

The correlation between rapport, perceived autonomy, and competence of students in art academies / Povezanost rapporta, percipirane autonomije i kompetentnosti studenata na umjetničkim akadem



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Abstract

Rapport is a positive interpersonal construct that can be applied to educational environments (Spencer-Oatey, 2015) and viewed as “a close and interactive relationship built on trust, shared control, and engagement in activities aimed at enhancing skills, abilities, or knowledge...” (Wright et al., 2016, p. 1). Does a relationship that could be interpreted as rapport exist between students and teachers in art academies? If so, does it play a role in supporting students' intrinsic motivation through perceived autonomy support and perceived competence from self-determination theory?

A quantitative research was conducted using an online survey questionnaire. A total of 316 responses were collected from students of public art academies in the Republic of Croatia. The questionnaire comprised of three adapted instruments. For investigating rapport, the Professor-Student Rapport Scale (Wilson & Ryan, 2013) was utilized, consisting of two dimensions: student engagement and perception of teacher. The Learning Climate Questionnaire (Black & Deci, 2000) was employed to assess perceived autonomy support, while the Perceived Competence Scale (Williams & Deci, 1996) was used to measure perceived competence. Demographic data of the students were also collected.

The research confirmed that the nature of the relationship between teachers and students in art academies can be characterized as rapport. The results indicate that such a relationship is also one in which students find good autonomy support and experience a sense of competence, which is associated with student persistence, motivation for learning, and positive academic outcomes. However, no association was found between the level of study and higher rapport.

Key words

art education; higher education; Self-Determination Theory; student-teacher relationship

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Sažetak

Rapport je pozitivan interpersonalni konstrukt koji se može primijeniti na obrazovno okruženje (Spencer-Oatey, 2015) i promatrati „kao blizak i interaktivan odnos izgrađen na povjerenju, dijeljenoj kontroli i angažmanu u aktivnostima koje imaju za cilj unapređenje vještina, sposobnosti ili znanja...” (Wright i sur., 2016 str. 1). Postoji li na umjetničkim akademijama takav odnos studenata i nastavnika koji bismo mogli očitati kao rapport? Ako postoji, ima li ulogu u podršci intrinzičnoj motivaciji studenata pomoću percipirane podrške autonomiji i doživljaja kompetentnosti iz teorije samoodređenja?

Provedeno je kvantitativno istraživanje putem online anketnog upitnika. Prikupljeno je 316 odgovora studenata javnih umjetničkih akademija u Republici Hrvatskoj. Upitnik je sastavljen od 3 gotova, prevedena i prilagođena instrumenta. Za istraživanje rapporta korišten je Professor-Student Rapport Scale (Wilson i Ryan, 2013), upitnik koji se sastoji od dvije dimenzije: angažman studenata i doživljaj nastavnika. Za ispitivanje percipirane podrške autonomiji korišten je Learning climate questionnaire (Black i Deci, 2000), a za doživljaj kompetentnosti Perceived Competence Scale (Williams i Deci, 1996). Prikupljeni su i demografski podatci studenata.

Istraživanjem je potvrđeno da je priroda odnosa nastavnika i studenata na umjetničkim akademijama takva da ju možemo okarakterizirati kao rapport. Rezultati pokazuju da je takav odnos ujedno i onaj u kojemu studenti pronalaze dobru podršku autonomiji i doživljavaju osjećaj kompetentnosti, a što je povezano sa studentskom ustrajnošću, motivacijom za učenje i pozitivnim ishodima na studiju. Nije dokazana povezanost razine studija s višim rapportom kao ni s višom procjenom autonomije i kompetentnosti.

Ključne riječi

odnos student-nastavnik; visoko obrazovanje; teorija samoodređenja; umjetničko obrazovanje

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