

The Relationship Between Patience in Teaching and Student Learning Success

in Brazilian and Malaysian Children

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Background

Interpersonal patience is the ability to help someone learn without getting frustrated or annoyed (Schnitker, 2012)

Teachers who show patience to children can have a positive impact on that child's success (Sherman, Rasmussen, & Baydala, 2008).

Peer relationships and patience are important for academic and social growth (Wentzel, 2017).

Hypotheses

H₁: Higher teacher patience score = more students completing the knot & less time

H₂: Females in Natal > males in patience, Mah Meri no difference between sexes

H₃: Natal > Mah Meri in patience

H₄: closer the relationship = higher patience

Design Overview

An older peer has 8 minutes to teach a figure 8 knot to a younger peer, the student must then be able to tie it on their own.

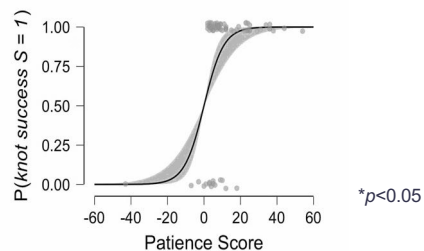


This knot was chosen because piloting showed it was collaborative and not too easy or difficult for children.

Ethogram

	Poi nts	Examples
Verbal Encouragement	+1	"Good job!", explain mistakes
Nonverbal Encouragement	+1	Re-demonstrating knot, eye contact, clapping
Comprehensive Questions	+1	"do you understand?" "are you ready?"
Frustrated	-1	Crosses arms, taps fingers, uses aggressive tone
Distracted	-1	Isn't paying attention, goes off topic

Teacher patience was significantly related to student success



Teacher patience was inversely related to student knot completion time

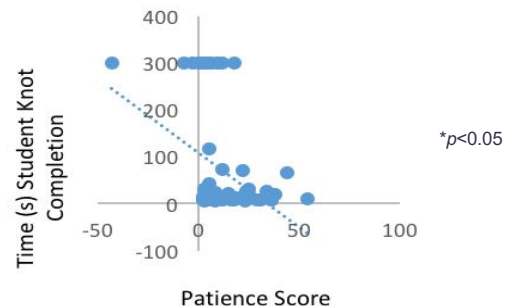
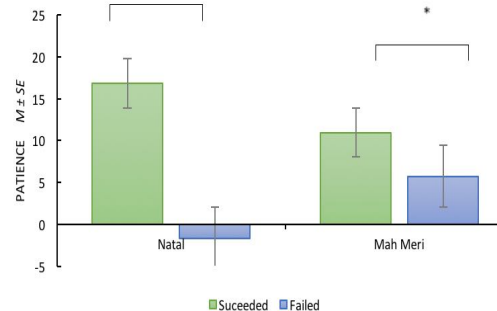


Table 1
Predictor Variables of Patience

Model	Standardized	t	p
1 Intercept		1.433	0.156
Age T	0.287	0.942	0.349
Age S	-0.268	-0.864	0.390
Tied knot before S	0.155	1.286	0.202
Sex	0.060	0.530	0.598
Relationship	0.111	0.812	0.419
Site	-0.297	-2.131	0.036*

Natal demonstrated significantly more patience than Mah Meri



Natal, Brazil
Western Society
(N= 41)



Mah Meri, Malaysia
Non-Western Society
(N= 45)

Summary and Conclusions

Higher teacher patience was related to more students succeeding as well as in a faster time. This is likely due to students feeling more confident when receiving patience from their teacher. While both significant, negative events were more significant than positive behavior events suggesting that diminishing frustration and distraction may have a large impact on a child's learning outcomes.

Sex and peer relationship were not a significant predictor of patience in either site, however, the patience mean was higher for females on both sites and relationship status was in the expected direction. Possibly with a greater sample size these would be significant.

Site had the largest impact on patience likely due to the large culture differences between Western and Non-western societies. Previous research has found that Mah Meri promotes equality in their sexes (Duku & Abdulamin, 2019)

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