EXPLORING DISCREPANCIES IN TEACHER AND STUDENT PERCEPTIONS OF EMOTIONAL SUPPORT IN THE CLASSROOM

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BACKGROUND

• Research has shown that both objective measures of teacher-provided emotional support and student perceptions of emotional support in the classroom have been linked to:
  • student academic outcomes
  • academic effort
  • self-efficacy beliefs
  • development of social skills (Sakiz, Pape, & Woolfolk Hoy, 2012; Curby, Brock, & Hamre, 2013).

• Teachers tend to view their interactions with students in a more positive manner than students do (Alvidrez & Weinstein, 1999).

• Given the recognized importance of classroom emotional support, there is interest in exploring how different participants in the classroom, namely teachers and students, perceive these kinds of support.

RESEARCH QUESTIONS

RQ1: Are teacher and student perceptions consistent or inconsistent with an independent observer?

RQ2: What is the discrepancy between teacher and student perceptions of emotional support?

RQ3: To what extent are classroom characteristics, teachers’ and students’ demographic and psychological characteristics related to any discrepancy between teacher and student perceptions of emotional support in the classroom?

PARTICIPANTS

Participants were recruited as part of a larger study of the implementation of a social emotional curriculum with coaching component (MTP + 4Rs) in 35 upper-elementary school classrooms in an urban setting.

Teacher Participants:
  • 35 teachers
  • 31 females (89%) and 4 males (11%)
  • Black (14%, n=5); White (54%, n=19); Hispanic (32%, n=11)

Student Participants:
  • 525 students
  • 280 girls (53%) 235 boys (44%)

MEASURES

Positive Climate

Teacher Sensitivity

Emotional Support**

Discrepancy between Teacher & Student Perceptions of Emotional Support

Additional Measures

Interpersonal Mindfulness in Teaching Scale (5 items, α=.70)
Emotional Exhaustion
Maslach Burnout Inventory (ES) (5 items, α=.70)
Language and Literacy Development
Academic Rating Scale (5 items)
Social Competence (19 items, α=.966)
BASC Depression (13 items, α=.85)

RESULTS: RESEARCH QUESTION 1

Correlations between Perceptions of Emotional Support (ES)

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<th>ES: Student</th>
<th>ES: Observer</th>
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<td>ES: Student</td>
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<td>ES: Observer</td>
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** Correlations significant at the 0.01 level (2-tailed)

Student perceptions of Emotional Support (ES) were positively correlated with the independent observation of ES (r=.229, p <.01).

RESULTS: RESEARCH QUESTION 2

Discrepancy between Teacher & Student Perceptions of Emotional Support

There is a wide range in perceptions of ES between teachers and students (Discrepancy: M=.04, SD=1.35).

RESULTS: RESEARCH QUESTION 3

• There was no statistically significant relationship between teacher interpersonal mindfulness, teacher emotional exhaustion, child literacy, child social competence, child depression, teacher or child race and the discrepancy between teacher and student perceptions of ES in the classroom.

• The independent observation of ES was negatively correlated with the discrepancy between teacher and student perceptions of ES (r=-.172, p <.01). Therefore, higher independent observer ratings of ES are related to lower discrepancy in teacher and student perceptions of ES.

SUMMARY & IMPLICATIONS

Findings indicate that
1. Student perceptions of ES in the classroom are more aligned with an independent observer than teacher perceptions of ES.
2. Teacher & student perceptions of ES vary widely, with an average difference of 1 point.
3. When a classroom is identified by the independent observer as being emotionally supportive, students tend to perceive and rate the ES higher than the teacher does. This suggests that teachers tend to under-report ES in the classroom.
4. This research has implications for interpreting subjective reports of classroom quality, given that these findings suggest when ES is not present there are higher discrepancies in teacher & student perceptions of ES.

ACKNOWLEDGEMENTS

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232 boys (44%)
280 girls (53%)
n=11)
=19); Hispanic (32%,
1999).
=1.35).
3.33
= 1.352
SD=.82)
5 point Likert Scale  (7 items,
M= .83).
1 point.
1.35)
= .04
.001
.229**
& Hamre, 2013).