



Reluctance to Speak In the Classroom at UMR: A look at peer and professor influence

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Background and Significance

- Reasons for reluctance to speak is crucial to know in academia
- Not a large power imbalance between professors and students [1]
- Perception of judgement from peers and actual judgements influence behavior [2,3]
- Effects on self-esteem and academics [4,5]

Project Outline

- IRB approval and CITI training
- Literature review and formed hypothesis
- Campus Expression Survey administration using Qualtrics
- Statistical analysis using Excel and RStudio

IRB Approval and Training

- UMR Institutional Review Board
- Approval code: STUDY00005129: UMR Heterodoxy

Hypothesis

Students are more concerned that their peers will criticize their views as offensive than they are that their professors will criticize them.

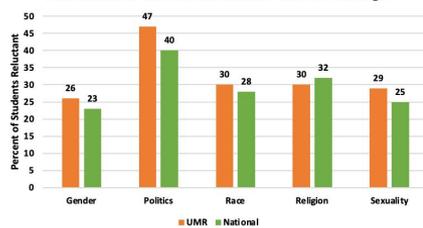
Survey Demographics

- Sample matches UMR population for sex, but not race

Statistical Analysis

- McNemar's Chi-Square Test
 - Non-random sample
 - Bivariate data from same sample

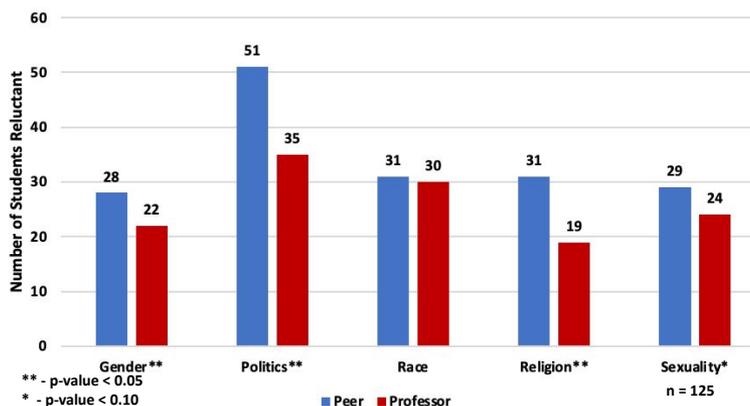
UMR Students More Reluctant than National Average



		Professor Reactions		
		Concerned	Not Concerned	Total
Peer Reactions	Concerned	22	6	28
	Not Concerned	0	5	5
	Total	22	11	33

	Sex	Political Affiliation	Race	Religion	Sexuality
Sample Demographics	73% Female 25% Male 2% Prefer Not To Say	46% Democrat 21% Republican 30% Other 3% Prefer Not To Say	70% White 30% Non-White	53% Christian 44% Other 3% Prefer Not To Say	80% Straight 18% Non-Straight 2% Prefer Not To Say
UMR Population Demographics	78% Female 22% Male		56% White 44% Non-White		

UMR Students More Concerned About Peers than Professors



Results

- UMR has higher reluctance than national average in Gender, Politics, Race and Sexuality
- Reason for reluctance is concern about peer criticism for Gender, Politics, and Religion

Discussion and Conclusion

- One factor causing peers to have greater influence is social media
 - Survey question showed students more likely than not to be concerned about peers posting things they say on social media
- U.S. is increasingly divided on most controversial topics, influencing people's willingness to speak about them among their peers
- UMR data is from 2020 and 2021, when controversial topics were popular discussions
 - National survey shows large increases from 2019, but relatively same for 2020 and 2021
- One limitation is that the sample sizes used for the McNemar's Test were small, though this should not significantly affect results

References

Heterodox CES, Heterodox Handbook and Report, Heterodox Crosstabs, Qualtrics

[1] Elias, S. M., & Mace, B. L. (2005). Social Power in the Classroom: Student Attributions for Compliance. *Journal of Applied Social Psychology, 35*(8), 1738–1754. <https://doi.org/10.1111/j.1558-1668.2005.tb02939.x>

[2] Ciranka, S., & van den Bos, W. (2021). Social norms in adolescent risk engagement and recommendation. *British Journal of Developmental Psychology, 39*(3), 481–498. <https://doi.org/10.1111/bjdp.12369>

[3] Giletta, M., Choukas-Bradley, S., Maes, M., Linticum, K. P., Card, N. A., & Prinstein, M. J. (2021). A meta-analysis of longitudinal peer influence effects in childhood and adolescence. *Psychological Bulletin, 147*(7), 719. <https://doi.org/10.1037/bul0000329>

[4] Yang, X., Liu, R.-D., Ding, Y., Hong, W., & Jiang, S. (2021). The relations between academic procrastination and self-esteem in adolescents: A longitudinal study. *Current Psychology, 30*(12), 2767–2775. <https://doi.org/10.1007/s12144-021-02073-7>

[5] Honick, T., & Broadbent, J. (2016). The Influence of Academic Self-Efficacy on Academic Performance: A Systematic Review. *Educational Research Review, 17*, 63–84. <https://doi.org/10.1016/j.edurev.2015.11.002>