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## Relationship between Self Efficacy, Interpersonal Relationship and Learning Behaviour

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### ABSTRACT

Self-efficacy proposes that confidence in personal ability to carry out a behavior influences the direction, intensity, and persistence of behavior. It is likely that individuals who have high self-efficacy about learning would perceive fewer barriers to their learning activity or be less influenced by them; they would be more likely to act on their expectations of desirable outcomes of being educationally active. This paper examined the relationship in self efficacy, interpersonal relationship and learning behaviour. It maintains that interpersonal relationship and self-efficacy can induce the drive for learning. As observed in certain literature, interpersonal relationship of the students promotes the senses of self-efficacy, while self-efficacy renders a mediation effect between interpersonal relationship and learning behaviour.

**Keywords: Self efficacy, Learning Behaviour, Students, Interpersonal and relationship**

### INTRODUCTION

Education is basically a relational activity, where the interaction between teachers and learners create a learning space in which knowledge is constructed and co-constructed. It is clear however, that the learning space is not just cognitive. It is coloured and tinged by emotions and interpersonal relationships. As a result, teachers and schools have since recognized the influence of school on social and emotional development, a fact that has been acknowledged in more recent times through the formalization of social and emotional learning in school curricula [1]. Classroom and behavior management are areas where the cognitive, social and emotional aspects of learning intersect. Thus, learning behaviors are defined as observable patterns of behavior exhibited by students as they respond to learning situations and react to academic tasks. They include indicators of effective effort and attitudes toward learning, strategic problem solving, flexibility, attentional persistence, reflectivity, and responses to novelty and error. The term is sometimes interchanged with “learning style” in the research literature, its meaning thus pertaining to how a child learns (rather than how well, which is referred to as academic achievement) and to the child’s preferences when engaged in learning processes and when interacting with a learning environment [2]. The learning behaviors construct evolved from early research on cognitive styles, temperament, reflectivity, and motivation. Accordingly, learning is an ongoing process in which behavior is motivated and regulated by one’s cognitions. One of the cognitions is self-efficacy, defined as, personal judgments of how well one can organize and implement behaviors in situations that may contain novel, unpredictable, and possibly stressful elements [3]. The learning behavior that students display is characterized by [4] as either deep or surface learning. Deep learning is characterized by strategies such as elaborating on ideas, thinking critically, and linking/integrating one concept with another; while surface learning is characterized by strategies such as memorization and reproduction. Self efficacy has been associated with both deep and surface learning [5]. Self efficacy affects learning behavior in terms of choice of activities and tasks, level of invested effort, and persistence in carrying out a task. Academic self-efficacy is one of the important factors influencing academic performance. Academic self-efficacy refers to the students’ beliefs and attitudes toward their capabilities to achieve academic success, as well as belief in their ability

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to fulfill academic tasks and the successful learning of the materials. [6], show that self-efficacy plays a significant role in learning processes and results. It enables learners to engage more in terms of cognition, behavior, and motivation during the learning process [7]. Self efficacy is a powerful predictor of self performance. Self-efficacy beliefs lead to the individuals' excellent performance through increasing commitment, endeavor, and perseverance. The learners with high levels of self-efficacy attribute their failures to lower attempts rather than lower ability, while those with low self-efficacy attribute their failure to their low abilities. Therefore, self-efficacy can influence the choice of tasks and perseverance while doing them. In other words, students with low self-efficacy are more likely to be afraid of doing their tasks, avoiding, postponing, and giving up soon (Bandura, 1997). In contrast, those with high levels of self-efficacy are more likely to rely on themselves when faced with complex issues to find a solution to the problem, as well as being patient during the process, making more efforts, and persisting longer to overcome the challenges [8]. Therefore, it seems that self-efficacy is one of the most important factors in the students' academic success. For example, [9] found that the students' self-efficacy in the first year of university is a strong predictor of their future performance. [10], conducted a study on 214 university students and revealed that academic self-efficacy has a positive and significant effect on their academic performance. Other studies have shown that academic self efficacy has a considerable effect on the students' learning, and academic performance [11].

Similarly, in recent years, a substantial body of evidence has accumulated which suggests that behavior can be unconsciously influenced or primed by the activation of relevant stereotypes, attitudes, traits, goals, or other concepts. Instead of, or in addition to the normal route from conscious intentions to behaviors, individuals can be induced (it is claimed) to act socially or unsocially, walk faster or slower, behave more or less intelligently, or perceive accurately or inaccurately as a result of subtle priming influences of which they are unaware. [12], for example, asked participants in one study to read sentences containing words related to the concept of old age and reported that a few minutes later these individuals walked more slowly down a corridor. Another study reported that participants judged a hill as steeper when they were wearing a heavy backpack. Equally striking is [13], report that individuals answer more general knowledge questions correctly after being asked to think about the attributes of a professor than they do after thinking about soccer hooligans. Understanding the principles of behavior change is fundamental to psychology. Consequently, demonstrations such as these call into question the standard view that the best way to effect behaviour change is through alterations to conscious beliefs and intentions. Thus, an intervention that has been used to influence students' motivation and behavior at a subconscious level is priming. Interpersonal interactions play a pivotal role in adolescent development. Starting from adolescence, children gradually become less dependent on their parents, while turning to seek recognition from their peers. Sound relationships with their family members and peers can help adolescents develop positive values and attitudes. Moreover, strong interpersonal relationships help relieve stress, provide emotional support in daily life, offer companionship in joint activities, and lay the foundation for social and emotional development. According to [14], teacher-student and peer relationships are the primary interpersonal relationships of students, and are considered important environmental factors in learning. Additionally, teachers and classmates offer critical psychological support and a sense of protection [15]. As environmental and psychological stress may be cushioned by interpersonal relationships such as peer interactions and teacher-student interactions, individuals derive a sense of participation and satisfaction from groups, which in turn generates a positive effect of learning.

**Review of Related Literature****Interpersonal Relationship**

Positive interpersonal relationship serves as the foundation for many studies. Research has shown that interpersonal relationship has a beneficial effect on the academic and nonacademic competencies of youngsters [16-17]. Positive interpersonal relationships between students and their parents, teachers, and peers facilitate healthy social, emotional, and intellectual functioning as well as positive feelings of self-worth and self-esteem [18]. Through interpersonal interactions, students can develop knowledge about their selves and acquire knowledge they need for adaptation to specific groups in schools or classrooms. [19] state that youngsters immersed in positive peer interactions display higher learning motivations. Moreover, if more engagement takes place between teachers and students, students are more attentive in class, displaying higher learning motivations.

**Self Efficacy**

As proposed by [20], the concept of self-efficacy refers to the belief in one's competence or ability to successfully accomplish a task. People usually undertake what they consider within their ability [21]. Those with higher levels of self-efficacy believe in their ability to complete challenging tasks [22]. Moreover, [3], suggests that human behavior is driven by the interplay of self-efficacy and outcome expectancy. The former refers to people's

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judgments about their ability to successfully complete or perform a specific task under specific circumstances, while the latter refers to the judgments about the possible outcome this performance may bring. [6] shows that people's judgments of self-efficacy differ in three aspects: magnitude (level), generality, and strength. Magnitude indicates that each individual has different perceptions about the difficulty level of a task in forming their self-efficacy beliefs. Generality refers to - the degree to which a self-efficacy belief in a task can be generalized in a series of similar activities across areas of the same or other functions [11]. Furthermore, each individual has different degrees of self-efficacy. Those with strong conviction about their work ability appear tenacious when encountering difficulties, while those with weak conviction are more likely to quit in face of challenges. Therefore, when people consider that their behaviors can achieve a favorable outcome, they perform the behaviors needed for achieving that result [14].

### Self-Efficacy and Students Academic Performance

Perceived self-efficacy is hypothesized to have diverse effects in achievement contexts. First, self-efficacy can influence choice of activities [14]. Students who hold a low sense of efficacy for accomplishing a task may avoid it altogether, whereas those who feel more efficacious are apt to engage in it more often. Secondly, self-efficacy can affect effort expenditure and task persistence. When facing obstacles, individuals who hold a high sense of efficacy display vigorous efforts and persist longer, whereas those who hold self-doubts slacken their efforts or quit altogether [15, 16, 17]. Active engagement helps to strengthen self-efficacy and promote skills; students who avoid activities preclude skill development and remain inefficacious. Thirdly, self-efficacy can have emotional effects [18]. Clinical research shows that when individuals feel inefficacious about successfully interacting in a given situation, they are apt to ruminate about it excessively and experience a high degree of stress [18]. Adverse emotional reactions can interfere with learning and lead to lower academic performance, which helps reinforce a sense of inefficacy. Conversely, efficacious students feel more confident in achievement situations and handle anxieties better. In the self-efficacy model, other prominent psychological influences on achievement behavior besides self-efficacy include outcome expectations and performance standards. Outcome expectations refer to beliefs about the outcomes of one's actions. Students are not apt to spend much time on activities if the anticipated outcomes offer little or no incentive. Conversely, even inefficacious students nonetheless may engage in an activity if the expected rewards for successful performance are highly valued. Unrealistic performance standards also can affect achievement efforts. Students who set low standards for themselves may not attempt to perform at a higher level even if they feel efficacious about doing so. In the process, they gain little new capability self-knowledge. In contrast, students who hold on realistically high standards generally doom themselves to failure, which has a negative impact on self-efficacy. Given adequate outcome expectations and performance standards, self-efficacy is hypothesized to exert an important influence on the activities students engage in, the amount of effort they expend, the time they persevere, their attendant emotional reactions, and their level of achievement.

### Theoretical frame work

#### Social Cognitive Theory (SCT)

This study is based on the Social Cognitive theory (SCT) as proposed by [15]. Bandura believes that learning is the dynamic and reciprocal interplay between person, environment, and behavior in a social context. SCT emphasizes that social influence and internal-external social reinforcement provide individuals with a unique way of acquiring and maintaining behavior. It also takes account of the social environment in which individuals perform their behaviors, and a person's past experiences, which generate reinforcements and expectancies. All these factors affect whether a person will engage in a specific behavior and shape the reasons why a person engages in that behavior [7]. [8], states that children acquire more experience and cognitive ability as they grow up. They give more accurate assessment of their own ability, with their efficacy belief of specific behaviors gradually formed and shaped. People develop appropriate methods to manage frequently occurring situations and act upon their perceived efficacy. They will only make changes for major experiences. When conventional behaviors fail to produce the expected outcomes, the cognitive control system reboots to formulate and test new models [11].

#### Relationships among Self-efficacy, Learning Behaviour and Interpersonal Relationship

[13], states that the degree to which individuals consider that they have the execution ability to produce expected results can explain and predict the stimulus, judgments, and behaviors of individuals. That is, self-efficacy can explain an individual's choice between whether to engage in or avoid an activity. Consequently, the self-belief of students is a main constituent of learning behaviour. Under this presumption, their true belief in creation, development, and persistence serves as the chief driving force for academic success or failure [14]. Self-efficacy is the main factor that influences the behaviors and motivations of individuals. The expected outcomes of their

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performance are mainly determined by their judgments about their ability to cope with the situation at the time [11]. [14] also show that self-efficacy plays a significant role in learning processes and results. It enables students to engage more in terms of cognition, behavior, and motivation during the learning process [13]. This motivational belief includes self-efficacy, intrinsic value, and test anxiety [17]. Moreover, individuals' evaluation of self-efficacy has a causal effect on academic motivation [11]. Furthermore, interpersonal relationships show an individual's ability of socialization [10-14]. Positive interpersonal relationships stimulate one self and activate positive emotions and influence [11-15]. The energy obtained from positive interpersonal relationship provides a significant path to motivation and engagement [8-12]. Therefore, students learn from peer and teacher-student relationships to foster self-efficacy development, such as personal self-beliefs, values, and abilities (Martin and Dowson, 2009). When students develop a positive sense of self-efficacy and belief in their ability in learning, they show higher zeal to engage in learning activities [7-10].

#### Relationships between Interpersonal Relationship and Self-efficacy

In terms of academic relevance, through interpersonal interactions, students can develop effective beliefs, directions, and values in the academic environment [11-13]. These beliefs can reinforce students' guiding behavior for goal striving and persistence [11]. Therefore, self-efficacy is subject to the influence of external social contexts and interpersonal interactions [13]. Good interpersonal engagement helps students earn recognition from peers and teachers, foster self-learning ability, and facilitate positive development. Students with stronger self-assertiveness can obtain more positive learning experiences and results than those with weaker self-assertiveness (e.g., establishing a positive working relationship with teachers. [10], also demonstrate that in an academic context, a good relationship with particular teachers may well result in students' internalization of the teachers' certain beliefs and value. Additionally, students can develop self-efficacy beliefs through peer learning. This successful learning experience enables students to gain a more positive sense of self-efficacy. Therefore, interpersonal relationship in school has a profound effect on the self-efficacy beliefs of adolescent students.

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