



Research Article

The Causal Relationship Between of Perceived Teacher Affective Support with English Performance Mediated by Academic Enjoy, Academic Self-Efficacy and Self-Regulation Strategies

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Article Information

ABSTRACT

Key words:

Perceived Affective support of teacher;
English performance;
academic Enjoy;
academic self-efficacy;
self-regulation strategies

Current research aims to examine the causal model of the perceived Affective support of teacher with performance in English by mediation of academic Enjoy, self-efficacy and Self-Regulation in the first grade high school male students in Ahvaz by pathway analysis methods. One hundred and eighty first grades of high school male students in Ahvaz were selected using multistage (proportion) sampling method. The results of pathway analysis showed that the exogenous variable of perceived affective support of teacher is not significantly, directly related to endogenous variable of performance in English but is significantly related by mediating of academic enjoy, Self-Efficacy and Self-Regulation.

INTRODUCTION

The academic achievement goals are of incentive factors effecting on students' academic achievement. In the academic achievement orientation theory (Dweck & Leggett, 1988), the assumption is that the goals students chose are important predictors for academic processes and consequences related to academic achievement. Three orientations of achievement goals that are usually studied by researchers are: Mastery approach goal, performance approach goal, and performance-avoidance approach goal. Students following mastery approach goal focus on development, competence, and skills in the task. Students following performance approach goal focus on showing their competence over the others (Elliot & Harackiewicz, 1996), while the students following performance-avoidance approach goal focus on avoiding from being seen as weak by others, specifically, their classmates. One of the major factors affecting adolescents' perceptions of the academic environment is the teacher (Ferreira and Bosworth, 2001). Teacher affective support refers to teacher behaviors, attitudes, and practices involving caring, respect, concern for and

interest in students, valuing, recognition, fair treatment, encouragement, high expectations, and listening. Although there is a recent growing interest in emotional and affective dynamics in teacher-student relationships, the literature is still scant (Sakiz, 2007). In recent studies, educational researchers have placed great emphasis on the influence of teacher practices, attitudes, and support on students' academic, behavioral, and psychological functioning (Baker et al., 2003). Although social and expressive support involved several affective support dimensions, the complete investigation of teacher affective support has not yet been pursued. Teacher affective support refers to teacher behaviors, attitudes, and practices involving caring, respect, concern for and interest in students, valuing, recognition, fair treatment, encouragement, high expectations, and listening (Sakiz, 2007). Like other general emotions, educational emotions can be defined as the temporary events in certain position and at a certain time (Pekran, 2006). Learning induced enjoy, exhaustion due to classroom instructions and frustrations and angers due to difficult home works are examples of educational emotions. Studies have shown that emotions such as enjoy, hope, pride, relief, anger, anxiety, shame, frustration, and

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boredom are significantly related to motivation, use of cognitive resources, learning strategies, and academic achievement (Pekran et al., 2002). In general, the experience of positive emotions such as hope, enjoy, and pride can lead to increased motivation and engagement in the tasks while experiencing negative emotions such as frustration, disappointment, shame or anger leads to worse motivation leading to less task involvement and more avoidance. According to Hoyle (2006) Self-regulation is the processes by which people control their thoughts, feelings, and behaviors, and people who succeed at self-regulation, They effectively manage their perceptions of themselves and their social surroundings, their behaviors are consistent with their goals and standards of behavior, conversely, people who struggle or fail at Self-regulation, they lose control of their personal and social experience, their behavior does not contribute to the fulfillment of important goals or correspond to standards of behavior to which they subscribe. Self-regulation is not a trait that some students have and others do not. Rather, it involves the selective use of specific processes that must be personally adapted to each learning task. It's about setting goals, selecting strategies to attain those goals, monitoring progress, restructuring if the goals are not being met, using time efficiently, self-evaluating the methods selected, and adapting future methods based on what was learned this time through. Many researchers agree that an essential aspect of self-regulated learning is its goal directedness. Other personal attributes that emphasize self-regulated learning have been identified, including a sense of self-efficacy, willingness to practice, commitment, time management, metacognition awareness, and efficacy strategy use. In contrast, personal attributes that have been associated with poor self-regulated learning and underachievement are impulsiveness, low academic goals, low self-efficacy, low control, and avoidance behavior (Borkowski and Thorpe, 1994). Self-efficacy is a motivational factor which plays a critical role in academic involvement and academic achievements of students (Linenbrink & Pintrich, 2003). Academic self-efficacy is a construct referring to the role of individuals' self-effectiveness beliefs in their abilities, and that more they believe in their abilities, the better their abilities in learning activities is (Boroumand & Sheykhi Fini, 2011). Students with same knowledge, skills, and strategies show notable differences in occupation, academic performance, and progression in academic tasks. A key motivation for these differences is self-efficacy beliefs. By obtaining some useful information, individuals develop opinions about their abilities for learning. Over time, these opinions become solidified and lead children to perceive themselves as able or less able individuals (Paris & Newman, 1990). Self-efficacy beliefs positively impact on students' use of self-regulate learning strategies, select and occupy career, resistance in difficult situations of task, academic motivation, and academic achievement (Sakiz, 2007). Beliefs, abilities and learning, previous

experiences, attitudes, attributions, education style, and social background can affect students' perceived self-efficacy (Schunk, 1991). In general, the experience of positive emotions such as hope, enjoy, and pride can lead to increased motivation and engagement in the tasks while experiencing negative emotions such as frustration, disappointment, shame or anger leads to worse motivation leading to less task involvement and more avoidance. In a research done with aim of examining the role of variables related to teacher in mathematical educational enjoy and emotional regulation of students, Sadat Hosseyni and Khayer (2010) found that the variable teaching quality of teacher can positively, significantly predict mathematical positive emotions and emotional regulation, and the variable emotional support of teacher can negatively, significantly predict mathematical negative emotions. In another research, Goetz et al. (2006) investigated the role of the variable teacher in educational emotions of students and showed that positive reinforcement of teachers have a positive relationship with enjoy and negative relationship with educational anxiety, but educational pressure from teachers has inverse results. The relationship between emotions and support of competent from teacher was significant. The relationship between educational enjoy and teacher characteristics (close relationships) is also confirmed. Students perceived mathematical teachers as supportive experienced more educational enjoy; the relationship of emotional support of teacher with educational enjoy, therefore, was positively and with educational disappointment was negatively correlated (Sakiz, 2007). In several related studies, Goodenow examined the relationship between adolescents' sense of belonging and expectations, values, motivation, effort and progress. In her first study, Goodenow (1993A) examined the relationship between the senses of membership to the school, the expectation of success, worth. The results showed that the sense of membership to the school was positively, significantly related to expectations of future achievements and academic value but was not statistically significantly related to academic effort or behavior. Goodenow (1991) mentioned that the relationship between academic achievements may be mediated by motivation. In other research, Goodenow (1993b) examined the relationship between sense of belonging-support, academic motivation, achievement in adolescents. Students responded to Motivation environments Inventory Questionnaire of their particular area (expectation of success and educational value), sense of belonging, and personal support in four domains (math, social studies, English and Science), that sense of belonging and class support appeared as the most powerful and highest predictor of adolescents' educational values and expectations of success. In a study, the relationship between contextual factors of school setting and motivational, emotional and academic consequences of students were similar to work of Rosser,

Midgley and Urdan (1996). Two hundreds and ninety six 8th grade students participated in this study. Students' responses to self-report questionnaire showed that students' perceived sense of belonging to school was one of strongest predictors of their perceived academic self-efficacy. Sense of belonging to school showed a small but significant relationship with academic consequences. Students who reported high sense of belonging to school settings reported lower self-awareness (e.g. agitation and shy) in their school task involvement in compared to those who reported lower sense of belonging to school. Senses of belonging to school was significantly related to positive school emotions (e.g. good mood and glee). Perceived teacher interpersonal behaviors significantly influence students' academic enjoyment. In Brunei, 1,305 elementary students responded to a self-report questionnaire investigating the relationship between students' academic enjoyment and teacher characteristics (den Brok et al., 2005). Students' responses provided evidence for a positive and powerful association between teacher proximity (e.g. closeness) and students' enjoyment from science classes. A follow-up study conducted by den Broket al. (2005) in Australia with the participation of 2,178 fifth-, sixth-, and seventh-grade science students showed that teacher interpersonal proximity powerfully predicted students' collaboration, engagement in activities, the perceptions of equity, the establishment of congruence between school and home, and enjoyment from 57 science lessons. According to the researches conducted by the author, it seems essential to develop a model that involves all of emotional, motivational, and learning components together to predict the academic performance in English lesson. We used this model in the current research because it uses of many components and it is not yet being used in Iran. The used model in the research is the modified, moderated version of the one used by Sakiz (2007). The graph of the proposed model can be drawn as follow (see chart 1):

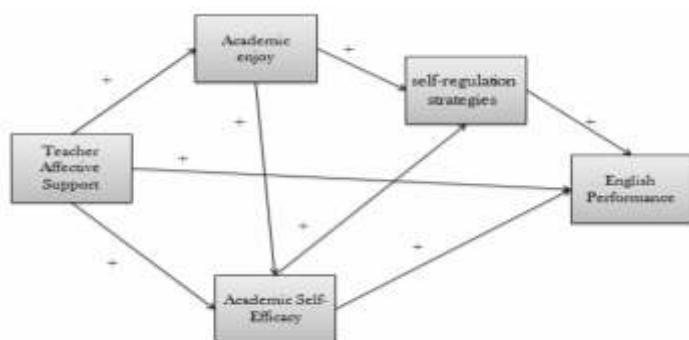


Chart 1. The proposed model of the causal relationship between causal relationship between of Perceived Teacher Affective Support with English Performance, Mediated by Academic enjoy, Academic Self-Efficacy, and self-regulation strategies.

*In the model, + signs are indicative of positive relationship and - signs are indicative of negative relationship.

Research Hypothesis

The proposed model of the causal relationship between of Perceived Teacher Affective Support with English Performance, Mediated by Academic Emotions, Academic Self-Efficacy, and self-regulation strategies among first grade high school male students of Ahvaz is fit to the data.

MATERIALS AND METHODS

The current research is non-experimental, correlational study. In the researches that the aim is testing a model of relationships between variables, path analysis is used.

The statistical sample and population

The current study is correlation in which the connections between the studied variables are analyzed in form of a path analysis of a causal model. The statistical population of the research included all of first grade high school male students of Ahvaz in academic year of 2014-15. The multistage random (proportion) sampling method was used to collecting data and testing the fitness of the hypothesized model. In which, initially two areas among all schools of Ahvaz were selected, from each of which, two schools chose (totally 4 schools); and, then, in next stage, sample groups were randomly simple. Selected in proportion to all existing first high school year students of that school; all of students of selected classrooms were used in the sample. Totally, 180 students of high schools of Ahvaz were sampled. In this study, research ethics were completely followed so that participants were ensured about confidentiality of information and they filled questionnaires with full consent and anonymously in a quiet environment.

In this research, following questionnaires were used to collecting information:

Teacher affective support scale : In current research, Sakiz's teacher emotional support scale (2007) was used to measure students' perceived teacher emotional support. The scale is a 5-point likert (1 = fully disagree, 2 = disagree, 3 = no comment, 4 = agree, 5 = fully agree) self-report instrument based on existing different instruments. Teacher emotional support is consisted of 9 items (e.g. my English teacher frequently encourages me when I'm not doing well in class) and its validity and reliability are verified by Sakiz (2007). Teacher emotional support scale translated and validated by Sadat Hosseyni and Khayer (2010). To measure reliability of this questionnaire, they used internal consistency method and calculated the value of 0.79 for Cronbach's alpha of the test indicating its desired reliability. Confirmatory factor analysis method was used to examine its validity. The extracting criterions were eigenvalue higher than one and slope of Scree curve. The results indicate a general factor in whole of the scale. They calculated the value of 0.90 for KMO and 584.801 for χ^2 of Bartlett test which were significant at the level of

0.0001. Also, the Cronbach's alpha was 79% in this research.

Pekrun's Educational enjoy Scale: In present research, Pekrun (2002) Educational enjoy scale was used to measure students' Educational enjoy. This scale is a self-report scale which its items are of likert type (1 = fully disagree, 2 = disagree, 3 = no opinion, 4 = agree, 5 = fully agree) and has made based on existing different tools. The Educational enjoy scale consisted of 6 items (e.g. I enjoy of taking part in English class) and the evidences of its reliability and validity are reviewed and confirmed. Sakiz (2007), using Cronbach' alpha, obtained 88% for reliability coefficient of academic enjoy subscale from Educational enjoy scale. Also, he examined the validity of this subscale using confirmatory factorial analysis and the obtained results showed that the structure of this subscale has an acceptable fitness with data. Furthermore, Cronbach's alpha for this research was 86%.

Patrick's Academic Self-Efficacy: This scale is designed by Patrick, Hix, & Ryan (1997); it included 5 items reflecting students' perceptions about their competency in performing class tasks. This scale is a self-report scale which its items are of likert type (1 = fully disagree, 2 = disagree, 3 = no opinion, 4 = agree, 5 = fully agree) and has made based on existing different tools. Migley et. al. (2000) reported 0.78 for the reliability of this scale using Cronbach's alpha. Hashemi Sheykh Shobani (2001), using Cronbach's alpha and Spearman-Brown split-half methods, reported 0.65 and 0.59, respectively, for reliability. Validity of this construct has been proven in many studies. In another study by Haji Yakhchali (2012), Cronbach's alpha and split-half method were used to examine the reliability of this scale. Cronbach's alpha coefficient and split-half for academic self-efficacy scale obtained 0.73 and 0.66, respectively, that indicates desirable and acceptable reliability of this test. Also, confirmatory factorial analysis was used to examine the validity of this subscale and the obtained results showed that all of items of academic self-efficacy scale have acceptable factorial loads bigger than .30 and have positive and significant load on their related factor in level of $p < 0.0001$. Furthermore, Cronbach's alpha for this research was 78%.

Self-Regulation Learning Questionnaire: SRQ scale had been made by Bouffard et al in 1995 with using of different scales (Pintrich & Degroot, 1990; Ames & Archer, 1988). This questionnaire has 19 test and 3 categories. 7 items are about meta-cognitive dimensions, 9 items are about cognitive dimensions, 3 items are about motivation dimensions. Each items have 5 options (doesn't correspond with me, very low correspond, sometimes correspond, relatively correspond, correspond with me correctly). Questions analyze with using the method of principal component factors, that results show 13 test are appropriate, 6 tests in meta-

cognitive dimension, 4 tests in cognitive dimension and 3 tests in motivation dimension. Kronbach's alpha is used to determine the validity of questionnaire that resulting coefficient's for meta- cognitive, cognitive and motivation dimensions are 0.71, 0.55, and 0.50. Bouffard and et al (1995) reported these coefficients 0.72, 0.78, 0.68. Since the reduction of questions and their movement affects the alpha coefficient, such a different was expected. So these results are average in validity of cognition and motivation dimension. Total coefficient validity of this questionnaire obtain accordingly Kronbach's Alpha is equal to 0.70.

RESULTS

To examine the structural model between the variables, initially, the correlational matrices between the observed variables were calculated. Table 1 shows the correlation between the observed variables of the research.

Table 1. The correlation matrix between the studied variables

Variable	1	2	3	4	5
Teacher Affective Support	1				
academic enjoy	0.220**	1			
Academic Self-Efficacy	0.180*	0.350**	1		
self-regulation	0.561**	0.436**	0.562**	1	
English Performance	0.240*	0.346**	0.337**	0.206**	1

0/01 ≤ p 0/05, ** ≤ p*

According to Table 1, all of calculated correlations are significant in level of .05 and 0.01. Of the research variables, the largest correlation was between Self-Regulation and academic self- efficacy ($r = 0.562$) and the least one was between academic self- efficacy and perceived teacher affective support ($r = 0.180$).

The findings related to the fitness and the research hypotheses

Path analysis method was used to evaluate the proposed model, and all of the analyses were done using SPSS-18 and AMOS-18, also, a combination of fitness indices were used to determine the adequacy of the fitness of the proposed model with data. In order to examine the fitness of the model, the indices of χ^2 , GFI, AGFI, IFI, CFI, RMSEA, and AGFI were used and, according to table 2, all of them were in an acceptable level. Therefore, the fitness of the predictive model of academic performance in English is in an appropriate level.

Table 2. The fitness indices of the initial

Index	χ^2	GFI	AGFI	IFI	CFI	RAMSEA
Estimated values	7.342	0.860	0.753	0.760	0.840	0.009

Given the results of table 2, can be seen that in the proposed model for the whole of the sample, the GFI was 0.860, AGFI was 0.753, IFI was 0.760, CFI was 0.840, and RMSEA was 0.009, which indicate the proposed model had an appropriate fitness and is in compliance with the observed data.

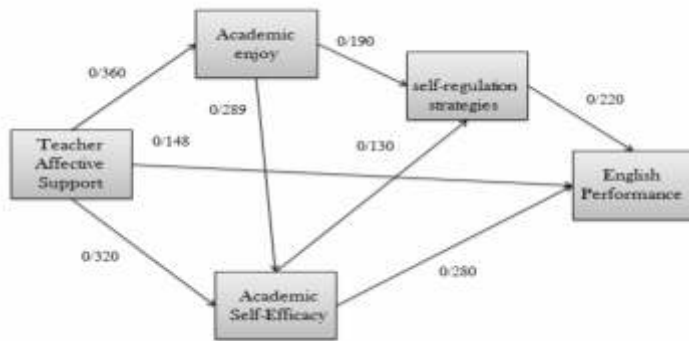


Chart 2. The proposed model of the current research and the path coefficients between variables are reported

DISCUSSION AND CONCLUSION

The aim of the current research was to examine the causal model of the relationship of perceived teacher affective support, academic emotions, academic self-efficacy, and self-Regulation in predicting the academic performance in English among students. In doing so, a model was chosen and tested using path analysis method. The results show that the selected model has an appropriate fitness with the data and can explain the academic performance in English. The perceived teacher affective support had no significant effect on performance in English. Indeed, it can be said that teachers have a major impact on learning English in the classroom. If they create a dysregulating, unsupportive classroom environment, students will not be motivated to learn. If students feel that the attitude of teachers toward them is unfair, then they probably will not take part in educational tasks. Some teachers emphasize more on competition and students' academic abilities than participating in accomplishing tasks and improvement in their classrooms, which this, in turn, may lead students to demonstrate "failure avoiding" behaviors such as disengaging in English class activities. The finding was consistent with those of Roeser, Midgley, and Urda (1996), Stipek et al. (1998), Wentzel (1997, 2002). The analysis of the relationship between self-regulation and students' academic performance in English showed that there was a direct relationship between these components. In explaining this finding, one can mention that students who use more self-regulation strategies try to learn materials and improve their performance through making sense of information, developing logical associations with prior information, managing the situation, and creating an appropriate learning environment during teacher teaching. The results of the current research are in line with those of Pintrich and DeGroot (1990). Also, there was a direct relationship between self-efficacy and students' academic performance in English. In explaining this finding, one can say that students who consider themselves self-efficacious individuals use more meta-cognitive

strategies and exhibit more insistence in doing tasks which this, in turn, improves academic performance. These results are consistent with those of Paris and Oka (1986).

In the current model, teacher affective support significantly predicted academic enjoyment. That is, students who had more affective support had higher academic enjoyment which is consistent with findings of Roeser, Midgley, and Urda (1996), den Brok et al. (2005), Fisher et al. (2005), and Sakiz (2007). In explanation of this assumption, one can mention the studies that, in examining the role of the teacher in academic emotions, have concentrated on the emotional transference process, stating that students' emotions and behaviors are affected by teachers' emotions. When a teacher develops more affective relationships, students, on average, achieve more behavioral gains, have more positive perceptions about their own academic abilities. Also, there has been a significant, positive relationship between academic enjoyment and Self-Regulation. To explain this hypothesis, one can argue that students who are interested in tasks and enjoy them, will have a better process of the lesson in their minds which this indicates that they have more endeavor in learning tasks and doing tasks and use more cognitive strategies. As we mentioned earlier, academic enjoyment is one of the factors which are consistent with students' self-efficacy. Because through high academic enjoyment, students can willingly attend to the teacher in class, endeavor and Self-Regulation are joyful for them, they do their homework at home joyfully, and consider appropriate time for other entertainments. Success in the community as well as parents' satisfaction matter to them, they feel pleasure from having an intimate relationship with their teachers, and to attain the teacher's satisfaction they do their best to have complete comprehension from the lesson. Significant, positive relationships have been found between academic self-efficacy and Self-Regulation. In explanation of this finding, one can argue that individuals with high self-efficacy make a lot of effort to solve problems and achieve success. Even after failing in an activity, they will not withdraw and keep on trying until they achieve success. Students with high levels of effort permanently want to be successful and expect to succeed and when they fail, they double their efforts and keep on trying. There was a significant relationship between perceived teacher affective support and performance in English through academic enjoyment. In this research, by teacher affective support we mean teacher's behaviors, attitudes, and actions including caring, respect and worry and interest to students, acknowledgement, recognition, fair behavior, encouragement, high expectations, and listening. Interest gives a new growth to the emotional and affective dynamics of the relationship between teacher and student, which this, in turn, causes increased academic enjoyment and thereby academic achievement. Of the limitations of the current research, one was that the assessment instruments were questionnaires which all

were self-report. Also, given that path analysis method was used to examine the fitness of the proposed model, causal conclusion should be made carefully. Furthermore, in order to confirm the self-report scales, behavior observation and other clinical measurements were not used, and at last, given that the research has been conducted on male high school students, thus generalizing the results to female students or lower grades is not possible.

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