Academic help seeking amongst peers

Serena Shim
Ball State University
Perfectionism leads to procrastination which ends in paralysis.
Classroom engagement vs. Help seeking behavior

**Individual forms of engagement**
- Behavioral engagement
- Emotional engagement
- Disruptive behavior

**Social forms of engagement**
- Help Seeking Behaviors
Important self-regulatory strategy

Asking help to peers is common during early adolescence

- A teacher-student ratio in middle school
- Peers tend to be less judgmental or threatening (Butler, 1998)
- Peers’ explanations are often is easily understandable to students (Webb, 1991).
Help seeking Among Peers

- Adaptive HS
- Expedient HS
- Avoidance of HS
Perfectionism is Multifaceted

**Perfectionism strivings**

Setting exceedingly high standards of performance

- Self-oriented perfectionism,
- Personal standards,
- Positive perfectionism,
- Striving for perfection

**Perfectionism concerns**

Excessive concerns for mistakes or imperfection

- Socially-prescribed perfectionism,
- Concern over mistakes,
- Doubts about actions,
- Negative perfectionism,
- Discrepancy
Perfectionism strivings $\rightarrow^+\$ Desirable pattern of Engagement

Perfectionism Concerns $\rightarrow^-\$ Undesirable pattern of Engagement
Unresolved Issue in Perfectionism Research

- Is Perfectionism an issue only among high-achieving students?
- Can low-achievers be perfectionists?
- Can the consequences of perfectionistic tendencies differ depending on students’ achievement levels?
Exploring Academic Competence as a Moderator

Achievement Level

Perfectionism

Engagement/Help Seeking
Participants and Procedure

- $N = 169$, in 7th and 8th grades
- A large urban middle school (45% Free or reduced lunch)
- 37% girls; 46% White, 19% Black, 35% other minorities
- Two survey data points (about two months apart)
  - Perfectionism
  - Engagement and help seeking
- Engagement and achievement were assessed for math.
Measures

- **Dispositional perfectionism** (Brief scales of Frost et al., 1990)
  - Personal standards (5 items, alpha = .79; “I have extremely high goals”)
  - Concerns over mistakes (5 items, alpha = .79; “If I fail at work/school, I am a failure as a person”).

- **Achievement.** Students’ semester-end Math grades were drawn from school records. The grades were coded 1(F) and 13 (A+).
Academic engagement

- Behavioral engagement (6 items; alpha = .83) (e.g., “I pay attention in classroom”; “I don’t try very hard (reversed)”, Skinner et al., 2009)

- Emotional engagement (5 items; alpha = .84) (e.g., “When I’m in class, I feel good”; “When we are working on something in class, I feel bored (reversed)”, Skinner et al., 2009)

- Disruptive behavior (5 items; alpha = .85; “I sometimes don’t follow my math teacher’s directions during math class”, Kaplan et al., 2002).
Measures (Cont.)

- Adaptive help seeking: (4 items; alpha = .71; “I would ask someone to explain it to me not just give me the answer”, Ryan & Pintrich, 1997).

- Expedient help seeking: (e.g., just the answer; 4 items; alpha = .74; “I would ask someone for help so that I could stop working on it”, Ryan & Pintrich, 1997).

- Avoidance of Help-seeking (4 items; alpha = .75; "When I don't understand my work, I often guess instead of asking someone for help.”, Ryan & Pintrich, 1997).
Analysis plan

- A total of six hierarchical multiple regression models
- Controlled for Gender
- Significant interaction terms were retained in the final model and decomposed using simple slope tests (Aiken & West, 1991).

Interaction terms:
- Math grade X perfectionism
- Interaction between two sub-dimensions of perfectionism (Gaudreau & Thompson, 2010; Shim & Fletcher, 2012)
## Regression Analyses Predicting Engagement

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Emotional Engagement</th>
<th></th>
<th>Engagement Variables</th>
<th>Behavioral Engagement</th>
<th></th>
<th>Disruptive Behavior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\Delta R^2$</td>
<td>$\beta$</td>
<td>$\Delta R^2$</td>
<td>$\beta$</td>
<td>$\Delta R^2$</td>
<td>$\beta$</td>
<td></td>
</tr>
<tr>
<td><strong>Step 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>.07**</td>
<td></td>
<td>.05*</td>
<td></td>
<td>.06*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Grade</td>
<td>-.20*</td>
<td></td>
<td>-.05</td>
<td></td>
<td>-.02</td>
<td>-.21*</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td>.05*</td>
<td>.26**</td>
<td>.25**</td>
<td>.03</td>
<td></td>
<td>.11</td>
<td></td>
</tr>
<tr>
<td>PS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM</td>
<td>-.14</td>
<td></td>
<td>-.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.04*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS x COM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Grade x PS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-.22*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total $R^2$</strong></td>
<td>.12*</td>
<td></td>
<td>.11*</td>
<td>.11**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>4.96***</td>
<td></td>
<td>4.28**</td>
<td>3.61**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Regression Analyses Predicting Help Seeking

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Avoidance of Help Seeking</th>
<th>Expedient Help Seeking</th>
<th>Adaptive Help Seeking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\Delta R^2$</td>
<td>$\beta$</td>
<td>$\Delta R^2$</td>
</tr>
<tr>
<td><strong>Step 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>.04**</td>
<td>.14</td>
<td>.04</td>
</tr>
<tr>
<td>Math Grade</td>
<td>-.11</td>
<td></td>
<td>-.09</td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
<td>.09**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS</td>
<td></td>
<td>-.44***</td>
<td></td>
</tr>
<tr>
<td>COM</td>
<td></td>
<td>.23*</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3</strong></td>
<td>.05**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS x COM</td>
<td></td>
<td>-.23**</td>
<td></td>
</tr>
<tr>
<td>Math Grade x PS</td>
<td></td>
<td></td>
<td>-.23**</td>
</tr>
<tr>
<td><strong>Total R^2</strong></td>
<td>.18**</td>
<td>.09*</td>
<td>.04</td>
</tr>
<tr>
<td>F</td>
<td>6.22***</td>
<td>2.96*</td>
<td>1.51</td>
</tr>
</tbody>
</table>

- $\Delta R^2$ indicates change in $R^2$.
- $\beta$ represents standardized regression coefficients.
- ** denotes statistical significance: * $p < .05$, ** $p < .01$, *** $p < .001$.
Interaction between Math Grade and Personal Standards

Disruptive behavior

Expedient helps seeking

Low PS

High PS

Low Math Grade

High Math Grade

Low Math Grade

High Math Grade
Implications

- Re-considering high personal standards are often considered as a benign form of perfectionism

  - High personal standards did not buffer low-achieving students against expedient help seeking and disruptive behavior

  - It may be naïve to believe that the problem associated with perfectionism is limited to high achieving students.
Limitations

- Correlational nature
- Achievement can be a moderator or an outcome of perfectionism
- Small R squares (.05 ~ .18)
  - Data sources (Predictors and outcomes measured at different time points, grades drawn from school record data)
  - Mismatch in the levels of predictors and the outcomes
    - Global Predictors (i.e., personality disposition) vs. domain specific outcomes (i.e., math)
Motivational scaffolding

- Encourage students set a challenging but reasonably achievable goal (Locke & Latham, 2006), rather than persevering to achieve unrealistically high personal standards.
Questions?
Email to Serena Shim
sshim@bsu.edu
Faculty life at an American Institution

Professors

What my parents think I do
What my friends think I do
What my students think I do

What my spouse thinks I do
What my colleagues think I do
What I actually do
How to get a job?

- Find a position
- Prepare application material and apply for a position
- Interview
- Negotiate the contract
When and where do I look?

- As early as Aug-Sep the year before
- Where?
  - Chronicle of Higher Education
  - Inside Higher Ed.
  - APA Division 15: Homepage, Listserve, Newsletter
  - Individual University websites
  - Academic Keys
  - AERA Job board
The Application

- Job Ad
  - Pay attention to what it says!

- Cover Letter
  - Address your qualifications *clearly and concisely*.
  - 1-2 pages

- CV
  - See how your advisors format their CVs

- The other stuff….
  - Letter of Recommendation / References
  - Syllabi
  - Course Evaluations
  - Research or teaching statements
  - Published works
Interview

- **Phone / Skype Interview**
  - Do your homework

- **Campus Interview**
  - Do even more homework
  - Prepare Questions – (faculty, chair, Dean, students, VP)
What happens at the Interview?

- Job Talk (Practice!) / Teaching Demonstration
- Individual Meetings
  - Search Committee
  - Deans
  - Faculty
  - Students
- Meals
- Campus tour
- Possibly a city tour with a realtor
Academic Jobs

- Tenure-Track
- Non-tenure track
- Research Faculty
- Non-tenure “practice” track (Clinical)
- Post-Doc
Types of Institution

❖ Research Intensive
❖ Teaching Intensive
  ▪ Regional universities
  ▪ Liberal arts colleges
  ▪ Community colleges
  ▪ Teaching tracks at research institutions
Important factors that you should keep an eye out for

- Research support & expectations
- Teaching support
- Course & student load
- Student background
- Number of course preps
- Freedom in teaching
- Interactions amongst the faculty
- Campus culture
- Location, location, location!
Negotiations

- Course Load and student load!
- Office space
- RAs
- Start up funds
- Travel funds
- Technology
- Grant Support
Opportunities and Challenges: Employment

❖ More jobs!

❖ Difficulties for an international applicant
  - Hard to be invited for an Interview due to travel expenses
  - Do not always do well on interview
Opportunities and Challenges: Teaching

- Relatively low teaching load
- Active students
- Various teaching formats encouraged
  - Team teaching
  - Immersive learning
- Teaching in English
- Understanding American culture and education system
- Importance of student course evaluation
  - Social skills and communication
Opportunities and Challenges: Research

- Support for research
- Easy to keep up with the literature
  - Conferences
  - Professional organizations
- More opportunities to learn and grow
  - Journal article review
  - Grant proposal review
- Meeting research expectations for tenure
- Connecting with the local partners (e.g., schools, youth organization etc.)
Final Recommendations

❖ Be competent!
  ▪ Excel in Research and master the course content you teach

❖ Be a good colleague!
  ▪ Be social and expand your social circle outside of Korean communities
  ▪ Be independent
  ▪ Be polite but assertive

❖ Seek challenges!
  ▪ Serve on committees (Department, Universities, Professional organizations, Journal/grant reviews etc.)
Good Luck in your research!

MAY THE DATA
BE EVER IN YOUR FAVOR

memegenerator.net