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Title

Theory of planned behavior in the classroom : an examination of the instructor confirmation-interaction model / Michael E. Burns ; Marian L. Houser ; Kristen LeBlanc Farris

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Abstract

The current study utilizes the theory of planned behavior (Ajzen Organizational Behavior and Human Decision Processes, 50, 179–211 Ajzen 1991) to examine an instructor confirmation-interaction model in the instructional communication context to discover a means by which instructors might cultivate positive student attitudes and increase beliefs that interactions with instructors would be beneficial in the future. Specifically, the model examines how teacher confirmation (Ellis 2000) influences students' behavioral intention to communicate with instructors. Surveys were distributed to 343 college students (41.7% male and 58.1% female) in a basic communication course. Results were primarily consistent with the proposed model; teacher confirmation was significantly related to attitudes toward communicating with an instructor, subjective norms, and perceived behavioral control. Subjective norms and perceived behavioral control were also positively related to students' behavioral intention to communicate with the instructor. However, results reveal attitudes toward communicating do not predict students' behavioral intention to communicate with instructors. It is

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recommended that future models examine a more contemporary, hi-tech representation of attitude toward student-instructor interactions as it may produce a significant association with students' behavioral intent to communicate with them. The study concludes with theoretical and practical implications to examine student classroom communication via the confirmation-interaction model and the theory of planned behavior.(HRK / Abstract übernommen) Houser, Michael E., E-Mail: mh53@txstate.edu