

Research on the Influence of Teacher-student relationship on College Students' extra role behavior——Based on the mediating effect of Self-efficacy

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Abstract: Under the social background that Teacher-student relationship is increasingly valued today, the influence of Teacher-student relationship on the College Students' extra role behavior has become more and more concerned. After reviewing the relevant literatures, this study used the college students as the survey object to explore the influence of Teacher-student relationship on the College Students' extra role behavior, and explored the mediating effect of self-efficacy between them. Using Questionnaire to collect data, and analyzing the data for reliability, validity, and doing correlation analysis and hierarchical multiple regression analysis on the data. Then the effects of Teacher-student relationship, self-efficacy and extra role behavior were studied. The results showed that the Teacher-student relationship had a significant impact on the College Students' extra role behavior. And Self-efficacy had a partial mediating effect between the Teacher-student relationship and the College Students' extra role behavior.

1. Introduction

Teacher-student relationship as a special interpersonal relationship, its quality has a major impact on students' behaviors. If teachers and students respect each other and exchange good faith with each other, the Teacher-student relationship will develop in a good direction. If students lack the necessary trust and respect for teachers, teachers have no sense of sacredness to their profession, Teacher-student relationship will develop in a bad direction, and cause a vicious circle. In recent years, with China's increasing emphasis on Teacher-student relationship, how to build a harmonious Teacher-student relationship in the current era to guide students to respect their teachers and create a good atmosphere has become a part of the current reform of higher education. College students as an important participant in the Teacher-student relationship, their extra role behaviors have a significant influence on the organization. On this basis, it is far-reaching to study whether the extra role behaviors exhibited by college students are influenced by the Teacher-student Relationship and whether self-efficacy plays a mediating role between the two. Although the existing researches are also involved in this field, the research on the mechanism of the extra role behavior is not clear enough. Therefore, this study puts the Teacher-student relationship, self-efficacy and extra role behavior into the same model for research. Exploring the relationship between the three to rich related research, improve Teacher-student relationship, promote college students to show more positive extra role behaviors, and boost the development of higher education.

2. Literature Review

2.1 Teacher-student Relationship

Judging from the current research, the relationship between teachers and students of Chinese college students is not ideal. The current university classroom is generally a teaching model that emphasizes teaching and ignores learning. Under this circumstance, there is no common ground between teachers and students. In the long run, it is not conducive to the benign development of Teacher-student relationship[1]. At present, there is a lack of communication between teachers and students in colleges, and the interaction between students and teachers is obviously insufficient[2].

Relevant research indicates that only 38.7% of students ask their teachers when they encounter problems[3].The one reason for the indifference between teachers and students in Chinese universities is that the mechanization, defamiliarization, liberalization, and utilitarianization of Teacher-student relationship make the lack of spiritual level of communication between teachers and students[4]. The old concepts such as interest supremacy and individualism will still have a negative impact on the campus atmosphere, the establishment of Teacher-student relationship is also affected by various social and environmental factors[5].

2.2 Extra role behavior

In the organization, individuals not only need to complete the tasks assigned within the role, but also need to have innovative, spontaneous behaviors beyond the role expectation[6], and this Innovative, spontaneous behavior beyond the role is the extra role behavior. Its characteristics are self-expression, self-discipline, not necessarily the clear return or punishment of the organization, but have an important impact on the development of the organization. Many scholars have pointed out in their researches that the extra role behavior should include both positive and negative aspects [7]. Under the influence of various factors in the organization, college students are also show behaviors that are not within their scope of responsibility. And as other extra role behavior, the college students' extra role behavior also has positive and negative aspects.

2.3 Self-efficacy

The concept of self-efficacy was proposed by Bandura in his paper in 1977. It refers to the belief that students have the ability to successfully complete a task[8]. For the relationship between self-efficacy and academic burnout, Chwalisz and Thatcher and Perrewe have found that self-efficacy can predict the level of burnout in individuals. People with lower self-efficacy has higher level of burnout. That is, self-efficacy is negatively correlated with academic burnout[9] [10]. This point is consistent with the conclusions of relevant research results in China. As a subjective judgment on the success of a certain achievement motivation, the level of self-efficacy of college students will have an important impact on problem solving, learning and friendship. In the research of Wang Wei, Lei Li and Wang Xingchao, academic self-efficacy has a significant impact on academic performance. The stronger the academic self-efficacy, the better the learning adaptability of college students and the better academic performance[11].

3. Research hypothesis

After reviewing the relevant literatures, this study extracted relevant indicators from "Learning Burnout Scale for Middle School Students"[12], "GSES Self-Efficacy Scale"[13], The "OCBS scale"[14], Zhang Lei's revised "Assessment of Teacher-student Relationship Questionnaire" [15] and compiled the questionnaire, divided into three dimensionalities of Teacher-student relationship, Self-efficacy and extra role behavior, and puted forward the theoretical hypothesis:

H1: There is a significant positive correlation between Teacher-student relationship and college students' extra role behavior.

H2: Self-efficacy has a mediating effect between Teacher-student relationship and college students' extra role behavior.

4. Data analysis

In this study, the group of college students was selected as the research object. A total of 214 questionnaires are effective. After analyzing with SPSS software, the following data was obtained:

It can be seen from the table that the Cronbach's α of the three dimensionalities is greater than 0.8, and the overall reliability of the questionnaire reaches 0.942. indicating that the reliability quality of this data is good.

Table 1 Reliability Analysis

Dimensionality	Related indicators	Cronbach's α
Teacher-student Relationship	7	0.958
Self-efficacy	5	0.910
Extra role behavior	4	0.898
Overall questionnaire	16	0.942

The validity analysis shows that the indicators in all dimensionalities have a good correspondence with the corresponding dimensions, and the KMO values are all greater than 0.7, which is basically consistent with the expectation. In addition, the overall KMO value of the questionnaire is 0.893, and it shows that the data collected in this questionnaire has reliable validity and can be used for further research.

Table 2 Validity analysis

Dimensionality	Related indicators	KMO
Teacher-student Relationship	7	0.919
Self-efficacy	5	0.846
Extra role behavior	4	0.753
Overall questionnaire	16	0.893

Through the correlation analysis, the correlation coefficient between the extra role behavior and the Teacher-student relationship is 0.782, which indicates that there is a significant positive correlation between the extra role behavior and the Teacher-student relationship.

Table 3 Correlation analysis

Dimensionality		Extra role behavior
Teacher-student Relationship	Pearson correlation coefficient:	0.782**

Using the Teacher-student relationship as an independent variable and the extra-role behavior as a dependent variable for linear regression analysis, it can be seen from the above table that the regression coefficient of the Teacher-student relationship is 0.782, meaning that the Teacher-student relationship has a significant positive impact on the extra role behavior. Then the Teacher-student relationship is taken as the independent variable, and the self-efficacy is used as the dependent variable for linear regression analysis. Similarly, the Teacher-student relationship has a significant positive impact on self-efficacy. For model 2: after adding self-efficacy on the basis of model 1, the change of F value is significant, indicating that the self-efficacy has an explanatory meaning after it is added. The regression coefficient of self-efficacy is 0.249, which means that self-efficacy has a significant positive impact on extra-role behavior.

According to the description of the relevant research, the coefficient c in the model 1 is significant, the coefficient a and the coefficient b in the model 3 are significant, and the coefficient c' in the model 2 is also significant, indicating that the self-efficacy has a partial mediating effect between the Teacher-student relationship and the extra-role behavior.

Table 4 Mediating effect test

Model Dimensionality	Model 3		Model 1		Model 2	
	Self-efficacy	Extra role behavior				
	B	sem	B	sem	B	sem
constant	0	0.082	0	0.054	0	0.05
Teacher-student Relationship	0.291**	0.083	0.782**	0.054	0.709**	0.052
Extra role behavior					0.249**	0.052
R ²	0.085		0.611		0.688	
F	12.371**		210.355**		133.580**	
ΔR^2	0.085		0.611		0.057	
ΔF	12.371**		210.355**		22.715**	

5. Conclusion

After analyzing the data obtained, it can be seen that the Teacher-student relationship has a significant positive impact on the college students' extra role behavior. The better the Teacher-student relationship, the more positive extra role behaviors the students exhibit. the hypothesis 1 is proved. As a mediator, self-efficacy is significantly positively related to the Teacher-student relationship. That is, the better the Teacher-student relationship, the stronger the self-efficacy of students, and self-efficacy is significantly positively correlated with the college students' extra role behavior. After data verification, it can be seen that self-efficacy has a significant impact on the college students' extra role behavior after adding self-efficacy between the Teacher-student relationship and the extra-character behavior, so the hypothesis 2 is proved.

The results of this study have important implications for the improvement of the Teacher-student relationship in contemporary colleges. in order to enable college students to demonstrate more positive extra role behaviors, teachers should pay more attention to students, take students' homework seriously and improve their relationship through class communication, so that students can maintain a high sense of self-efficacy, have a good attitude, build confidence, and enable college students to demonstrate a positive attitude, actively participate in organizational meetings, be willing to share their own Specialties and do other positive extra role behaviors, while reducing students' bad behaviors to create a good organizational atmosphere, and promot the development of higher education.

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