

Extended Abstract

**Predicting High School Students' Happiness Based on Teacher-
Student Interaction and Teacher Expectancy: Mediatory
Effect of Students' Self-efficacy**

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Introduction

Teacher expectations have been proposed as one contributor to the students' academic achievement. Teachers sometimes base their expectations for student academic performance on personal, cultural and other characteristics. Teachers may provide higher quality instruction to students from whom they expect more. Children from groups who are the beneficiaries of higher expectations will benefit from greater exposure to high-quality instruction. Also, students may perceive cues about what the teacher expects, internalize the expectation, and become motivated and achieve consistently with the perceived expectation. On the other hand, interacting with teachers whether in the classroom, the laboratory, office hours, or other venues is one of the key school experiences associated with student development. Positive and close interactions between pupils and their teachers precipitate students' favorable educational experiences as well as their greater academic and personal development (Lau, 2003; Pascarella & Terenzini, 1991). School impact research has continually demonstrated a positive relationship between student-teacher interaction and a broad range of student educational outcomes, including academic achievement, educational aspirations, intellectual growth, and academic satisfaction. Research also shows that the

positive benefits of the interaction are not limited to classroom performance. Such interaction has a positive effect on students' self-concept, persistence, and satisfaction with non-academic life. Emotions are an integral part of educational activity settings, which makes the understanding of the nature of emotions in the school context an important goal. Recent studies about Iranian students have shown that there were serious problems with fundamental components of human health such as happiness and well-being. Many different assumptions could be made and a lot of explanations could be given for these problems. In this regard, teacher-student interaction and teacher expectancy factors, as independent variables and self-efficacy as moderator variable, could probably be the influential factors in happiness. In such a background, the purpose of this study was to examine the mediatory role of self-efficacy in the relationship between teacher-student interaction, teacher expectancy and students happiness.

Research Question

The present study improves basic knowledge of the conditional effects of student-teacher interaction by examining different patterns of student-teacher interaction for girls and boys. Specifically, it seeks to answer the following questions:

- Can teacher-student interaction and teacher expectancy predict student happiness?
- Can teacher-student interaction and teacher expectancy predict student self-efficacy?
- Can teacher-student interaction, teacher expectancy and self-efficacy predict student happiness?

Method

Four instruments including Teacher Interaction Scale (Wubbles et al, 1993), Teacher Expectancy Scale (Bulach, 2001), Oxford Happiness Questionnaire (Argyle & Lu, 1989) and Self-efficacy Inventory (Schwarzer & Jerusalem, 1995) were administered to a

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sample of 444 high school students (258 girls and 186 boys), who were selected from high schools in Shiraz via Cluster sampling method. Simultaneous regression analysis, according to steps recommended by Baron and Kenny (1986) was used for analyzing the data.

Results

Findings indicate that teacher support as a component of teacher-student interaction predicts happiness positively ($\beta = 0.11$, $P \leq 0.04$), uncertain behavior of teacher to student predicts happiness negatively ($\beta = -0.19$, $P \leq 0.0001$), also teacher expectation was a direct predictor of happiness ($\beta = 0.11$, $P \leq 0.03$). Furthermore, results showed that only control as a component of teacher-student interaction can predict self efficacy negatively ($\beta = -0.14$, $P \leq 0.004$). Teacher expectation was a positive predictor of self-efficacy ($\beta = 0.16$, $P \leq 0.004$). Self-efficacy was a mediator between some components of teacher-student interaction and teacher expectation as predictors and happiness as criterion variable.

Discussion

The findings of this study indicated that the school environment creates the context for emotional experiences that have a potential influence on teaching, learning, and motivational processes. There is a relationship between happiness, teacher-student interaction, teacher expectation and self-efficacy. In addition, the present findings showed that teacher support, as a component of teacher interaction, and high teacher expectancy can increase the happiness, while controller and uncertain teacher reduces self- efficacy and happiness. Moreover, results imply the behaviors of teacher make it possible to predict a considerable part of self-efficacy and happiness in students. Behaviors such as leadership, support, help, requesting responsibility from students, uncertainty, controlling and teacher's realistic expectations are some of above mentioned behaviors. Altogether, results of this

study were consistent with previous research in other cultures. These findings can help educators in a wide variety of areas.

Keywords: teacher-student interaction, teacher expectation, self-efficacy, happiness.

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