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## **The Effect of Social Anxiety and Approachability on Motivation in Online Classrooms**

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# The Effect of Teacher Approachability and Social Anxiety on Student Motivation

Marie Bright, Sarah Dietz, Kira Flinn, Tenyia Smith



## Introduction

### Motivation

- Trait- Predisposition to learning that we all possess (Pogue & Ahyun, 2006)
- State- Educational factors that influence how we learn (Pogue & Ahyun, 2006)
  - Attitudes towards environment cause motivation to flocculate (Christophel, 1990)

### Social Anxiety

- Intense fear of negative judgement (Cohen et al., 2019)
- High social anxiety  $\rightarrow$  low school performance (Harnett et al., 2003)

### Approachability

- Both verbal and non-verbal behaviors
- Nonverbal- Gestures, eye contact, smiling (Harnett et al., 2003)
- Verbal- Discussions, using names, conversations (Brooks & Young, 2016)
- A more approachable professor  $\uparrow$  motivation (Brooks & Young, 2016)

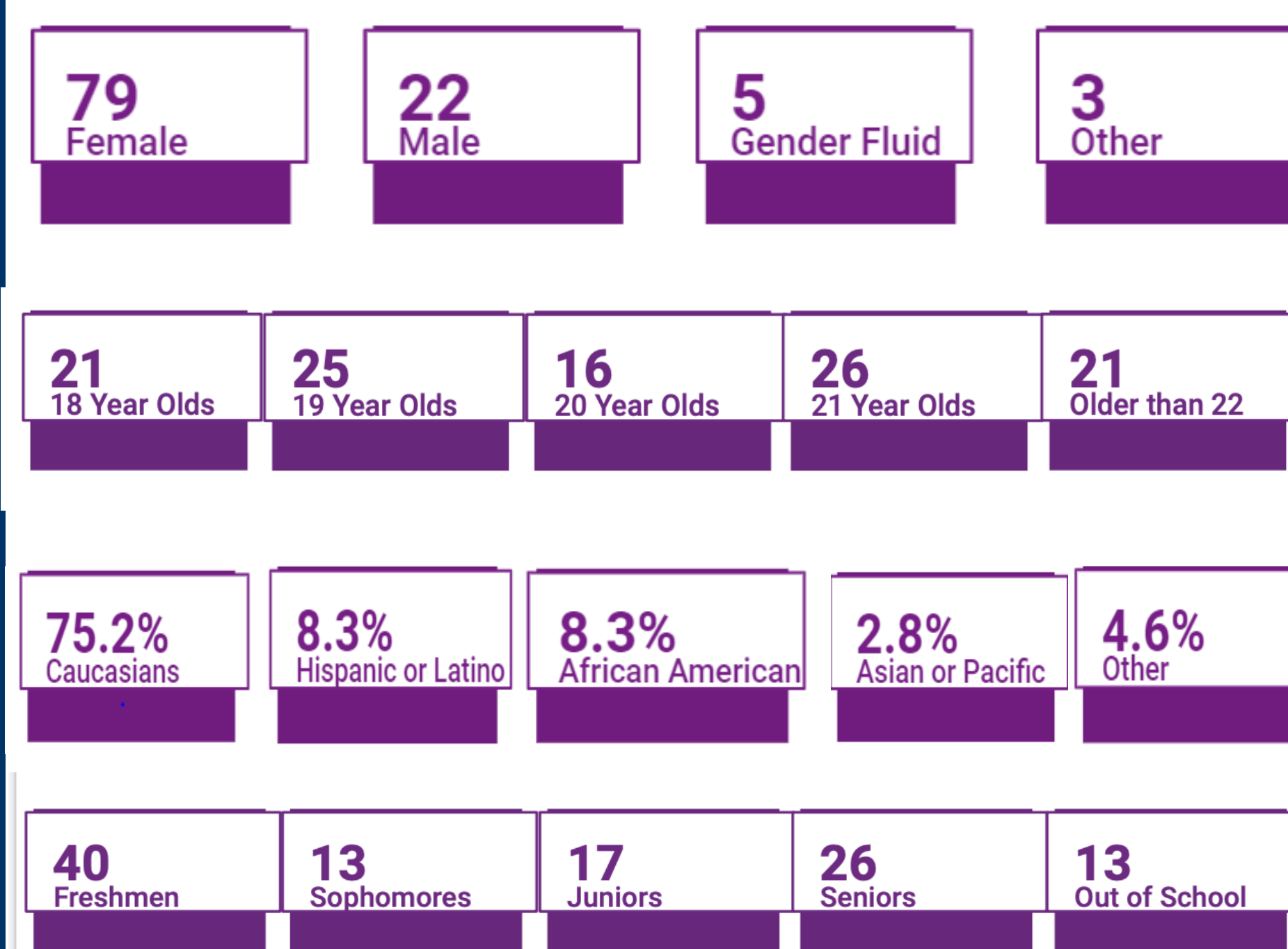
### Hypothesis

- A professor high in approachability will have students high in motivation.
- Students with high social anxiety will have low motivation with an unapproachable professor

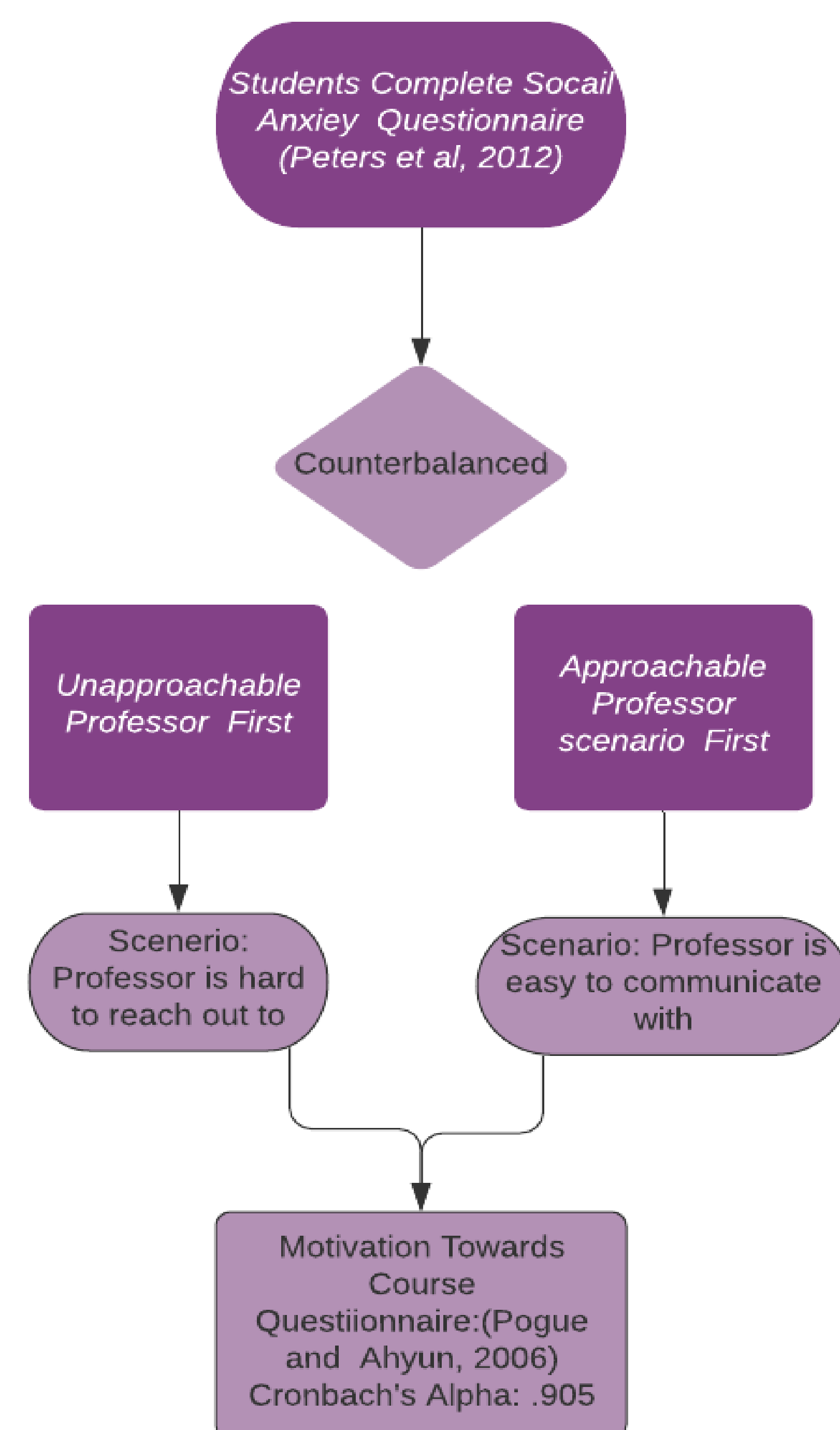
## Method

### Participants Demographics

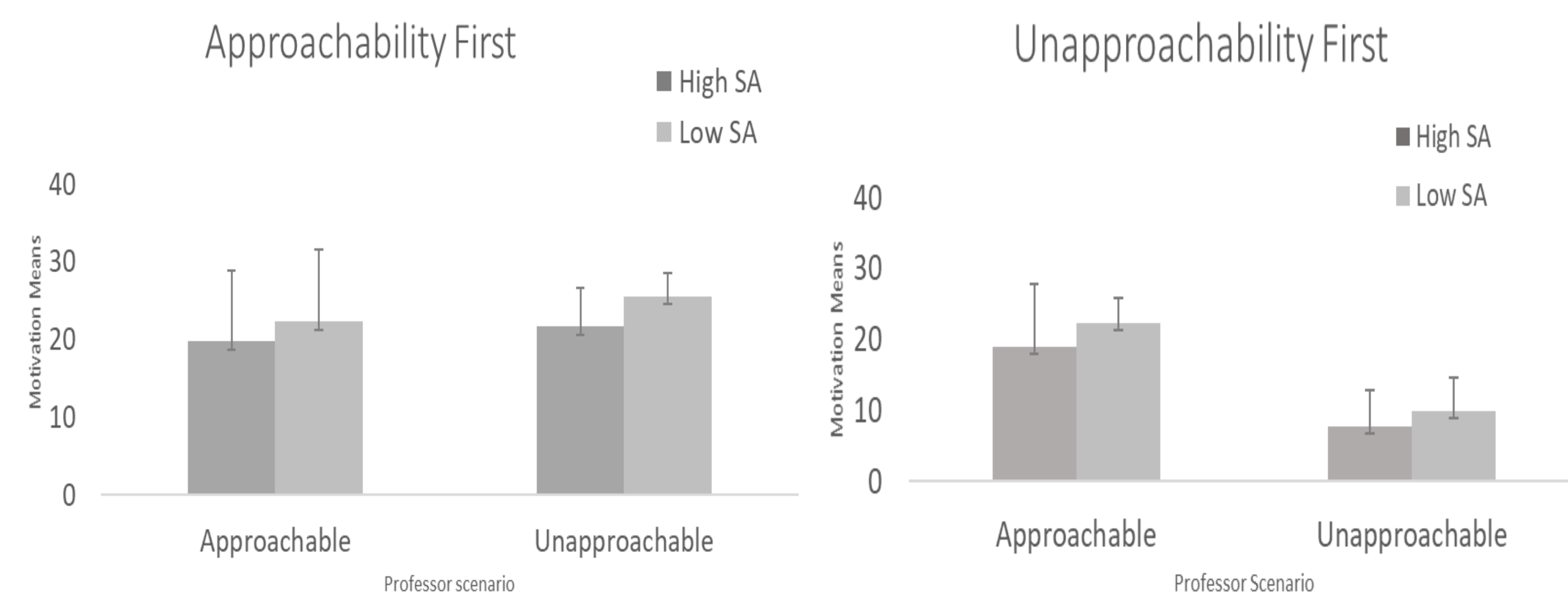
109 Participants from UMW Psychology Pool and Social Media



### Procedure



## Results



The main effect of approachability is significant  $F(1, 105) = 137.45, p < .001$   
 The main effect of social anxiety was significant  $F(1, 105) = 7.14, p = .009$   
 The main effect of order was significant  $F(1, 105) = 17.31, p < .001$   
 The interaction effect of approachability and social anxiety was not significant  $F(1, 105) = .19, p = .663$

## Discussion

### Conclusion

- High teacher approachability leads to high student motivation
- Low social anxiety leads to high student motivation
- The order of approachability scenarios impacts student motivation
- Social anxiety and teacher approachability together do not impact student motivation

### Limitations

- Some participants were removed due to not receiving all the questions
- Data collection limited to those who have taken an online college course
- Participants able to spot wording changes in the scenarios

### Future Research

- Have students attend a twenty-minute lecture with an unapproachable and approachable professor
- Do the students grades have an effect of how approachable they see a professor

## References

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