teachers who were in an environment of rapport have higher self-efficacy beliefs due to the positive learning environment generated from relationships between student and teacher.

Consequently, the present results may help teacher educators to develop prospective teachers' positive attitude and self-efficacy for teaching profession. By assisting prospective teachers in instructional setting, they may develop prospective teachers'

efficacy perceptions (Moulding, Stewart, and Dunmeyer, 2014). This present study has revealed some important findings, but more research is necessary to better understand the connections among prospective teacher-lecturer rapport, prospective teachers' attitudes and self-efficacy beliefs towards teaching profession.

## References

- Akın, A., Sahraç, Ü., Akın, Ü., Kaya, M., Turan, M. E., and Kaya, Ç. (2014). Öğretmen öğrenci yakınlığı ölçeği: Türkçe formu geçerlik ve güvenirliği. *III. Sakarya Eğitim Araştırmaları Kongresi*, 12 Haziran 2014, Sakarya.
- Anderman, E. M. (2002). School effects on psychological outcomes during adolescence. *Journal of Educational Psychology*, 94, 795-809.
- Andersen, J. F. (1979). Teacher immediacy as a predictor of teaching effectiveness. In D. Nimmo (Ed.), *Communication Yearbook 3* (pp, 543- 559). New Brunswick, NJ: Transaction Books.
- Arends, R. I. (1988). *Learning to teach*. Random House.
- Bandura, A. (1997). *Self efficacy: The exercise of control*. New York: W. H. Freeman
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Benson, A. T., Cohen, L. A., Buskist, W. (2005). Rapport: Its relation to student attitudes and behaviors toward teachers and classes. *Teaching of Psychology*, 32, 237–239.
- Buskist, W., & Saville, B. K. (2001). Rapport-building: Creating positive emotional contexts for enhancing teaching and learning. *APS Observer*, 14(3), 12-13.
- Buskist, W., & Saville, B. K. (2004). Rapport-building: Creating positive emotional contexts for enhancing teaching and learning. In B. Perlman, L. I. McCann, & S. H. McFadden (Eds.), *Lessons learned, Vol. 2: Practical advice for the teaching of psychology* (pp. 149-155). Washington, DC: American Psychological Society.
- Coupland, J. (2003). Small talk: Social functions. *Research on Language and Social Interaction*, 36, 1-6.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Çapa, Y., Çakıroğlu, J., & Sarıkaya, H. (2005). The development and validation of a Turkish version of teachers' sense of efficacy scale, *Education and Science* 30(137), 74-81.
- Downey, J.A. (2008). Recommendations for fostering educational resilience in the Classroom. *Preventing School Failure*, 53, 56-6
- Frisby, B. N., & Myers, S. A. (2008). The relationship among perceived instructor rapport, student participation, and student learning outcomes. *Texas Speech Communication Journal*, 33, 27-34.
- Frisby, B. N., & Martin, M. M. (2010). Instructor-student and student-instructor rapport in the classroom. *Communication Education*, 59, 146-164.
- Frisby, B. N., & Gaffney, A. L. (2015). Understanding the role of instructor rapport in the college classroom. *Communication Research Reports*, 32, 340–346.
- Gage, N. L. (1978). *The scientific basis of the art of teaching*. New York: Teachers College Press, Columbia University.
- Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76, 569-582.
- Gorham, J. (1988). The relationship between verbal teacher immediacy behaviors and student learning. *Communication Education*. 37. 40-53.

- Gorham, J., & Christophel, D.M. (1990). The relationship of teachers' use of humor in the classroom to immediacy and student learning. *Communication Education*, 39, 46–62.
- Gremler, D. D., & Gwinner, K. P. (2000). Customer-employee rapport in service relationships. *Journal of Service Research*, 3, 82–104.
- Knoblauch, D., & Hoy, A. W. (2008). "Maybe I can teach those kids." The influence of contextual factors on student teachers' efficacy beliefs. *Teaching and Teacher Education*, 24(1), 166-179.
- Linenbrink, E. A., and Pintrich, P. R. (2003). The role of self-efficacy beliefs in student engagement and learning in the classroom. *Reading and Writing Quarterly*, 19, 119-137.
- Lowman, J. (1994). Professors as performers and motivators. *College Teaching*, 42, 137–141.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological review*, 50(4), 370.
- Maslow, A. H. (1968) *Toward a psychology of being*, New York: Van Nostrand.
- Mehrabian, A. (1981). *Silent messages: Implicit communication of emotions and attitudes*. Belmont, CA: Wadsworth.
- Meyers, S. A. (2009). Do your students care whether you care about them?. *College Teaching*, 57(4), 205-210.
- Meyer, D.K., & Turner, J.C. (2002). Discovering emotion in classroom motivation research. *Educational Psychologist*, 37(2), 107-114.
- Milner, H., & Hoy, A. (2003). A case study of an African American teacher's self-efficacy, stereotype threat and persistence. *Teaching and Teacher Education*, 19, 263–276.
- Moulding, L. R., Stewart, P. W., & Dunmeyer, M. L. (2014). Pre-service teachers' sense of efficacy: Relationship to academic ability, student teaching placement characteristics, and mentor support. *Teaching and Teacher Education*, 41, 60-66.
- Mulholland, J., & Wallace, J. (2001). Teacher induction and elementary science teaching: Enhancing self-efficacy. *Teaching and Teacher Education*, 17(2), 243-261.
- Ormrod, J. E. (2006). *Essentials of educational psychology*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. Chicago.
- Osterman, K. F. (2000). Students' need for belonging in school community. *Review of Educational Research*, 70, 323-367.
- Pajares, F. (2002). *Overview of social cognitive theory and of self-efficacy*. Retrieved February 20, 2018 from <http://www.uky.edu/~eushe2/Pajares/eff.html>.
- Santrock, J. W. (1976). Affective and facilitative self-control: Influence of ecological setting, cognition, and social agent. *Journal of Educational Psychology*, 68(5), 529.
- Semerci, N., & Semerci, Ç. (2004). Türkiye'de Öğretmenlik Tutumları. *Journal of Social Science*, 14(1), 137-146.
- Schunk, D. H. (1984). Self-efficacy perspective on achievement behavior. *Educational Psychologist*, 19, 48- 58.
- Scott, J. E. (1996). Self-efficacy: A key to literacy learning. *Reading Horizons*, 36(3), 1.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA, : Allyn & Bacon/Pearson Education.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805
- Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and teacher Education*, 23(6), 944-956.

- Üstüner, M. (2006). Öğretmenlik mesleğine yönelik tutum ölçeğinin geçerlik ve güvenirlik çalışması. *Kuram ve Uygulamada Eğitim Yönetimi*, 45(45), 109-127.
- Wilson, J. H., Ryan, R. G., & Pugh, J. L. (2010). Professor–student rapport scale predicts student outcomes. *Teaching of Psychology*, 37(4), 246-251.
- Wilson, J. H. & Ryan, R. G. (2013). Professor-Student Rapport Scale: Six items predict student outcomes. *Teaching of Psychology*, 40, 130-133.
- Wilson, J. H. (2006). Predicting student attitudes and grades from perceptions of instructor's attitudes. *Teaching of Psychology*, 33, 91-95.
- Woolfolk Hoy, A. & Spero, R. B. (2005). Changes in teacher efficacy during the early years of teaching: a comparison of four measures. *Teaching and Teacher Education*, 21(4), 343-356
- Woolfolk Hoy, A. (2005). What predicts student teacher self-efficacy. *Academic Exchange Quarterly*, 9(4), 123-127.
- Woolfolk, A. (1993). *Educational psychology* (5th ed.). Boston, MA: Allyn & Bacon.