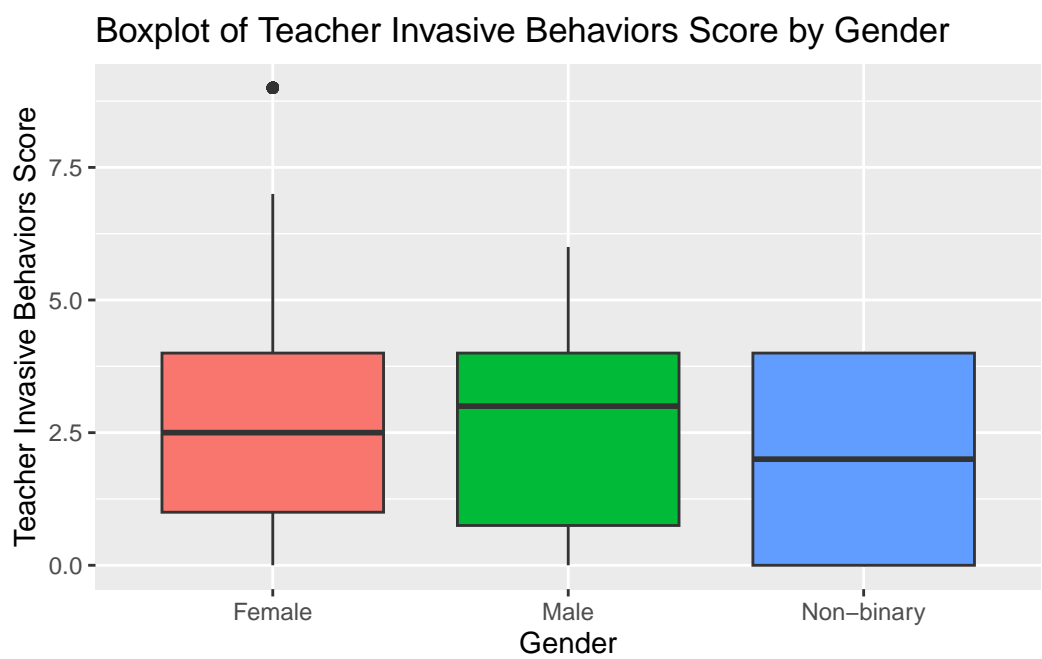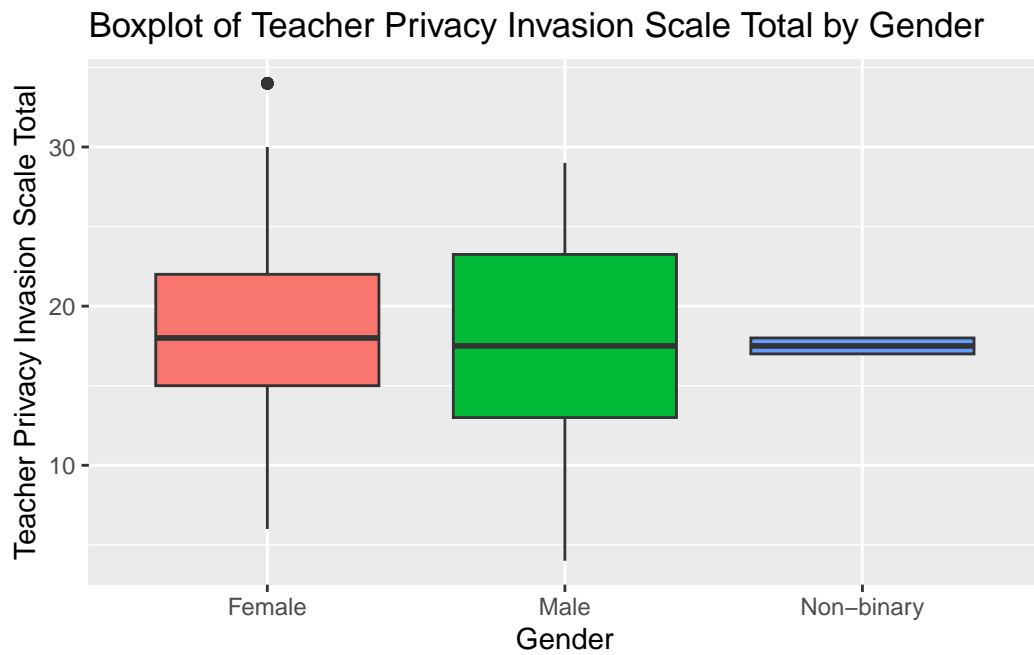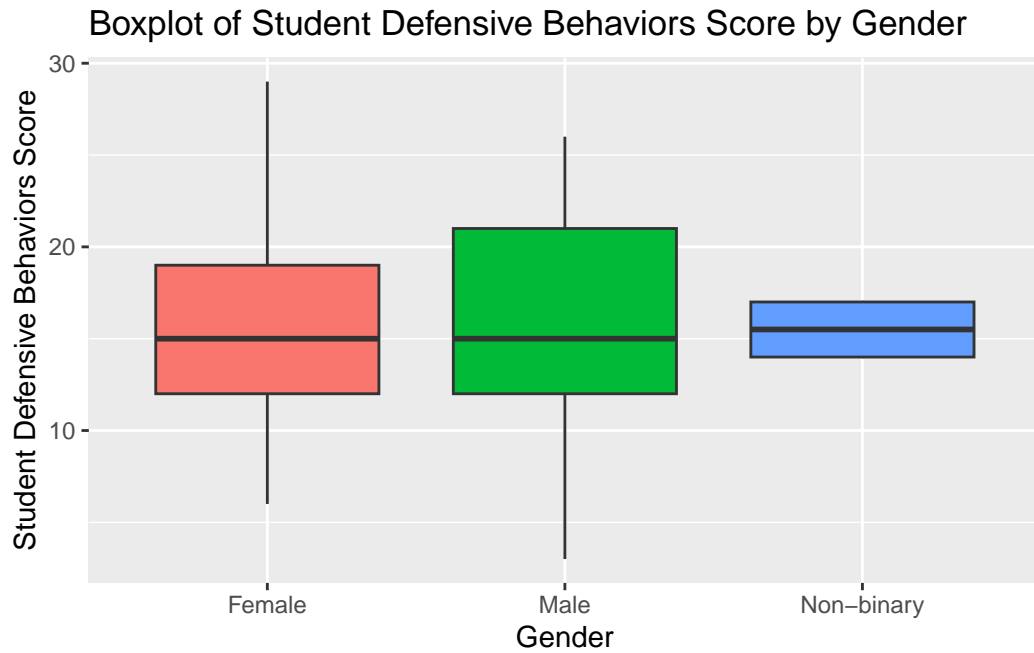# manuscript

Leah Peterson, Alexus Rock, and Ben Pfingston
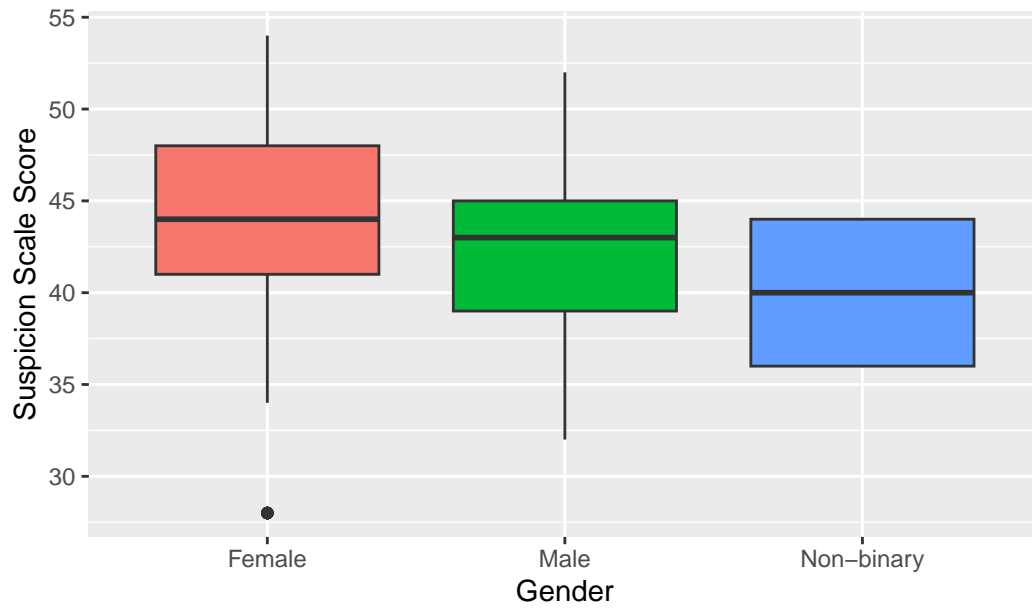
```
#for ben to do later: create summarize data frames to create into a table
```

Data Visualizations

Boxplot of Teacher Invasive Behaviors Score by Gender

Boxplot of Student Defensive Behaviors Score by Gender

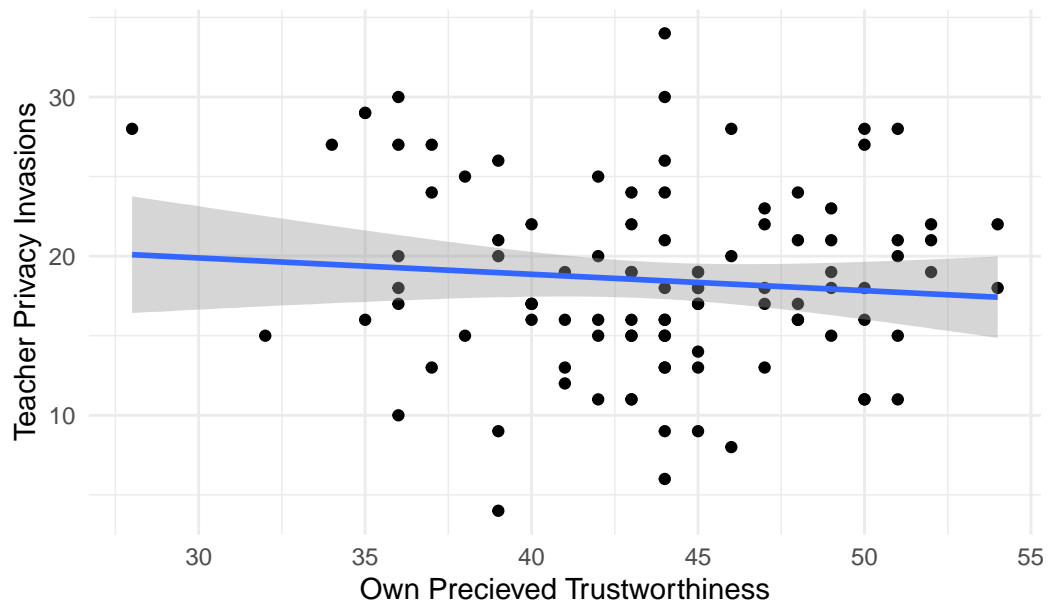Boxplot of Teacher Privacy Invasion Scale Total by Gender

Boxplot of Suspicion Scale Score by Gender

Student's Trustworthiness and Teacher Privacy Invasions

Introduction

By the time a child turns 18, they have spent approximately 15% of their life at school (Wherry 2004). Thus, for many young adults, teachers they've encountered are often some of the most influential people in shaping their current knowledge base. In addition to influencing student learning and test-scores, supportive teacher communication behaviors have been shown to impact feelings of satisfaction and self-efficacy (Blazar and Kraft 2016; Frymier and Houser 2000; Chesebro and McCroskey 2000). Additionally, Bruney (2013) found that teacher relationships are crucial for a young adult's independent thinking skills, which can lead to a greater life satisfaction. While childhood is often associated with growth and development, young adulthood is also a time of great advancement in life (Parks 2005). During this period, young adults are beginning to apply the knowledge they have gained throughout their lives without direct guidance from a parent or authority figure. As such, to be successful in this stage of life, young adults need a strong foundation in independent thinking (Bruney 2013). In order to build that foundation, experiences of trustful interpersonal relationships with parents, coaches, and teachers are essential in providing support as young adults reconfigure their identities (Parks 2005). Yet, there is a dearth of research focused on investigating the ways in which overall trust of young adults may be influenced by teachers' communicative behaviors.

(Dis)Trust & Invasive Behaviors

Trust is a multifaceted concept that encompasses elements such as honesty, connectedness, reliability, and competency (Simpson 2007; Raider-Roth 2005). Further, trust is not an automatic feature in a relationship. Caring for and emotional investment in interactions has been shown to be an important factor for building trust (Kuhlmann and Saks 2008; Smith-McIlwain 2005).

Additionally, trust has commonly been viewed as the "glue" that holds together our social order (Rotenberg 1995).

(Joe asked us about the specific hypotheses guiding our paper. My suggestion is that we are curious about relations between suspicion and young adults' privacy perceptions, as well as gender differences in young adults suspicion and privacy perceptions)

Method

Sample

104 participants were recruited primarily through an undergraduate student body located in Minnesota. The participation criteria required that participants be at least 18 years old and

have interacted with a teacher in a school setting. Demographic information, such as age, gender identity, and ethnic-racial identity was also collected.

Measures

To measure different aspects of student-teacher trust interactions, items were modified from Ledbetter and Vik's (2012) Parental Privacy Invasions Scale (PPIS) and Levine and McCornack's (1991) Suspicion Scale.

Modified Parental Privacy Invasions Scale

Eleven items were adapted from the Parental Privacy Invasions Scale to reflect teacher, rather than parental, interactions. Each item was measured on a five-point Likert scale, ranging from 0 to 4, with response options including, "Never", "Rarely", "Often", "Sometimes", and "Always".

Three items were modified the Parental Invasive Behavior subscale of the PPIS to measure student perceptions of invasive behaviors from their teachers. One example item from this subscale is, "My teachers demand that I change my behavior in some area of my life."

The other 8 modified items came from the Children's Defensive Behavior subscale, which captured the young adults' self-reports of behaviors to safeguard their privacy from their teachers. An example of an item from this subscale is, " I avoid going to see my teacher outside of normal school/class hours. (such as before or after class, during break, before or after school tutoring)."

Modified Suspicion Scale

Twelve items were adapted from the Suspicion Scale to capture young adults' suspicion toward their teachers. Each item was measured on a seven-point Likert scale, ranging from 0-6, with response options including, "Strongly Disagree", "Somewhat Disagree", "Disagree", "Neither Agree nor Disagree", "Somewhat Agree", "Agree", and "Strongly Agree". Example items from the scale include, "Basically I am a trusting person", and "Most teachers follow the saying"honesty is the best policy."

Results

Discussion

References

Blazar, David, and Matthew A. Kraft. 2016. "Teacher and Teaching Effects on Students' Attitudes and Behaviors." *Educational Evaluation and Policy Analysis* 39 (1): 146–70. https://doi.org/10.3102/0162373716670260.

Bruney, Glenda. 2013. "The Teacher-Student Relationship: The Importance of Developing Trust and Fostering Emotional Intelligence in the Classroom." In. https://api.semanticscholar.org/CorpusID:264163210.

Chesebro, Joseph L., and James C. McCroskey. 2000. "The Relationship Between Students' Reports of Learning and Their Actual Recall of Lecture Material: A Validity Test." *Communication Education* 49 (3): 297–301. https://doi.org/10.1080/03634520009379217.

Frymier, Ann Bainbridge, and Marian L. Houser. 2000. "The Teacher-Student Relationship as an Interpersonal Relationship." *Communication Education* 49 (3): 207–19. https://doi.org/10.1080/03634520009379209.

Kuhlmann, Ellen, and Mike Saks. 2008. *Rethinking Professional Governance: International Directions in Healthcare.* Policy Press.

Parks, Charles E. 2005. "Book Review: FROM LATE ADOLESCENCE TO YOUNG ADULTHOOD. By David Dean Brockman. Madison, CT: International Universities Press, 2003, 307 Pp., \$39.95." *Journal of the American Psychoanalytic Association* 53 (1): 296–300. https://doi.org/10.1177/00030651050530011401.

Raider-Roth, Miriam B. 2005. "Trusting What You Know: Negotiating the Relational Context of Classroom Life." *Teachers College Record: The Voice of Scholarship in Education* 107 (4): 587–628. https://doi.org/10.1177/016146810510700403.

Rotenberg, Ken J. 1995. "The Socialisation of Trust: Parents' and Children's Interpersonal Trust." *International Journal of Behavioral Development* 18 (4): 713–26. https://doi.org/10.1177/016502549501800408.

Simpson, Jeffry A. 2007. "Psychological Foundations of Trust." *Current Directions in Psychological Science* 16 (5): 264–68. https://doi.org/10.1111/j.1467-8721.2007.00517.x.

Smith-McIlwain, Kathleen. 2005. *A Study of Trust in the Motivation and Academic Performance of Disengaged Writers.* The University of North Carolina at Greensboro.

Wherry, John H. 2004. "The Influence of Home on School Success." *PRINCIPAL-ARLINGTON-* 84 (1): 6–7.