

Exploring Associations Between Pre-service Teachers' Shyness and their Strategies and Attitudes toward Hypothetical Shy, Exuberant, and Typical Children

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Background: Teachers' Perceptions

- Teacher attitudes are related to their strategies in responding to students (Mullola et al., 2011) and are important predictors of children's academic (Jacobs & Harvey, 2010) and social (Rudasill, 2011; Coplan et al., 2011) success.

- Teachers may make inferences about students' academic abilities on the basis of their perceptions of the students' social behaviors (Bell, 1995; Buss et al., 1993).

Background: Children's Temperament

- Children's temperament and verbal participation contributes to their classroom interaction, social participation, and academic achievement (Martin et al., 1988; Rudasill et al., 2010; Rudasill, 2011).

- Teachers' responses may differ towards children who differ in their social participation (Keogh, 2003).

- Research suggests that teachers' attitudes and strategies differ for children who are shy vs. bold. (Coplan et al., 2011).

Current State of Research

- Evidence suggests teachers' shyness moderates their attitudes about students' academic success (Coplan et al., 2011); but work in this area is scant.

- No research on attitudes and strategies has been conducted with pre-service teachers. It is critical that we understand teachers' attitudes and beliefs during the teacher training period.

Current Study

Purpose

•Explore associations between preservice teachers' shyness and their strategies and attitudes toward hypothetical shy, exuberant, and typical children

Current Study Scenarios

- Adam doesn't volunteer to speak in class. He often appears nervous and hesitant, especially in social situations. When you question him directly he avoids eye contact and either whispers or does not respond at all.

- Noah often blurts out answers and comments in class, frequently interrupting you as well as other children. He often cannot contain his exuberance and tends to speak too loudly and too often.

- Andrew displays typical pattern of verbal participation in class, and in most respects his behaviors are what might be expected from an average child his age. He volunteers to speak in class on a regular basis, and typically puts up his hand before talking.

Sample & Procedure

- 195 pre-service teachers (23 males, 172 females) from two consecutive cohorts (N_1=85, N_2=110)
- 95% White, 2% Hispanic, 3 % Other

Procedure

- Beginning students took the survey at the beginning of their first semester
- Advanced students took the survey at the end of their last semester
- All surveys were completed online

Measures

Child behavior vignettes. Pre-service teachers responded to three vignettes, each describing a hypothetical shy, exuberant, and typical child in the classroom (Coplan et al., 2011).

Teacher Strategies. Pre-service teachers rated the likelihood that they would use various strategies to respond to each type of child (12 statements; 5-point Likert Scale)

Teacher attitudes. Pre-service teachers rated their agreement with statements about each type of child's perceived academic skills (e.g. "he has good language skills), teacher self-efficacy (e.g. "I would feel adequately prepared to deal with him"), and teacher warmth/supportive attitude (e.g. "I would have sympathy for him").

Pre-service teacher shyness. *S*elf-report measure of shyness (RCBS; Cheek & Buss, 1981), 13 items, α=.86.

Preliminary Analyses

Teacher Strategies. Two categories of pre-service teachers' strategies were created as a result of confirmatory factor analyses in Mplus: developmental and non-developmental. Two-factor model provided acceptable fit in each scenario (e.g., shy, exuberant, & typical).

Teacher attitudes. Three categories of pre-service teacher attitudes were created: perceived academic skills, teacher self-efficacy, teacher warmth. Three-factor model provided acceptable fit in each scenario (e.g., shy, exuberant, & typical).

Teacher shyness. Three groups of pre-service teachers were created using their scores on the shyness questionnaire: low shy (scored below 25th percentile; N=47); medium shy (scored between 25th and 75th percentile, N=97); and high shy (scored above 75th percentile; N=51).

Results of confirmatory factor analysis Pre-service teacher Strategies

Developmental

1. Praise him for appropriate behaviors;
2. Promote social skills (e.g., instruct individually, model appropriate behaviors);
3. Involve a classmate to help create a positive solution;
4. Encourage him to join activities (e.g., sports, music);

Non-developmental

5. Punish him;
6. Intervene directly to stop/change the behavior;
7. Have him apologize for his behavior.

Results of confirmatory factor analysis Pre-service teacher Attitudes

Perceived Academic Skills

1.He has good language skills.

2.He will do well academically in my class.

Teacher self-Efficacy

3. I would feel adequately prepared to deal with him.

4. I would not have enough time to give him the attention he requires[1].

Teacher Warmth

5. I would have sympathy for him.

6. I would be especially supportive of him.

7. I would be patient with him.

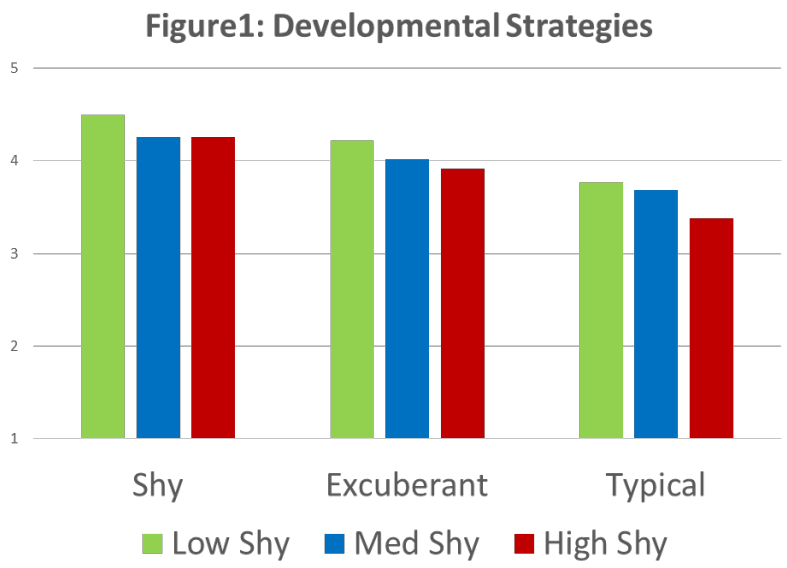
Central Analyses

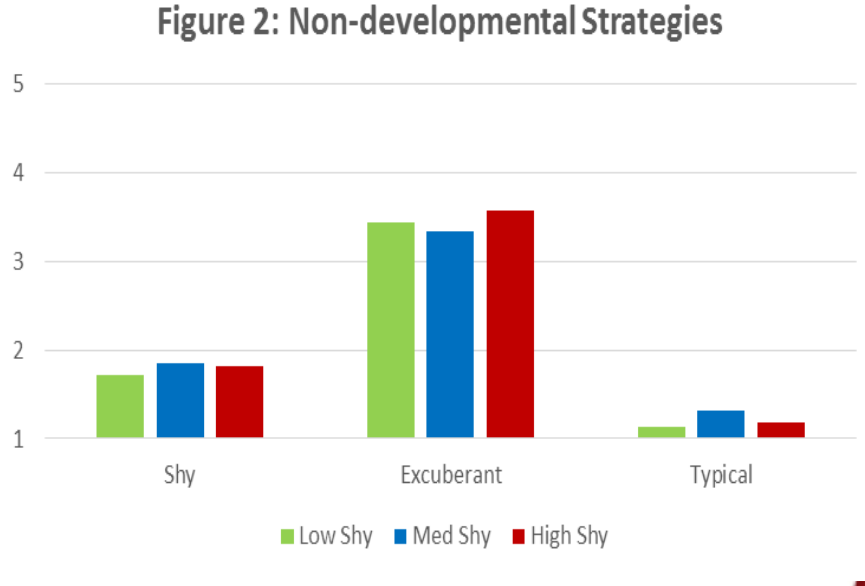
One-way between subjects ANOVA was conducted to compare the effects of pre-service teachers' shyness (e.g. low, medium, high) on their use of:

- teaching strategies (e.g. developmental vs non-developmental),
- perceived academic skills in children,
- teachers' self-efficacy and warmth.

All comparisons were conducted across three hypothetical scenarios: shy, exuberant, and typical child.

Pre-service teacher strategies





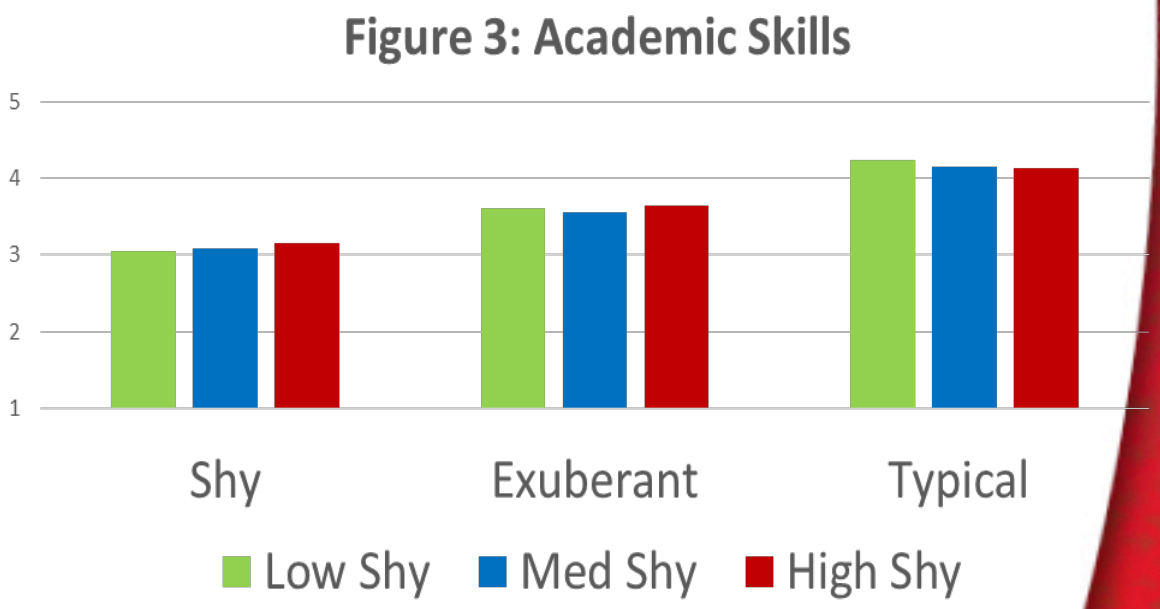
The effect of teachers' shyness was significant across developmental strategies for each of the three scenarios (shy $F(2, 194) = 5.65$, $p = .004$; exuberant $F(2, 194) = 4.12$, $p = .018$; and typical $F(2, 192) = 5.48$, $p = .005$).

The effect of teachers' shyness was non-significant across non-developmental strategies.

Pre-service teacher attitudes: Perceived Academic Skills

For perceived **academic skills**, the effect of teachers' shyness was non-significant across any of the three scenarios

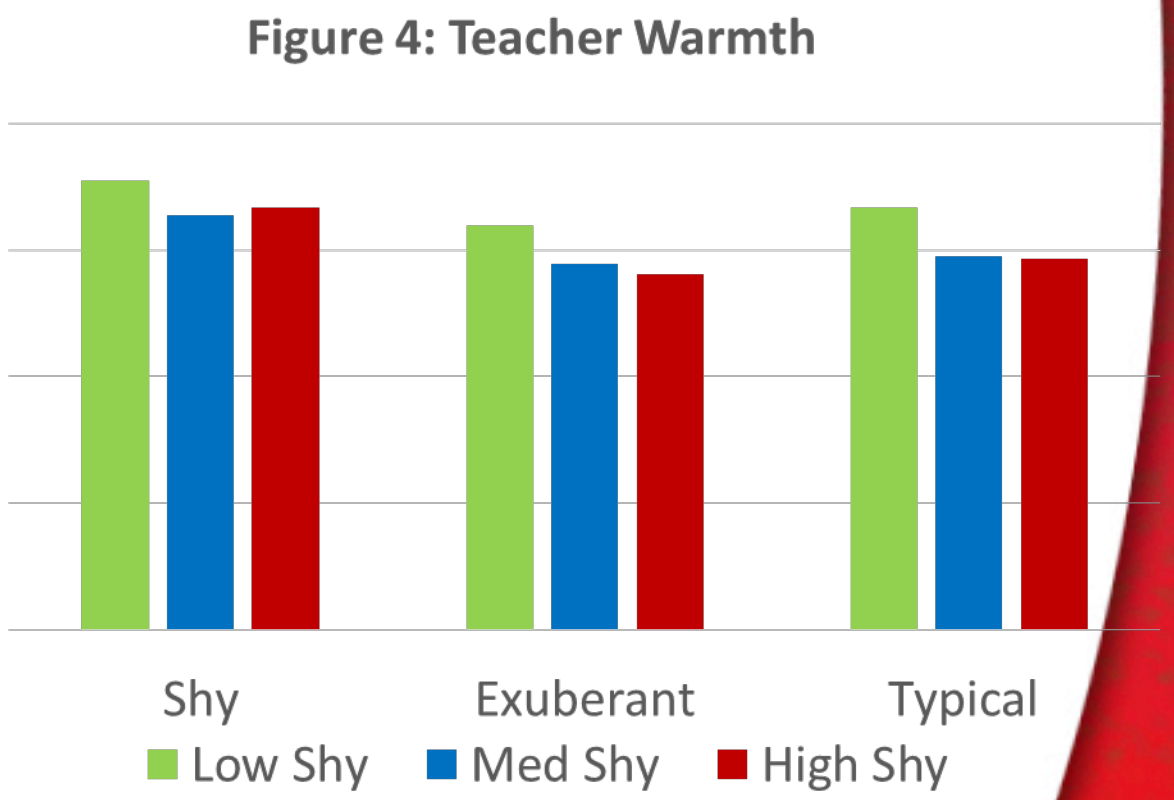
shy $F(2, 194) = .26$, $p = .77$; exuberant $F(2,194) = .33$, $p = .72$; and typical $F(2, 192) = .68$, $p = .51$



Pre-service teacher attitudes: Teacher Warmth

For **teacher warmth**, the effect of teachers' shyness was significant across each of the three scenarios (shy $F(2, 194) = 4.97$, $p = .008$; exuberant $F(2, 194) = 2.04$, $p=.003$; and typical $F(2, 192) = 5.54$, $p=.002$).

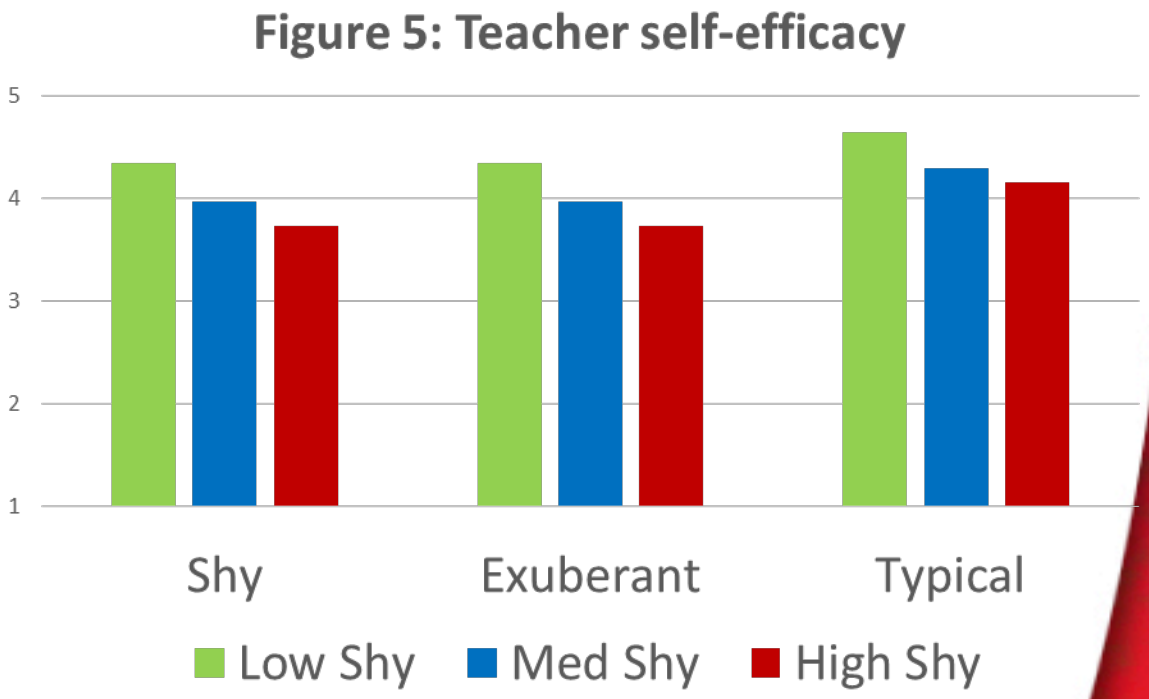
•low-shy teachers were more likely to have warmer attitudes in each scenario compared to medium shy or high shy teachers.



Pre-service teacher attitudes: Teacher Self-Efficacy

For **teacher self-efficacy**, the effect of teachers' shyness was significant across each of the three scenarios (shy $F(2, 194) = 11.57$, $p = .000$; exuberant $F(2, 194) = 11.56$, $p = .000$; and typical $F(2, 192) = 8.10$, $p=.000$).

•low-shy teachers were more likely to have higher self-efficacy attitudes in each scenario compared to medium high or high shy teachers.



Conclusion & Discussion

- Pre-service teacher shyness was not associated with their perceptions of academic abilities in children or their use of non-developmental strategies.
- More outgoing (e.g. low shy) pre-service teachers were more likely to act proactively in educational situations.
- More outgoing (e.g. low shy) pre-service teachers were also more likely to have higher self-efficacy and higher warmth toward children.
- More outgoing (e.g. low shy) pre-service teachers were more likely to use developmental strategies in each scenario compare to medium or high shy teachers.

Thank you!



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