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# A Mixed Methods Study on Faculty Caring and Trust as Perceived by Undergraduate Students in Classrooms at a Mid-Western University

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# A Mixed Methods Study on Faculty Caring and Trust as Perceived by Undergraduate Students in Classrooms at a Mid-Western University

by

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**Declaration of Originality**

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

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**Abstract**

This study investigated the relationship between caring and trust within the undergraduate classroom using two valid instruments and an original open-ended survey. The participants were from a mid-western university that included international students. Fifty undergraduate students volunteered to participate in the study. No undergraduate students were excluded from participating in the study, based on diversity. Evidence of a correlation between caring and trust was found using the Caring Professional Scale developed by Swanson (1991) and the Modified Instructional Perspectives Inventory adapted for students (MIPI-S) developed by Henschke (1989). The Cronbach alpha for the CPS was 0.74 to 0.97 and for the MIPI-S, it was 0.81 to 0.85 for factor two 'teacher trust of learners.' Both instruments were scored on a five-point Likert scale. The CPS was originally designed for consumers to rate a variety of healthcare providers on their practice relationship style during a research grant with the National Institute of Health and National Institute of Nursing Research. The MIPI-S was comprised of seven factors that measured engagement between faculty and students. Originally administered at the Chicago City Colleges and the Saint Louis Community Colleges, the MIPI instruments' reliability was established in three other doctoral dissertations as well. A Pearson Product Moment Correlation Coefficient was conducted, resulting in a moderate to strong positive correlation between caring and trust. A comparison of instrument items was also conducted utilizing a *z*-test (0.95) and *t*-test (0.24); each test scored below critical value indicating no interchangeability between instruments. This evidence seemed to support measurement of the two separate items of interest: caring and trust. As the benefit of higher education continued to be scrutinized by society, test scores and grades were

perhaps a less reliable means of measurement for student satisfaction and retention. Therefore, the learning experience may become the new measurement for student satisfaction and retention.

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## Chapter One: Introduction

The interest in conducting this study resulted from the researcher's personal experiences and observations, both as a student and as an educator working for a local college of nursing. Reciprocal caring and trust between the teacher and student in the classroom is necessary for increased satisfaction in learning experiences. According to the Gallup-Purdue Index (2015) report, 27% of students answered 'strongly agree' to the statement, 'My professors cared about me as a person,' from a web-based survey comprising a nationally-represented sample of more than 30,000 respondents (p. 1). Only 27% felt cared about as a person (Gallup-Purdue Index, 2015). This 27% resulted in approximately 8,000 people from the 30,000 polled, who strongly agreed they were cared about as a person (Gallup-Purdue Index, 2015). As a student, Azar (2012) shared his example of experienced tension, that he was not at ease in class and had a teacher who made sharp, stinging comments that ridiculed him and his fellow 12-year-old students. "What I did not experience in that class was respect, caring and trust" (Azar, 2012, p. 31). Azar (2012) later became a teacher "and since it is common that you teach the way you were taught, I went about teaching English almost the same way I was taught" (p. 32); thus perpetuating the cycle of teaching that discouraged students from the potential for lifelong learning.

Students frequently did not recognize they were an integral part of the learning environment, which seemed to leave them disenfranchised from the learning experience (Gallup-Purdue Index, 2015). As neighborhoods declined and educational institutions confronted the loss of funding, and in some cases accreditation, the cost of education became an issue. Society was examining the cost-value relationship within education.

The Gallup-Purdue Index report for 2015, *Great Jobs: Great Lives: The Relationship between Student Debt, Experiences and Perceptions of College Worth,* examined the relationship between student debt and college worth. The report focused on a question many Americans seemed to be asking, is college worth it? They found one-third of recent college graduates with high student loan debt strongly agreed it was worth the cost (Gallup-Purdue Index, 2015). Young students were seeking meaning and purpose, and were frequently left to navigate in a world where little caring or trust was extended in their learning environment or beyond; thus, rendering students disenfranchised from their educational experience, which may or may not result in job satisfaction in the future. In reference to the Gallup-Purdue Index poll, Carlson (2014) noted, "The survey also looked at debt's effects on well-being as one might expect, the data indicate that a graduate's sense of well-being declines with the amount of debt he or she carries" (p. 3). As young students drop out of high school or college, society is potentially deprived of what may have been an asset.

Instead of being engaged with education and society, individuals who drop out disengage, possibly creating lost potential. Educational institutions needed to do a better job of finding the potential in all students to create better citizens for society. As an addendum to the report from Gallup-Purdue Index, Carlson (2014) also noted, "Gallup asked graduates about their 'emotional attachment' to their alma maters and, naturally, found that students who felt they had been well prepared, nurtured, encouraged, and so on were much more connected to their institution" (p. 3).

**Background**

In the early 1900s, Lindeman (1926) and Dewey (1938) scrutinized how education was delivered to students. "Learning here means acquisition of what already is incorporated in books and in the heads of the elders. Theirs is to do-and learn, as it was the part of the six hundred to do and die" (Dewey, p. 19). Delivery of education continues to undergo scrutiny, at the time of this writing, almost one hundred years later.

During the 20th century, people such as Knowles (1970) and Mayeroff (1971), Noddings (1984, 1995, 1998, 2005), along with others, continued to identify limitations in education. Knowles (1970) examined how adults learned best and strived to create a better learning environment for adult learners, which incorporated an inviting learning climate where all participants were valued. Mayeroff (1971) and Noddings (1984, 1995, 1998, 2005) identified caring as an important aspect of the learning environment for student engagement. "To care for another person, in the most significant sense, is to help him grow and actualize himself" (Mayeroff, 1971, p. 1). If Mayeroff (1971) was correct, growth and self-actualization were dependent upon caring. There seemed to be some evidence from the Gallup-Purdue Index (2015) poll that higher education had fallen short, with less than a third of students being satisfied with their education. According to Noddings (1984), "There is, necessarily, a form of reciprocity in caring" (p.71). While educators may care about students, reciprocity could be the reason education was not delivering meaningful education to students.

More recently, Tschannen-Moran (2014) and Bryk and Schneider (2002) and Kochnek (2005), as well as others, addressed the need for trust in schools as a resource for improvement. "Almost a half century after the Brown decision to desegregate the

schools, the dream of schools eliminating class distinctions and providing equal opportunities to learn seems far from becoming reality" (Tschannen-Moran & Hoy, 2000, p. 548). Prior to the preceding statement addressing what we care about, such as children and money, tangible things, or intangible things, such as democracy, respect, and tolerance as norms for society, the following statement was made; "Schools look after all of these for society, and consequently the issue of trust is vital in the study of schools" (Tschannen-Moran & Hoy, 2000, p. 548). Henschke (2014) noted, "Trust has moved well beyond the lofty literature of the abstract discussions into the usable, where the rubber-meets-the-road application and development into practice and technology" (p. 158). Educational institutions were responsible for far more than rote learning by students; information was continually changing; lifelong learning and adaptability would be paramount for future generations. This study looked at undergraduate students in a mid-western university; however, the literature tended to reflect secondary education, leaving an information gap in higher education research. As research continued in the field of education, the author of this study hoped to examine both caring and trust as central topics that seemed to add value to the learning experiences of undergraduate students for the future.

**Purpose of the Study**

The first purpose of this study was to investigate a possible correlation between caring and trust utilizing two different instruments: the Caring Professional Scale (CPS) (Swanson, 2000) and the Modified Instructional Perspectives Inventory-Student (MIPI-S) (Henschke, 1998). The second purpose was to explore student perceptions of caring and trust, as well as the use of caring and trust by faculty in a classroom setting of

undergraduate students at a mid-western university. A third purpose for this study was to investigate the existence of interchanging usability between the instruments, the CPS and the MIPI-S, in measuring caring and trust within undergraduate classrooms at a mid-western university. While the two instruments appeared to have some overlap, for example, 'emotionally distant' from the CPS seemed to overlap with 'teacher insensitivity towards learners' from the MIPI-S; a correlation or shared meaning could not be determined without further scrutiny.

**Rationale**

Many studies were written on caring or trust, such as those reported by Tschannen-Moran and Hoy (2000), Rotter (1967), and Teven (2007) within education. However, little or no information from the studies addressed the correlation or relationship between caring and trust. This study investigated if there was a correlation or relationship between caring and trust. While there were three possible outcomes for correlation, that being a correlation exists, or no correlation exists, with the third possibility as an inverse or negative relationship between caring and trust. After an exhaustive search of the literature, no correlational studies were found on caring and trust. While caring and trust seemed to go together intuitively, no direct relationship had been established between caring and trust.

Caring in the classroom could be displayed by caring behaviors such, as listening, validating, or empowering students, which could be expressed through the attributes of respectful and trusting relationships (King & Chan, 2011). Garza, Alejandro, Blythe, and Fite (2014) referred to caring as the necessary support for helping students reach their expected potential. Promoting learning and engagement in school was cultivated through

caring relationships with students (Garza, Alejandro, Blythe & Fite, 2014). O'Brien (2010), referring to teaching in higher education, stated, "Teacher educators who create true learning communities model intimacy, open communication, and deep reflection, and refuse the language of monetary exchange that sees students as merely 'economic units'" (p. 111). O'Brien (2010), in an attempt to get to know students better, offered to meet with them for 15 minutes at the beginning of a semester. She explained it was difficult to get to know 29 or 30 students in a semester and that she would like to, at least, know them a little. "We almost always find a point of connection during our conversations, and this helps us both see the other as someone we can know" (O'Brien, 2010, p. 112). She typically had 24 out of 29 or 30 stop by or agreed to meet elsewhere for the 15 minutes. O'Brien (2010) continued to build on the first meeting throughout the semester and found caring relationships contributed to a positive classroom climate. Meeting with students helped to make class more personal for the student and showed interest in students.

Trust in the classroom required commitment and continual expressions of caring behaviors in order to develop a trusting relationship with students in which growth could occur (Garza, Ovando, & Seymour, 2010). O'Hara (2006) described transcendent relationships as including caring, trust, mutual respect, and reciprocity as key qualities for meaningful learning to occur. Andragogy, as an approach to teaching and learning, utilized a warm learning environment in which caring, trust, mutual respect, and reciprocity were implemented in concert with the facilitator and the learner (Henschke, 2015, 2016a, 2016b). Tschannen-Moran and Hoy (2000) noted, "Trust is likely to be sustained as people interact in cooperative ways and the trusting cycle becomes self-

sustaining." (p.574). While the previous statement could apply to relationships outside of education, it demonstrates that trust was reciprocal, that it must be cultivated and maintained. For trust to be found in society it seemed logical to think our early introduction and continued experience of trust away from home would be in schools.

In summary, caring and trust were key elements to establishing relationships in which meaningful learning could occur (O'Hara, 2006; Tschannen-Moran, 2014; Tschannen-Moran & Hoy, 2000). Andragogy incorporated caring and trust, as a teaching method, and supported mutually respectful relationships, which were equally reciprocated between the facilitator and learner through caring and trust (Henschke, 2015, 2016a, 2016b). With the intent to facilitate best practices in education, it should be determined if there is a relationship between caring and trust, which could promote a future foundation for education within classrooms.

The gap in literature, current to this writing, was there were no studies establishing a correlation or relationship between caring and trust as two variables. After an exhaustive search of the literature, no correlational studies were found that included caring and trust. Much of the literature stated that caring and trust were important for meaningful learning to occur (Dewey, 1938; Henschke 2015; Knowles, 1970; Mayeroff, 1971; Noddings, 1984; O'Hara, 2006; Tschannen-Moran & Hoy, 2000). However, the literature lacked studies on the relationship between caring and trust and how this relationship may affect learning experiences.

**Research Hypotheses**

The hypotheses for this mixed methods study were:

**H1** - There is a relationship between caring and trust within undergraduate classrooms, as measured by the Modified Instructional Perspectives Inventory-Student (MIPI-S) and the Caring Professional Scale (CPS).

**H2** - There is existence of interchanging usability of the Modified Instructional Perspectives Inventory-Student (MIPI-S) and Caring Professional Scale (CPS).

**Research Questions**

The research questions for this study of caring and trust within the undergraduate classroom were:

**Question One:** How do undergraduate students perceive caring and trust within a university classroom setting?

**Question Two:** How do undergraduate students perceive the use of caring and trust from faculty within a university classroom setting?

**Limitations**

A potential limitation of this study may be that faculty do not practice andragogy in the classroom, which may result in less caring and trust. The data would not reflect use of andragogy, if caring and trust were not conveyed by the faculty/facilitator/teacher, or perceived by the student. While the researcher believes andragogy as a teaching method was more likely to result in reciprocity of caring and trust between faculty and students, this study did not measure the use of andragogy in the classroom. Another possible limitation was student perception of caring and trust between students. Students may feel there was caring and trust in the classroom among students, but not clearly perceived from faculty. International students or students who speak English as a second language may interpret survey items slightly different from students who speak English

as a first language, although the international students have been accepted by the university and attend the same classes. Only students 18-years-of-age and older were allowed to participate in this study. This study reflects an initial attempt to establish a relationship between caring and trust within the undergraduate classroom. Qualitative survey items were added to assess caring and trust, along with the use of the instruments to collect data; however, the survey items had no established reliability. The CPS was not developed for classroom use. This study was limited to one university and only undergraduate students.

**Definition of Terms**

**Andragogue**, for the purpose of this study, was the facilitator, educator, instructor, teacher, and faculty, and was interchangeable with, having the same meaning as, the person conducting the learning experience in the classroom.

**Andragogy**, was the art and science of helping adults learn, (Knowles, 1970). However, children and young adults may benefit from this way of learning, as well.

**Learner,** and student have interchangeable meanings for the purpose of this study, to be understood as the individual undertaking the learning.

**Caring**, when used as an adjective, describes displaying kindness and concern for others. Swanson (1991) defined caring as a "nurturing way of relating to a valued other toward whom one feels a personal sense of commitment and responsibility" (p. 162). Swanson's (1991) theory of caring and andragogy was a part of the framework used for this research study. During her research, Swanson (1991) established five categories or processes of caring: knowing, being with, doing for, enabling, and maintaining belief. The definition of caring for the purpose of this study included the five caring processes

identified by Swanson (1991), as measured by the CPS. A brief explanation of the five processes follows:

**Knowing**, is striving to understand, avoiding assumptions, centering on the person, assessing thoroughly, seeking cues, and engaging the self of both.

**Being with**, is being there and conveying ability, sharing feelings, and not burdening.

**Doing for**, is comforting, anticipating, performing competently/skillfully, protecting, and preserving dignity.

**Enabling**, is focusing, informing or explaining, validating or giving feedback, supporting or allowing, and generating alternatives or thinking it through.

**Maintaining belief**, as in 'going the distance' with another, was believing in or holding one in esteem, offering realistic optimism, and maintaining a hope-filled attitude (Swanson, 1991).

**The Caring Professional Scale** (CPS) emerged from Swanson's (1991) original mid-range theory on caring. The scale consisted of 18 items developed as a paper and pencil questionnaire. The transferability of the CPS from a health care setting into a classroom setting will be evaluated through its use as a tool to measure caring in a classroom. Swanson's (2000) CPS had construct and content validity established through correlation using the Barret-Lennart Relationship Inventory subscale of empathy ($r = .61$, $p < .001$). Cronbach's alpha estimate for internal consistency or reliability was at 0.74 to 0.97, for multiple providers (Swanson, 2000; Appendix D).

**Trust**, is the belief that someone is reliable, good, honest, effective, and relies on the character, ability, strength, or truth of someone. Henschke's (1989) definition of trust

from his research-to-practice study will be another part of the underpinning for the aspect of trust in this study. Trust, for the purpose of this study was defined by Henschke's (2015) 11 elements of the second factor - teacher trust of learners from the MIPI-S (Appendix B, Factor 2).

The Modified Instructional Perspectives Inventory-S (MIPI-S) was the second instrument used to measure trust in this study. The original instrument, Instructional Perspectives Inventory (IPI) was developed to identify appropriate practices, which identified beliefs, feelings, and behaviors for the adult educator (Henschke, 1989). Development of the MIPI-S resulted from the original work of the IPI, into a 45-item Likert questionnaire developed by Henschke (1989), which contained seven factors. Cronbach's internal consistency and reliability for the MIPI was 0.88 to 0.90 for total factors, which was greater than 0.70 and considered acceptable. Factor two, which deals with trust, had an internal consistency of reliability that registered between 0.81 and 0.86, as determined by Moehl's (2011), Stanton's (2005), and Vatcharasirisook's (2011) studies (Tables 1- 3).

Table 1

*Factors on the Original IPI and Cronbach's Alpha*

| Factors on the original IPI | Cronbach's alpha |
|---|---|
| Teacher empathy with learners | 0.63 |
| Teacher trust of learners | 0.81 |
| Planning and delivery of instruction | 0.71 |
| Accommodating learner uniqueness | 0.71 |
| Teacher insensitivity toward learners | 0.78 |
| Learner-centered learning process | 0.72 |
| Teacher-centered learning process | 0.57 |

*Note:* (Stanton, 2005).

Henschke used the IPI extensively in workshops and classes he taught in the United States and internationally. "I have also administered the IPI in numerous countries around the world: Germany, Austria, Hong Kong, Peoples' Republic of China, South Africa, Brazil, Thailand, and the United Kingdom" (Henschke, 2013, p. 843).

Table 2

*Summary of Cronbach Alpha in Moehl's Study*

| | 426 cases | 394 cases |
|---|---|---|
| IPI f 1: Teacher Empathy with Learners | .70 | .69 |
| IPI f 2: Teacher Trust of Learners | .85 | .85 |
| IPI f 3: Planning & Delivery of Instruction | .75 | .75 |
| IPI f 4: Accommodating Learner Uniqueness | .72 | .72 |
| IPI f 5: Teacher Insensitivity Toward Learners | .70 | .70 |
| IPI f 6: Learner-Centered Learning Process | .70 | .68 |
| IPI f 7: Teacher-Centered Teaching Process | .64 | .65 |
| Overall Instructional Perspectives Inventory | .90 | .90 |

*Note:* (Moehl, 2011).

Henschke (2013) continued with, "Almost without exception, in these situations, the strongest factor in the instrument remained 'teacher trust of learners' (p. 843). Three of Henschke's former students established reliability and validity for the IPI and the MIPI in their research studies, Moehl (2011), Stanton (2005), and Vatcharasirisook (2011) (Tables 1-3).

Table 3

*Reliability of the Seven Subscales*

| Subscale | Cronbach's alpha |
|---|---|
| Supervisor empathy with subordinates | 0.83 |
| Supervisor trust of subordinates | 0.86 |
| Planning and delivery of instruction | 0.79 |
| Accommodating subordinate uniqueness | 0.79 |
| Supervisor insensitivity toward subordinates | 0.74 |
| Subordinate-centered learning process | 0.76 |
| Supervisor-centered learning process | 0.71 |
| Employee's job satisfaction | 0.79 |
| Employee's intention to remain in the company | 0.85 |

*Note:* **(**Vatcharasirisook, 2011).

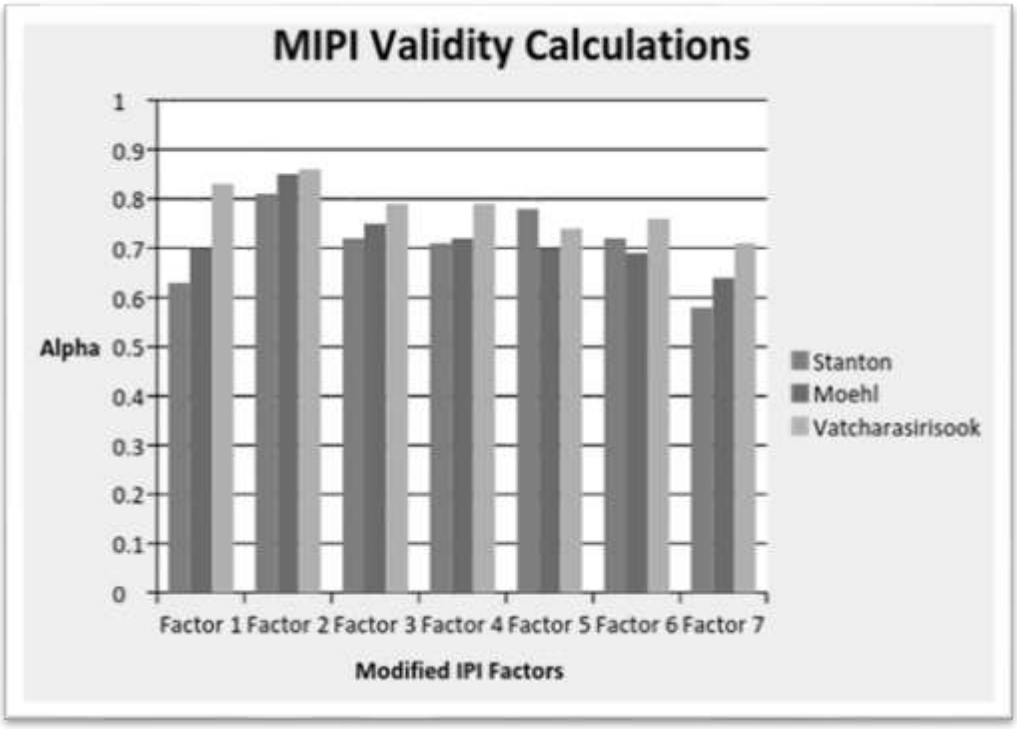


*Figure 1*. Combined study results for MIPI-S. See Appendix A for a list of items from the MIPI-S included in the seven factors.

The MIPI-S measures the following seven factors:

**Factor 1.** Teacher Empathy with Learners: Empathetic teachers respond to learners' learning needs, empathetic teachers pay attention to the development of a warm, close, working relationship with students.

**Factor 2.** Teacher Trust of Learners: A relaxed and low risk environment is an important factor in establishing respect and trust. Respect and trust between students and teachers can be created by avoiding threats, negative influences, and allowing learners to take responsibility for their learning.

**Factor 3.** Planning and Delivery of Instruction: Your teacher should use the andragogical approach, teachers plan learning facilitation, which involves learners in the planning process. When learners take responsibility for their learning, they have

commitment for their success. Learners should also be involved with evaluation; feedback should be included in the planning process.

**Factor 4.** Accommodating the Learner Uniqueness: Your teacher should apply distinct learning facilitation techniques with learners; each learner has their preferences in learning styles and methods. Teachers should consider learners' differences in motivation, self-concept, and life experiences for the subject to be learned.

**Factor 5**: Teacher Insensitivity toward Learners - Your Teacher: It is the behavior of the teacher that influences the learning climate. When teachers lack sensitivity and feeling, and fail to recognize the uniqueness and effort of students, the bond of trust and mutual respect may not occur.

**Factor 6**: Learner-centered (experienced-based) Learning Process: Your teacher should focus on group dynamics and social interaction so that students can apply the subject learned for application that the student has in mind. Learners need to have an active role in the work and learning process. Learners have different accumulated learning experiences and should take a major part in their learning.

**Factor 7.** Teacher-centered Learning Process: Your teacher should take control of the learning; it is a subject-centered process, with the knowledge flow as a one-way transmission from teacher to learner; learners have a passive role in the teacher-centered process.

For a complete list of factors associated with each survey item, see Appendix B.

Henschke (2015) also acknowledged that there must be reciprocity in the relationship between the learner and the andragogue or facilitator of trust, empathy, and sensitivity in combination and in concert. The facilitator must initiate and maintain the

combination of the three elements of trust, empathy, and sensitivity, to understand effectively the learning process to make the right choices. Insensitivity may get in the way or block the process of modeling reciprocity of trust, empathy, and sensitivity.

Table 4

*Numeric List of Items from MIPI-S - Paired with the Seven Factors*

| Seven factors under MIPI | MIPI Items |
|---|---|
| 1. Teacher *empathy* with Learners | 4, 12, 19, 26, 33 |
| 2. Teacher [Facilitator] *trust of* Learners | 7, 8, 16, 28, 29, 30, 31, 39, 43, 44, 45 |
| 3. *Planning and delivery* of instruction | 1, 9, 22, 23, 42 |
| 4. *Accommodating* learner uniqueness | 6, 14, 15, 17, 37, 38, 40 |
| 5. Teacher *insensitivity* toward Learners | 5, 13, 18, 27, 32, 36, 41 |
| 6. *Learner-centered* learning process (*Experience—based* learning techniques) | 2, 10, 21, 24, 35 |
| 7. *Teacher-centered* learning process | 3, 11, 20, 25, 34 |

**Conclusion**

Caring and trust within the educational setting was studied separately or myopically, as if the two were unrelated elements. Many studies of caring and trust were conducted in secondary education. However, fewer studies were conducted within higher education classrooms. Investigation of the relationship between caring and trust may support deliberate efforts for improvement within education by focusing on the combined use of both caring and trust in the learning process. While this study focused on undergraduate students to investigate if there was a relationship between caring and trust, the possibility of implementing this study with graduate students would also be fitting.

Moving forward, as society was seeking value for the money and time spent on education with an eye toward the results (Gallup-Purdue Index, 2015), caring and trust may play an integral role in educational outcomes in the future. This may be particularly true for student retention and student satisfaction of the learning experience after

graduation, related to consumer promotion of the learning institution. As evidenced by the Gallup-Purdue Index (2015) Report, the tried methods of measuring successful education were not in grades and standardized testing, but in growth as a member of society. Chapter Two reveals a deeper look into what the literature had to say about caring and trust within the educational setting.

## Chapter Two: The Literature Review

The literature reviewed includes research conducted on caring and trust, both within and outside of the undergraduate learning environment. Some of the literature addressed various working relationships within the educational setting pertaining to caring and trust. Although some studies pertained to secondary education, the data or information could potentially translate to higher educational learning environments. An effort to look at as much of the literature as possible was made by this researcher.

### Background

Education transitioned through a continual evolution over time. That evolution continued at the time of this writing, with the goal of how best to educate students. This study investigated if there was a relationship between caring and trust. In order to learn about caring and trust in education, it was best to look at what happened in the past; however, educators must also look at what is going on with education at the present time. While this study examined caring and trust within the undergraduate classrooms using the Caring Professional Scale (CPS) and the Modified Instructional Perspectives Inventory adapted for students (MIPI-S); some literature from secondary education is included in the review due to gaps in the literature regarding caring and trust in higher education. The pursuit of finding what helped students learn best was key to having an educated society, good citizens, and avoiding the waste of our nation's most precious resource, its youth.

Lindeman (1926) spoke of education as a vicious cycle in which young people went through the process of learning in preparation for life. The vicious cycle was not joyful but something that must be endured (Lindeman, 1926). Hoffman (2014) noted that

positive student-faculty relationships resulted in a higher level of contentment, increased effort, and greater student engagement with better outcomes for students. Lindeman (1926) was concerned that education had become dull, uninteresting, with degrading capitulations in which students suffered irritating and painful experiences, and described learning for students as something less than desirable and possibly not useful. Lindeman (1926) concluded students would be out of touch within a decade, or worse, that the students would be injured and no longer interested in learning.

In more recent history, educators witnessed No Child Left Behind (NCLB, 2002), Race To the Top (RTTT, 2010) and Common Core State Standards (CCSS, 2012) implemented in education. RTTT was introduced by the Obama administration offering five-billion dollars to states who agreed to accept the new polices that included evaluating teachers by the rise and fall of test scores (Ravitch, 2016). RTTT was the first attempt at importing corporate thinking into education with concepts such as bottom line, profit and loss, bankruptcy for any branch that did not show a profit or return on investment, and of course abrupt firing for any employee who failed to meet targets, as well as bonuses for those who did. Ravitch (2016) stated, "If a get-tough policy saps educators of their initiative, their craft, and their enthusiasm, then it is hard to believe that the results are worth having" (p. 72). Apparently, no one asked what it meant to race to the top. Alternatively, what criteria would be included to get to the top? For instance, where is the top? Who will get there and who will be left behind? Most of the answers rested with those who had the top scores on standardized tests; this was certainly not what Lindeman (1926), Dewey (1938, 2017), or other educators had in mind for education. Our goal for education as a nation should be human development and not

profits (Dewey, 2017; Noddings, 2005; Ravitch, 2016). Referring to standardized test scores Ravitch (2016) stated, “They cannot measure originality, imagination, character, honesty, industriousness, integrity, persistence, creativity, diligence, kindness, courage, and scores of other traits and skills that matter more for making a good life than the ability to guess the right bubble” (p. xxxi).

Hoffman (2014) stated faculty availability contributed to students’ intellectual development, goal setting, and goal attainment, and changed attitudes toward more scholarly careers. Lindeman (1926) was concerned with the development of an educated society and stated, “The whole of life is learning, there-fore education can have no endings” (p. 6). Hoffman (2014) stated, “One such factor may be related to the relationships between students and faculty,” in reference to reasons students failed to graduate or continue with academic pursuits (p. 13). A study from Lizzio, Wilson, and Simons (2002) found, “At a finer level of analysis, it is the component elements of good teaching (reciprocally interactive and motivating transactions between teacher and student) which are the strongest single influence” (p. 45).

Dewey (1938) described education as delivered within an institution that was different from other more social institutions. Patterns of organization within the institution of education included noting time-schedules, fixed rows of desks, examinations, promotion, and rules of order. Lindeman (1926) and Dewey (1938) shared similar concerns that teaching was static. “It is taught as a finished product, with little regard either to the ways in which it was originally built up or changes that will surely occur in the future” (Dewey, 1938, p. 10). Noddings (1998) noted that Dewey was concerned with the production of good democratic citizens, which entailed responsibility,

self-direction, and administration, in order to be responsible citizens. Dewey (1938) and Lindeman (1926) wrote about freedom obtained through education as a citizen. Lindeman (1926) referred to Dewey in the following statement:

> Limits of freedom are reached only when we have exhausted all of the possibilities within grasp of growing capacities. "Every important satisfaction of an old want creates a new one," says Dewey and so every attainment in the ordering of our conscious conduct gives rise to new possibilities. (as cited in Lindeman, 1926, p. 73)

Lindeman's (1926) use of freedom described an end to the bonds of traditional education and the promotion of self-directed lifelong learning. Limits occurred only when growth of the individual could no longer occur.

Lindeman (1926) spoke of conventional education as enslavement to a false premise. Education was the summation of experiences referred to as sediment lived by others; which was then divided up and parceled out as subjects to students, having nothing to do with their interest or eagerness to learn the subjects. The subjects delivered were mathematics, history, language, and etcetera, all delivered with such disciplinary regard that even the most interesting of subjects became an uninteresting task to learn. Dewey (1938) considered the participation of the learner as paramount; the failure of traditional education without cooperation of the student in the construction of the learning experience was a detriment to the student. For example, Noddings (1998) referenced George Orwell's remembrance of his early education, "No judgement was required on the part of students. Indeed, the exercise of judgement would have been regarded as impudence. The results were fear, hatred, despair, and rote learning that would have

produced fine scores on standardized tests" (p. 484). Noddings (2005) also noted, "It is not surprising that the combination of narrowly stated learning objectives and pat, routine lessons induce boredom" (p. 9).

Ravitch (2016) stated, "But when scores are produced by threats of punishment and promises of money, and when students cannot perform equally well on comparable tests for which they have not been trained, then the scores lose their meaning" (p. 96). More importantly, Ravitch (2016) said about scores, "Scores matter, but they are an indicator, not the definition of a good education" (p. 96). Noddings (2005) noted, "People are not reducible to methods except, perhaps, in their work with objects. This form of reduction is called automation, and it simply does not apply to interpersonal activities" (p. 8). "An undesirable society, in other words, is one which internally and externally set up barrier to free intercourse and communication of experience" (Dewey, 2017, p. 62). "Public education is a vital institution in our democratic society, and its governance must be democratic and open to public discussion and public participation" (Ravitch, 2016, p. 97). It appeared the goal was to stimulate a desire for learning instead of extinguishing any desire to learn.

Student participation was required for meaningful learning to occur. (Dewey, 1938; Lindeman, 1926; Noddings, 1998). The process in which connections were made between students and teachers must evolve and was reciprocal; it was the relationship that made the difference in the education (Hoffman, 2014). Facilitation of the student-teacher relationship and lifelong learning was as important at the time of this writing as it was when Dewey (1938), Lindeman (1926) and Noddings (1998) wrote about education (Dewey, 1938; Henschke, 2009; Knowles, 1970; Lindeman, 1926; Noddings, 1998).

Many subjects taught in the 21st century were obsolete by graduation; the student must continue to learn and evolve with baseline information after completion of a degree. Continued growth and development after graduation would be a situation of lifelong learning (Dewey, 1938; Lindeman, 1926; Noddings, 1998). Learners needed to know how to continue to learn and remain motivated to learn to maintain employment or to have marketability (Dewey, 1938; Knowles, 1970; Lindeman, 1926; Noddings, 1998).

Contributions to lifelong learning began with the concept of Andragogy. The term andragogy was derived from the Greek stem 'andr,' or man, and 'agogos,' or leading, and became the term for the art and science of how to teach adults, as opposed to pedagogy, the art and science of how to teach children, which was derived from the Greek stem 'paid,' or child' and 'agagos;' or leading (Knowles, 1970). The earliest recorded use of the term andragogy dated back to Kapp (1833), a German high school teacher (Reischmann, 2004; Henschke, 2009, 2016a). His work entitled "Platon's Erziehungslehre,*"* or "Plato's Educational Ideas," made a case for education of character and self-reflection as the first value in human life (Reischmann, 2004; Henschke, 2009, 2016a, 2016b). Kapp used the term andragogik in "Planton's Erziehungslehre"; however, it was unclear whether he invented the term or if he borrowed the term from somebody else. Kapp did not develop a theory, but justified andragogy as the practical necessity of the education of adults (Reischmann, 2004). Andragogy did not become a 'theory' of practice for adult teaching until Lindeman (1926) referred to it as the method of teaching adults after his visit to the Academy of Labor in Frankfurt, Germany (Reischmann, 2004). Lindeman (1926) did not use the term andragogy in "The Meaning of Adult Education," but discussed adult education, "Indeed, if adult education is to produce a

difference of quality in the use of intelligence, its promoters will do well to devote their major concern to method and not content" (Lindeman, 1926, p. 179). Andragogy, as a method to teach adults, did not become well known until Knowles (1970) reinitiated the term (Henschke, 2009; Henschke, 2016a, 2016b). "Andragogy is, therefore, the art and science of helping adults learn" (Knowles, 1970, p. 38).

While Knowles (1970) was credited for being the father of adult education, Henschke (1987), after working with Knowles noted, "For most educators and trainers in programs serving adults, neither adult teaching experience nor formal preparation for teaching the adult learner is a requirement for obtaining a position"(p. 414). In an attempt to identify appropriate adult educator practices, Henschke (1998) developed the Instructional Perspectives Inventory (IPI). The original study conducted with the IPI involved over 600 adult educators who responded to the seven factors that make up the IPI. At that time, factor seven, Teacher Trust of Learners, was the second-highest ranking factor after Teacher Empathy with Learners, factor four. Henschke (1987) identified five important building blocks for a systematic training program for non-experienced teachers of adults. The five building blocks were:

- Beliefs and notions about adult learners;
- Perceptions concerning qualities of effective teachers;
- Phases and sequences of the learning process;
- Teaching tips and learning techniques; and
- Implementing the prepared plan. (Henschke, 1987, p. 415)

Eventually, the five building blocks were used to help teach adult educators and the IPI became modified into the instrument used in this study, the Modified Instructional Perspectives Inventory adapted for students (MIPI-S).

The focus on lifelong learning for adults made a case for no longer defining education as a compulsory endless transmission of what was known. The time span of an individual's longevity then-currently exceeded the time span of social change (Knowles, 1970). Some students continued their education immediately after high school; however, there was a continuing trend of non-traditional students in community colleges and universities (U.S. Department of Education, 2015). At the time of this writing, many colleges and universities maintained the same approach to deliver education as implemented in elementary school: fixed rows of desks, examinations, time-schedules, promotions, and rules of order, unchanged from the turn of the century; further evidence that education must be endured. Continued use of these methods could enable a potentially disabled society through education and the production of a population less informed, and could produce a society crippled by its stunted growth (Noddings, 1998). The tragedy of culture would be the tendency to hang onto the concept of the child or possibly the adult learner as a dependent personality (Knowles, 1970). A passive learner could be crippled by stunted growth if learning needs were not met. The learner may, or may not, choose to continue with learning when their learning needs go unmet.

The relationship bound the student and the educator. The student-teacher relationship ought to be one of mutual respect and reciprocity (Knowles, 1970; Henschke, 2015). The environment for the relationship began with the learning climate; it should be one of respect, support, acceptance, and mutuality, where teachers and students were

united inquirers (Booth & Schwartz, 2012; Knowles, 1970). Behavior described as caring and respectful with reciprocity would be when another listened to something someone had to say (Knowles, 1970; Swanson, 1993). Students as well as teachers want to be heard, and without attentive listening, mutual respect with reciprocity between students and teachers beneficial relationships are unlikely (Knowles, 1970; Knowles, Holton, & Swanson, 2005; Swanson, 1993). Teachers needed to hear what students had to say if teachers wanted to diagnose learning needs of students. Students who were not comfortable in their learning environment were less likely to respond to questions or answer honestly when asked a direct question. This halted the development of the relationship from taking place between the learner and the educator, which defeated the purpose of the encounter (Knowles et al., 2005). To serve students best and have meaningful learning experiences that added to the maturing process, learners must feel comfortable in the learning environment. Knowles (1970) stated, "Andragogy assumes that a teacher can't really 'teach' in the sense of 'making a person learn,' but that one person can only help another person learn" (p. 43).

The process of helping adult students learn through the creation of a comfortable climate in which mutual respect with reciprocity between students and faculty would need to have caring and trust (Knowles, 1970; Henschke, 2013; Mayeroff, 1971; Nodding, 2005). "Facilitators of adult learning who currently espouse *and* practice trust building and creating a climate of mutual respect know the congruence between words and deeds is conducive to building trust" (Henschke, 2013, p. 855). Upon reflection, Henschke (2013) had this to say about trust in reference to his learning experiences with Knowles, "Malcolm's exemplifying 'congruence' in front of me and my learning with

him has been and still is very impactful in my life" (p. 853). In reference to his own practice of teaching adult learners and building trust, Henschke (2013) stated, "I have sought to be 'congruent,' a 'doer,' during all the 43 years of my scholarship and practice thus far" (p. 853). Through building trust of learner, caring was implied in the teaching process.

Caring referred to a selflessness in which the caring for another helped both parties to grow. An analogy would be a writer caring for or nurturing ideas of a book, suggesting both the writer and the book actualized or grew. "Or, put differently, by using powers like trust, understanding, courage, responsibility, devotion, and honesty I grow also; and I am able to bring such powers into play because my interest is focused on the other" (Mayeroff, 1971, p. 40). Reciprocity of caring helped the student to develop as an individual, but it transformed the teacher as well, through the contribution of his or her potentially growing relationship (Mayeroff, 1971). It would be reasonable to conclude that there must be reciprocity of caring and trust to facilitate learning.

In Katz's (2014) *An Examination of The Prime of Miss Jean Brodie*, the author compared and contrasted what an educator should and should not do to convey caring and trust as an educator. The story of *The Prime of Miss Jean Brodie* involved a teacher who at times overstepped boundaries with students, blurring the lines between mentor and abusing power as the educator. Stipek (2006) noted that caring teachers were honest, fair, and trusting. Caring teachers granted students opportunities for decision-making and for autonomy (Stipek, 2006). Katz (2014) summarized caring as receptive, open, nonjudgmental and supportive and as the ability to be 'with' another, listening in an empathetic way, striving to reach understanding. Another explanation of trust was to live

up to legitimate expectations placed upon teachers and the role trustworthiness played in the teacher's ability to function as a role model (Katz, 2014).

"Teachers who feel respected, trusted, and cared about as individuals are in a much better position to offer the same support to their students" (Stipek, 2006, p. 48). Students typically trusted teachers; but trust, at times, may be misplaced when teachers' efforts to treat students well end up being misguided. Katz (2014) described trust as being under an umbrella of three critical moral virtues: caring, fairness, and respect for students as learners and persons. The moral virtues for teachers helped earn and sustain a reputation for trustworthiness in their relationships with students (Katz, 2014). A further explanation of the teacher's role was to act in ways that help students grow into caring, thoughtful, reasonable, fair-minded, and trustworthy students continually earning the trust placed in them as educators (Katz, 2014).

Fielding (2012) noted Macmurry's contribution to education as identifying the necessity of grounding one's view of education as to what it meant to become human, speaking of our ability to enter into personal relationships as a measure of our humanity. Fielding (2012) summarized Macmurry's view on human nature as first, mutuality, as developing our humanity and second, the paradox, while we are born human we must learn to be human. Therrell and Dunneback (2015) stated in reference to millennials, "In particular, students want to feel cared about, and they want to feel that what they learn is worth caring about" (p. 58). In Macmurry's May, 5, 1958, annual lecture publicly delivered at Moray House College of Education, Edinburgh University, he stated, "For any kind of teaching involves establishing personal relations between teacher and pupil, and the success or failure of the teaching depends very largely upon the character and

quality of this relation" (as cited in Fielding, 2012, p. 670). It would seem that the quality of relationships depended deeply upon reciprocity of caring and trust between students and faculty.

**Caring**

"The most powerful energy in the universe and thus in human beings and in organizations is caring" (Chapman & Sisodia, 2015, p. 244). In *Development of a Theoretically Adequate Description of Caring*, Gaut (1983) listed the general family of meaning for the word, or notion of caring for an individual in three categories; attention or concern for; providing for or responsibility for; attachment, regard, fondness for; all of which implied an inclination or disposition of caring about another person. Other components of caring included awareness, respect, and knowledge. Both awareness and knowledge were noted as a part of 'positive change condition.' "The awareness/ knowledge condition of caring involves identification of a need for care, that is, the identification of a 'lack of something required or desired'" (Gaut, 1983, p. 321).

Swanson (1993) defined caring as "a nurturing way of relating to a valued other toward whom one feels a personal sense of commitment and responsibility" (p. 354). Caring as a nurturing way of relating had five components: knowing, striving for understanding of another person; being with, emotionally present; doing for: facilitating independence; enabling, facilitating transition from the unfamiliar; and maintaining belief, sustaining faith in the other to transition to self-fulfillment (Swanson, 1991). Swanson (1993), from a nursing perspective derived the five components of caring after noticing client-centered care was sacrificed by technology, economics, and provider egos.

Other noted issues were society valuing cure and circumventing death over enhancing quality of life and preserving personal dignity, as well as preventing health problems.

Mayeroff (1971) identified the major ingredients of caring as: knowing. Alternating rhythms was explaining an idea in more than one way to facilitate understanding, patience, honesty, trust, humility, hope and courage. "In the sense in which a man can ever be said to be at home in the world, he is at home not through dominating, or explaining, or appreciating, but through caring and being cared for" (Mayeroff, 1971, p. 2). O'Hara (2006) looked at the transcendent relationships as characterized by caring, mutual respect, trust, and reciprocity between the teacher and the learner. The ideal school would be one where flexibility, genuine human equality, and abundant learning opportunities occurred. For students, the learning opportunities would be lively, safe, and intensely collaborative (O'Hara, 2006).

In *The Caring Relation in Teaching,* Noddings (2012) wrote that all life started with relationships and it was how human individuals emerged, through relationships. In caring encounters, the roles of the one cared for and the one caring became equal relations over time, with both parties switching roles. "Adult caring relations exhibit this mutuality" (Noddings, 2012, p. 772). In regard to caring relationships among teachers and students, Teven and McCroskey (1996) stated, "If a teacher cares deeply, but does not communicate that attribute, he or she might as well not care at all" (p. 1).

Creating a climate for caring, according to Noddings (2012), meant we must meet needs and encourage moral development through knowledge. "A climate of care and trust is one in which most people will want to do the right thing, will want to be good" (Noddings, 2012, p. 777). Part of creating that climate of care included caring about

student welfare with empathy, understanding, and responsiveness by the teacher (Teven & McCroskey, 1996). In order to care, Noddings (2012) noted that not enough time was spent with reciprocity to learn about what the other was thinking, we were too quick to assume the other's needs, which contributed to our lack of empathetic accuracy from self-reference.

Teven and McCroskey (1996) stated, "When a teacher is able to not only understand a student's view but also respect it, the teacher may be granted more credibility, and the students are more likely to believe the teacher cares about them" (Teven & McCroskey, 1996, p. 2). While researching millennial perspectives, Therrell and Dunneback (2015) noted, "A summary of salient patterns indicates that what hinders students from learning, in their opinion, is a lack of four things: appropriate level of challenge, stimulation, passion/enthusiasm, and caring" (p. 58). Understanding came from the ability to comprehend another person's feeling, needs, or ideas. Perceived understanding facilitated communication and had a positive impact on relationships between teachers and students (Teven & McCroskey, 1996).

Bailey (2009), in *Caring Defined: A Comparison and Analysis*, identified 10 different theories of caring, and several commonalities were noted among theorists. Overall, the theories in some aspect included personal growth, well-being or self-realization, trust or acceptance, and allowing for freedom in choice. For example, in reference to Mayeroff 's (1971) theoretical framework, Bailey (2009) stated, "It is through the use of his 'caring ingredients' that Mayeroff formulated the underpinnings of the caring process, and the subsequent growth and development of personhood" (p. 16). The implied reference to growth and actualization had implications for both teacher and

student, “I do not try to help the other grow in order to actualize myself, but by helping the other grow I do actualize myself” (Mayeroff, 1971, p. 40). While Mayeroff (1971) was one of the theorists who viewed self-realization and growth as products of caring, reciprocity also had a role in the growth process. An example of reciprocity from Knowlden’s work on caring viewed it as a mutual process, “In this caring interaction, it is necessary for both parties to be trusting, respectful, committed, and forthcoming to each other” (as cited in Bailey, 2009, p. 25). According to Bailey (2009), Halldorsdottir, “explained that *the bridge* is nurtured through the development of a mutual trust and connection between the recipient and the caregiver” (p. 26). Although reciprocity in caring was not specifically noted, Bailey (2009) summarized aspects of caring as, “The attributes of caring are not considered to represent mutually exclusive processes” (p. 30). Goldstein (1999) stated, “Adults and children are motivated to enter into teaching-learning encounters by the pleasure, the growth, and the interpersonal connection they provide” (p. 665). Although, Goldstein (1999) referred to children, adults were motivated by pleasure, growth, and interpersonal connections that education could provide.

Garza et al. (2014) described caring as the necessary scaffolding to support student learning through empathetic listening, helping students to reach their expected potential, and maintaining high expectations for students. Major findings included getting to know students, fostering a sense of belonging, attending to physiological needs, and supporting academic success. An example given by Therrell and Dunneback (2015) from their research with millennials offered this view point, “Instead, they simply wanted the instructor to show some sincere emotion, reasoning that why should they care about

what an instructor is teaching if his or her emotions is flat or there's no overt indication of caring" (p. 59).

"Cultivating caring relationships with students foster engagement in school and promote learning" (Garza et al., 2014, p. 2). Of particular importance, the need for schools was to become caring communities, because home was no longer a place of security and emotional survival was a daily activity (Garza et al., 2014). Gillespie (2005) described the qualities of the student-teacher connection as "knowing, trust, respect, and mutuality-create a transformative space in which students are affirmed, gain insight into their potential" (p. 211). Gillespie (2005) viewed the student-teacher connection as a place of possibility, where the student-teacher relationship greatly influenced student development. "Specifically, I argue that student-teacher connection creates a space which, in its effect, is transforming" (Gillespie, p. 212).

In the article, "Student-Teacher Connection: A Place of Possibility," Gillespie (2005) identified several aspects of connection that included knowing, trust, respect, and mutuality. Mutual knowing, which incorporated understanding and appreciated perspectives within the student-teacher relationship was linked to honesty within the relationships. Honesty was reflected with clear intentions within the relationship, a willingness to be accepting and non-judgmental of the student (Gillespie, 2005; Mayeroff, 1971; Noddings, 1984).

Lee and Schallert (2008) noted, "Findings showed that caring was enacted in complex and reciprocal ways, influenced by interwoven factors from the greater society, the course, the teacher, and the students" (p. 506). The research findings in Lee and Schallert's (2008) study moved trust to the center of the student-teacher relationship as a

catalyst for caring encounters. By calling trust the catalyst, trust was highlighted as a critical factor in affecting how students and teachers related to each other in reciprocal caring relationships. Rossiter (1999) identified seven components of caring perceptions from graduate students, which added to the concept of caring from a student perspective. The seven components identified by Rossiter (1999) are listed as follows:

- the one caring was engaged, not otherwise preoccupied;
- feeling understood, known and affirmed by the one caring;
- to have one's concerns be a priority for the other, unselfish, but not self-sacrificed;
- being able to help find one's best self, see and reflect back good or desirable qualities;
- value the one caring, the one caring held in high regard;
- to trust and receive trust, the capacity to recognize and accept caring;
- to be respected, respect as an indicator of caring. (pp. 209-210)

Goldstein (1999) noted, "It is only by being given repeated opportunities to be engaged in a caring relation that humans learn how to give care to others" (p. 666). Goldstein (1998) went on to say, "It is a moral stance that has the potential to transform education" (p. 6).

Several participants from the phenomenological study by Rossiter (1999) of graduate students reported the importance of feeling comfortable and not defensive while learning. Students suggested that feeling vulnerable or insecure diverted one's energy from learning (Rossiter, 1999; Tschannen-Moran, 2014). "Schools play a special role in society, and, as such, understanding trust relationships in schools is vital: Students must trust their teachers in order to learn" (Tschannen-Moran & Hoy, 2000, p. 551). Sinnott

(1999) stated, “Additionally, the facilitation of caring for others within the college curriculum promotes the sharing of knowledge and experience, which inherently extends coursework dialogue and understanding” (p. 226). O’Brien (2010) stated, “Research suggests that teachers who convey genuine interest in students’ success cultivate more productive learners, but there are many ways for professors to show that they care about their students” (p. 111).

Cooper and Miness (2014) conducted a study on the co-creation of student-teacher relationships. “The findings confirm that caring as relational is the more desirable form of teacher care and that in most instances of relational caring, students perceive that teachers understand them both as people and learners”( p. 264). The study explored student perceptions of teacher understanding in the development of caring student-teacher relationships. The authors extended Noddings’ (1992) conception of caring as relation and as virtue; Noddings (1992) proposed students’ experiences of caring in schools as taking two forms, caring as virtue and caring as relation. The study reflected caring as relation, and tended to be more authentic and meaningful to students. “We found overwhelming empirical support for this notion in the ways students describe teacher care” (Cooper & Miness, 2014, p. 264).

Garrett, Barr, and Rothman (2009) stated, “Advocates of these community-based approaches contend that building a caring classroom community and strong interpersonal relationships can make all the difference between a functional and dysfunctional classroom” (p. 506). The authors noted that students preferred teachers who communicated interest in their well-being, and that the students were more likely to be

attentive and conscientious during class (Garrett, Barr & Rothman, 2009). "The bottom line is that students want teachers who care about them" (Garrett et al., 2009, p. 506).

Stipek (2006) noted that learning required effort, a predictor of engagement, and that effort centered on the student-teacher relationship. Adolescent students reported caring teachers were honest, trusting, and fair. Students who dropped out of school reported they left school because no one cared. Caring teachers were committed to regular communication about academic progress to make sure concepts were understood, held students accountable, and provided support needed to be successful (Stipek, 2006). "The more we can combine work and caring, the more fulfilled we will be and the further we will collectively advance" (Chapman & Sisodia, 2015, p. 244).

King and Chan (2011) noted there were differences in the way students and teachers perceived caring. Participants of the study were 18-years-of-age or over and the study was conducted at a public high school; however, it was possible the findings would translate to undergraduate perceptions of caring. The results showed perspectives of caring differed between students and the teacher in the following areas: academic support, classroom management, respect, and trust. King and Chan (2011) concluded teachers who set high standards and helped students achieve those expectations were perceived as caring; they also noted that teachers could not continue to exhibit the same behaviors they thought students perceived as caring. The recommendation was to raise the bar of academic achievement and help students master those expectations.

Phillippo and Stone (2013) examined teacher role breadth and the relationship to providing social and emotional support to students. The study utilized the School Success Profile (Bowen & Richman, 2008) as the instrument to survey students about

school related difficulties, student perceptions of teacher caring, and academic press. The authors found, “First, this study’s student-level outcomes strongly suggest that teacher role definition matters with regard to student perceptions of both teacher support and academic press” (Phillippo & Stone, 2013, p. 370).

Dods (2012) research indicated that students wanted teachers to care about them as people as well as learners. The student perception of attention from teachers was an indication that they mattered and contributed to increased engagement. Four components stood out as key elements:

- leader of interaction, teacher driven through intuit, initiate, and invite;
- quality of interaction, authentic caring, listen, understand, and validate;
- active interaction, attunement to students, observe, respond, and adapt;
- perspective of interaction, individualized, personal, at level, and sustained. Student well-being and mental health are another aspect of caring (Dods, 2012).

Conner, Miles, and Pope (2014) noted that more support from a greater number of teachers had a strong protective factor for student well-being. However, fewer supportive teachers were better than no supportive teachers, from student perspective. “The findings of this study reinforce the notion that teachers need not only care about their student, but also take steps to help more of their students perceive this caring relationship” (Conner, Miles, & Pope, 2014, p. 39). Other key findings, from Klem and Connell (2004), noted that teacher support was important to student engagement. “Students who perceive teachers as creating a caring, well-structured learning environment in which expectations

are high, clear, and fair are more likely to report engagement in school" (Klem & Connell, 2004, p. 270).

Zhang (2009) found that caring had a positive effect on learning and teacher credibility. The study was conducted in United States, Chinese, German, and Japanese classrooms as a cross-cultural study; the primary purpose was to investigate a credibility-learning model. Teacher credibility was comprised of three elements: competence, trustworthiness, and caring (Zhang, 2009). "Specifically, teacher competence and caring were first correlated with affective learning, which in turn, was related to motivation, which then had a positive relationship to cognitive learning" (p. 340). Sitzman (2010) investigated caring behaviors and preferred instructor behavior that supported students feeling cared for in online classes. The top rated four elements were clarity/expertise, timeliness, full engagement/accessibility, and flexibility/openness; there were 12 caring behaviors assessed. Similar to teacher competence from Zhang's (2009) study, clarity and expertise seemed relevant as teacher qualities; trustworthiness and caring by comparison involved timeliness, engagement, accessibility, flexibility, and openness. Both studies appeared to have overlapping themes from diverse learning environments with striking similarities.

Teven (2007) investigated student perceptions of caring, competence and trustworthiness with undergraduate students at a southwestern university. The study revealed that teachers who displayed caring were perceived as competent and trustworthy; teachers that were perceived as uncaring lost credibility substantially. "The teacher engaging in appropriate classroom behavior and exhibiting caring was perceived as the most competent and trustworthy" (Teven, 2007, p. 443). Perceptions of teacher

caring, such as immediacy, assertiveness, and responsiveness increased teacher competence and trustworthiness; while, uncaring behavior included verbal aggressiveness, such as character attacks, competence attacks, background attacks, threats, ridicule, attacks on appearance and swearing, decreased perceptions of caring, and competence (Teven, 2007). Garza et al. (2014) found, "Educators can ill afford to underestimate the powerful presence of a caring and nurturing teacher in today's classroom" (p. 6). Participants in the study viewed caring as getting to know students personally, supporting academic success, fostering a sense of belonging and attending to physiological needs. Some examples of fostering a sense of belonging included respect, acknowledgement, emotional support, eye contact, and conveying a positive disposition with students (Garza et al., 2014).

King and Chan (2011) defined caring actions as being compassionate, sensitive, honest, and relevant to unique needs of individuals. Behaviors could be conveyed both verbally and non-verbally through environmental factors displayed by personal values, experiences, and beliefs either consciously or unconsciously. The study investigated the perceptions of teacher and student caring behaviors. The results of the study revealed students and teachers perceived caring behaviors differently across themes investigated: academic support, interpersonal relationships, classroom management, sense of respect, and trust (King & Chan, 2011). The findings indicated that the students' and teachers' perceptions of caring attributes were similar and that ethnicity was not a factor for teachers, but was for students. "The information concerning students is particularly valuable to enhance the research on this topic because it voiced African American and Hispanic students' perspectives of caring teachers' behaviors which was almost non-

existent in previous literature" (King & Chan, 2011, p. 19). Both teachers and students perceived caring behaviors as important; but, teachers who set high expectations and went beyond to help students achieve those expectations were perceived as caring.

Bozalek et al. (2014) utilized a framework of care with five elements: responsibility, competence, attentiveness, responsiveness, and trust to working collaboratively. The study found when one of the elements was not achieved properly it influenced all the other elements. "In a similar vein, an initial mistrust on the part of some of the group members impacted on their willingness to take full responsibility in the process" (Bozalek et al., 2014, p. 457).

Goldstein and Freedman (2003) found that the core nature of teaching care to future educators lie with the teacher educator. Through the process of journaling student teaching encounters, in an effort to understand the role of caring in classroom settings, students dialoged their thoughts and experiences for the semester. During the process, the faculty member became concerned, because some students were not accurately capturing the complexity of the profession when communicating their perceptions and frustrations with 'uncaring parents' (Goldstein & Freedman, 2003). After examining mid-semester, formative feedback from students the teacher found students were frustrated with caring as a focus for content. The teacher responded by decreasing the required number of journal entries instead of considering altering or changing the focus; therefore, missing an opportunity to model caring (Goldstein & Freedman, 2003).

Noddings (1995), in an effort to address teaching themes of care in schools argued "that we should want more from our educational efforts than adequate academic achievement and, second, that we will not achieve even that meager success unless our

children believe that they themselves are cared for"(p. 676). Noddings (1995) noted that in the 1950s, James Conant and others decided to place curriculum as the first priority of education; this led to the closing of small schools in favor of larger institutions, in which the sense of community was lost. "Care must be taken seriously as a major purpose of schools; that is, educators must recognize that caring for students is fundamental in teaching and that developing people with a strong capacity for care is a major objective" (Noddings, 1995, p. 680).

Reciprocal care in the role of relationships valued the people in those partnerships. Various examples of how care related to education were provided through the literature as evidence that care mattered. It became important to know if students perceived care within the undergraduate classroom and, if they did, how they perceived faculty use of care within the undergraduate classroom. The other aspect about identifying caring in the undergraduate classroom was to see if care existed.

**Trust**

"Thus, the teacher's own actions and reactions are vitally important in creating a feeling, or sense of trust by the student that the teacher will welcome and reward their contribution" (Curzon-Hobson, 2002, p. 269). Students must trust teachers; it was the critical foundation upon which all meaningful dialogues were based (Curzon-Hobson, 2002). Bryk and Schneider (1996) centered their research on the social qualities of trust, respect, and caring in the operation of good urban schools. They examined three role relationships; teacher-teacher, teacher-parent, and teacher-principal; while the teacher-parent role may not apply to undergraduate students, the role relationships affected school governance. The school climate impacted students, faculty, and administration.

"Specifically, we discuss the idea of social trust as a resource for school improvement. We elaborate the nature of this trust, the factors which facilitate its development and maintenance, and some key organizational consequences associated with it" (Bryk & Schnider, 1996, p. 2).

Three forms of trust were noted: organic, contractual, and relational. Organic trust was unconditional or unquestioning and rooted in faith. Contractual trust was defined as explicit actions to be taken by the parties involved in a transaction or contract. This form of trust was referred to as deterrence-based trust. Contractual or deterrence-based trust, was frequently utilized within low-level trust relations, where the threat of punishment was sustained, based on what may be gained versus what may be lost (Kochanek, 2005). Relational trust influenced all relationships within the educational setting. Relational trust was formed through mutual understandings that arose from sustained relationships among individuals and institutions. Relational trust was summarized as entailing dynamic interplay of actual behavior and discernment of intentions in the context of obligations between parties. (Bryk & Schnider, 1996). Specifically, relational trust reduced the sense of vulnerability school professionals experienced when asked to take on new tasks. Relational trust facilitated public problem solving within the educational organization, and undergirded a highly efficient system of social control within a professional community. Lastly, it created a moral resource for improvement within the institution (Bryk & Schneider, 2002).

Smith and Shoho (2007) defined the five characteristics of trust as benevolence, reliability, competence, honesty, and openness, describing trusting relationships as "Unmitigated goodwill in a relationship among individuals assists in developing an

assurance that one will not exploit the vulnerability of the other" (p. 1127). Reliability represented dependability in the relationship, to provide that which was needed, while competence represented ability to successfully fulfill expected needs or a role. Honesty conveyed straightforwardness of integrity and conduct of persons in the relationship, while openness conveyed an atmosphere that contributed to trust through a realistic assessment of the relationship (Smith & Shoho, 2007).

Tschannen-Moran (2014) noted the five facets of trust; benevolence, honesty, openness, reliability, and competence. "Trust, then, allows a person to rest assured in a situation where something he or she cares about depends, at least in part, on the actions of another person" (Tschannen-Moran, 2014, p. 38). Recurring themes emerged during analysis conducted to define trust; vulnerability was found to be a general aspect of trust and that comfort came from the belief or confidence in the other party (Tschannen-Moran & Hoy, 2000). Trust involved risk and risk taking, which led to vulnerability; however, if the expected behavior was realized, the willingness to be vulnerable or interdependent was likely to continue to be extended (Tschannen-Moran & Hoy, 2000).

Ennen, Stark, and Lassiter (2015) noted another characteristic of trust in *The Importance of Trust for Satisfaction, Motivation, and Academic Performance in Student Learning Groups*. Specifically, their study found students who perceived themselves as similar to the other group members tended to have higher levels of trust within the group. Some other findings from the study included trust positively linked to grades; the higher level of trust within the group translated into higher grades received by the group. In addition to higher grades received, trust also influenced group satisfaction and motivation to future work in groups (Ennen, Stark, & Lassiter, 2015).

Rotter (1967) stated that the most salient factor within our complex social organization was the willingness of one or more individuals to trust others. "The efficiency, adjustment, and even survival of any social group depends upon the presence or absence of trust" (Rotter, 1967, p. 651). The study was conducted with demographic data of 547 college students; "Trust scale scores are related significantly to position in the family, socioeconomic level, religion, and religious differences between parents" (Rotter, 1967, p. 664). The definition used by Rotter (1967) stated, "Interpersonal trust is defined here as an expectancy held by an individual or a group that the word, promise, verbal or written statement of another individual or group can be relied upon" (p. 651).

Adams and Forsyth (2009) investigated the nature and function of trust in schools. They found, "Results support the prediction that trust provides a lubricant for effective school performance by having more direct influence on social conditions than on actual performance" (p. 126). In essence, what they found was "trust does have a direct effect on school performance, but its indirect effect through collective efficacy is large" (p. 145). Another finding was that trust shaped the motivation and social construct of student role within the group and trust significantly mediated socioeconomic status. "Converted into percentages of explained variance, these estimates indicate that the total effects of trust account for nearly 24% of the variance in school performance, whereas socioeconomic accounts for 16%" (p. 143).

Van Maele and Van Houtte (2009) conducted a study of 2,104 teachers in 84 secondary schools in Flanders, which noted, "Important is the finding that organizational characteristics predict organizational trust within schools" (p. 578). While this study was of secondary schools in Flanders, the findings about trust within organizations may apply

to American undergraduate students. The study looked at faculty trust and the characteristics of school organization. Organizational characteristics included trust among parents, colleagues, students, and principal, as well as school size, gender, composition of student body, staff, and socioeconomic and immigrant composition (Van Maele & Van Houtte, 2009). They concluded, "Relating a staff's academic culture and students' study culture to teacher trust is advisable" (p. 556). The overall recommendation was to enhance teacher trust. "Teacher trust in students therefore denotes the quality of school life of both students and teachers" (Van Maele & Van Houtte, 2011, p. 86). "Finally, our study suggests teacher characteristics to relate to trust in students as well. Teachers who perceive students as teachable are more likely to expose trust in students" (Van Maele & Van Houtte, 2011, p. 96). This conclusion seemed to relate to undergraduate students; in fact, the conclusion may affect students in any learning in environment. If faculty perceived students could not learn, and did not trust them to learn, faculty would approach teaching from a far different perspective.

Sweetland and Hoy (2000) found no prior evidence of a link between school climate, teacher empowerment, and student achievement in earlier studies. Their study defined school climate as a set of internal characteristics that influenced behavior distinguishing one organization from another. Teacher empowerment entailed evidence of shared governance of school climate, or loosely translated shared decision-making. To evaluate student achievement or school effectiveness, Sweetland and Hoy (2000) stated, "Our framework of effectiveness combines student performance with perceptual measures of school quality and efficiency" (p. 711). "The results of the study also support the hypothesis that teacher empowerment is related to higher levels of

effectiveness" (Sweetland and Hoy, 2000, p. 722). Teacher empowerment was more likely to occur with a trusting relationship among faculty and administration. Teachers who were empowered believed they were educators that were more effective (Sweetland & Hoy, 2000).

In further research conducted by Hoy, Smith, and Sweetland (2002) two perspectives on school climates were defined while studying a diverse sample from aggregated responses of 97 high schools: openness of organizational climate and health of organizational climate. "The open school is neither preoccupied with task achievement nor need gratification, but both emerge freely" (p. 2). Health of an organization was defined as "a healthy school climate is imbued with positive student, teacher, and administrator interrelationships . . . In brief, the interpersonal dynamics of the school are positive" (p. 2). The results demonstrated, "In fact, the academic achievement dimension of climate (achievement press) was stronger than earlier measures because it aligned the press for success of students, teachers, administrators, and parents" (p. 9). The study concluded faculty trust was a salient ingredient of a healthy and open school environment. While this study was conducted in a secondary educational setting, the results may well translate to higher education and the undergraduate classroom.

Goddard, Salloum and Berebitsky (2009) investigated trust as a mediator for poverty, racial composition, and academic achievement in 78 elementary schools. "The point is that the association between trust and school membership was not only statistically significant but also substantively very large compared with more traditional ways of differentiating schools, such as achievement" (p. 302). This study may have

relevance within the undergraduate setting since poverty and race may affect academic achievement. The authors found, "Consistent with our hypotheses, the results indicated a strong, positive, statistically significant relationship between trust and school achievement in mathematics and a marginally significant relationship between trust and school achievement in reading" (p. 303). The study reflected lower achievement in disadvantaged schools because there tended to be lower levels of trust. To summarize the indirect effects of trust on achievement, Goddard et al. (2009) stated, "Although racial and economic disadvantage were not directly related to mathematics and reading achievement after controlling for trust, they were directly associated with trust, which in turn strongly predicted achievement" (p. 306). In summary, after controlling for poverty and race, trust mitigated the disadvantage in the learning environment.

A specific type of trust was noted in classroom groups, referred to as swift trust by Ennen et al. (2015), as that which formed in temporary workgroup environments. For example, "Swift trust can develop simply from perceived similarity on demographic characteristics, particularly when no other information about the individual is available" (Ennen et al., 2015, p. 618). Tseng and Ku (2011) also noted the relationship trust had on performance and satisfaction in four online learning groups over a 15-week course. Three different instruments and five different project scores were used to measure trust, performance, satisfaction, and group developmental process of online learning groups (Tseng & Ku, 2011). The results indicated there was a strong positive relationship between trust and level of performance, team satisfaction, and more developed stages of teamwork among the online learning groups. The groups reporting higher levels of trust had higher levels of performance, 56 % higher (Tseng & Ku, 2011, p. 89). Trust among

group members in online learning experiences seemed to be necessary to complete projects successfully. Wade, Cameron, Morgan, and Williams (2011) noted while trust was important, developing deep relationships among online learning group members was not essential to creating trust among members. "Thus, although caring and concern between group members seems important in developing group trust, the idea that benevolence, or deep relationships, are necessary is not supported in this model" (Wade, Cameron, Morgan, and Williams, 2011, p. 392). However, type of student, on campus versus distance, and gender seemed to make a difference in relationships concerning the development of trust among students (Ennen et al., 2015; Wade et al., 2011).

Fuller (2013), in *Social Capital and the Role of Trust in Aspirations for Higher Education,* stated. "Regular involvement generates greater degrees of trust between individuals and communities and this has positive benefits, in this case in terms of educational outcomes" (p. 143). In examining social capital and reasons, students continued their education, Fuller (2013) found that trust helped to create social capital; not that social capital created trust within a community. Fuller (2013) noted, "One of the main ways that "high educational aspirers" could be distinguished from other students within school was their willingness to participate and be involved in school at an institutional level" (p. 143). Henschke (1987) noted that adult learners were voluntary learners and that they would disappear if their learning needs went unmet; even if required to attend, adults would mentally checkout from the learning experience. To assist educators of adults, Henschke (1987) developed five building blocks that reflected understanding and the concerns for the unique needs of adult learners. The five building

blocks centered on the learner conveying caring and trust, allowing the educator to maximize the unique advantages of teaching the adult learner.

On the other hand, Grinell and Rabin (2013) examined how school alienated students; "We teach them that they are not in school to learn; instead, they are in school to perform" (p. 750). The argument was that modern school had alienated students from learning; students must decide to engage in learning and that decision was based on feeling cared for, safe, and respected as individuals. Focus was placed on preparing for and taking tests, teaching students that school and, by extension, other institutions were not aligned in their best interest. Communities and society itself, in the form of narrowly educated citizens, shouldered the long-term cost to society (Grinell & Rabin, 2013).

In *A Pedagogy of Trust in Higher Learning,* Curzon-Hobson (2002) made the argument that demands and restrictions placed on teachers impeded trust between teachers and students. Trust was the critically necessary foundation for a dialogical educational environment. One term used was 'potentiality' concerning student learning in higher education. "This term denotes students' willingness to continually become what they already are not" (p. 266). Trust between teachers and students created a sensation of caring and community. "If accountability mechanisms marginalize the place of trust in the hope that freedom will not be abused, they possibly will, ironically, restrict the very thing that they sought to achieve-the 'transformation' of the learner" (p. 266). In summary, trust was a fundamental element of higher learning and it was only through a sense of trust that students would embrace empowering experiences expanding their potential (Curzon-Hobson, 2002).

Developing trust was an essential process in the teacher-student relationship (Gillespie, 2005). "Given its centrality, it is necessary to consider how trust is developed in a student-teacher relationship" (Gillespie, 2005, p. 214). Some of the ways Gillespie (2005) suggested building trust included getting to know each other, transparency by communicating clear expectations, and willingness to admit lack of knowledge or fallibility. Also, provide space and opportunity for trust through open dialogue where students could share their expectations, goals, intentions, and their perceptions of abilities or skills (Gillespie, 2005). "Building trust requires constant, authentic communication. Communication is not just about words; it is also based on actions" (Chapman & Sisodia, 2015, p. 180). Additionally, student trust could be stimulated by teachers through trust; "Notably, the teachers' trust of students also fosters students' self-trust" (Gillespie, 2005, p. 215).

In 1987, after identifying five major elements as necessary for adult educators to practice in the field of education, Henschke (1989) developed the Instruction Perspectives Inventory (IPI). The inventory was to assess what beliefs, feelings, and behaviors educators needed to practice in adult education. Teacher trust of learner emerged as the strongest factor in the first study with 389 adult educators. After the revised assessment form was used to collect data from 210 other adult educators, trust continued to be the strongest factor; and continued to be refined until the Modified Instructional Perspectives Inventory came into being in 2005. Teacher trust of learner continued to be one of the strongest factors on the assessment tool (Henschke, 1989, 2013, 2014). Teacher trust of learner was important to the shared relationship between faculty and student. Teacher trust of learner implied faculty valued the learner, had confidence in the learner to

accomplish their goals, and continued among other elements to develop the shared relationship with unconditional positive regard (Henschke, 2011).

The premise that trust was demonstrated when it was given, was based on the desire or trait to be held in the good opinion of others (Makela & Townley, 1994). Chapman and Sisodia (2015) stated, "Trust is an essential human attribute and virtue. Being both trusting and trustworthy are central to what it means to be a human being" (p. 180). "Thus, according to Pettit's view there is grounding for trust over and above trustworthiness, in the belief that the potential trustee is an esteem-driven person" (Makela & Townley, 1994, p. 121). Another way to look at developing trust was by looking at the opposite view of trust. "Simply put, trust means *confidence*. The opposite of trust- distrust- is *suspicion*" (Covey, 2006, p. 5). "An environment lacking in trust fostered defensive, suspicious, insular, and fearful behavior, which depleted organizational energy and destroyed creativity. A lack of trust imposed a burden of higher monitoring and legal costs" (Chapman & Sisodia, 2015, p. 180). One of the ways to build trust according to Covey (2006) was through caring. "Clearly, motive matters, and the motive of caring will do more than anything else to build credibility and trust" (Covey, 2006, p. 79).

"At the heart of development is trust, a willingness to let go, to listen to voices we too often struggle to shut out, to receive clear-eyed what the world has to offer" (Daloz, 1986, p. 237). From this perspective, Daloz (1986) suggested that learning was more than the acquisition of knowledge or the bestowal of it; that it was about growth and growth required trust. Daloz (1986) offered some suggestions for effective mentorship or teaching: listening to students, teachers should view themselves as guides, plan classes to

promote development, turn to or bring together others shared concerns, and finally, recognized growth depends on students. Fuller (2014) suggested building community relationships through shared expectations and trust, which in turn translated into greater engagement. In the process of data analysis, Fuller (2014) made the following statement, "Through this process several new themes also began to emerge as important, with trust appearing to be one of the key areas as it linked so significantly to formal and informal relationships" (p. 138). Trusting relationships that promoted autonomy and independence contributed to students investing trust within the learning community. "One of the main ways that 'high educational aspire' could be distinguished from other students within school was their willingness to participate and be involved in school at an institutional level" (Fuller, 2014, p. 143).

Clouder (2009) looked at student perspectives on being given and taking responsibility that could be empowering, but also disempowering, when students were denied responsibility. Responsibility required trust and risk, a willingness to be vulnerable to another based on the confidence that there was honesty, openness, reliability, competence, and benevolence in the relationship. Mutual reinforcement of trusting actions and trustworthy responses were an incorporation of trust in the risk of decision making between students and teachers (2009). The study took place with physical therapy students in a clinical setting, which involved working with patients in the recovery process. The findings indicated that "meanwhile, there seems to be a strong indication that the extent to which a student is allowed responsibility in the workplace appears to have a fundamental impact on their learning and development as capable professionals" (Clouder, 2009, p. 300).

Trust as a cornerstone for collaborative relationships in education involved reliability, confidence, benevolence, openness, and honesty (Angell, Stoner, & Shelden, 2009). The study by Angell, Stoner, and Shelden (2009) investigated descriptions of trust in teachers and identified contributing factors that detracted from trust of teachers. The authors found, "The sentiment that trust is extended until some event breaks that trust was a recurring theme with the majority of the participants" (Angell et al., 2009, p. 164). Some of the contributing factors that detracted from trust involved not addressing various needs, such as not making accommodations or following through with recommendations, failure to implement requirements, or maintain confidentiality. Authentic caring and school climate were noted as key factors "as part of the process of establishing and maintaining trust, these school factors may influence not only the nature of trust but also interactions among other factors" (Angell et al., 2009, p. 174). Some of the other factors were characteristics of positive school climate, such as positive interactions among teachers, shared vision, and decision-making. Hung (2013) examined hospitality and trust in the teacher-student relationship: "Overall, a teacher's hospitality as self-surrender involves trust associated with goodwill and altruism towards the student" (p. 97). Trust in the educational setting was reciprocal in nature; the person placing trust gave up power, while the one trusted gained power. "True educational hospitality in particular cannot be given without reciprocity but reciprocal trust does not necessarily 'happen' in a symmetrical and predicable way" (Hung, 2013, p. 98).

Bryk and Schneider (1996) found social trust could be a resource for school improvement, because organizations with high social trust tended to have less conflict and members engaged cooperatively in complex activities, since there were shared

principals, reinforced by predictable actions that increased confidence in leadership and among members. Organizations with high trust tended to create internal social control with shared responsibilities for consequences of all individuals' behaviors and tended to initiate corrective actions in response to problems observed. The result was an organization that was more efficient, because there was less need for formal policing mechanisms to minimize problems. "With a broad base of norms held in common, incidences of 'shirking' and 'free rider' problems are less prevalent" ( Bryk & Schneider, 1996, p. 8).

Smith and Shoho (2007) found an inverse relationship between trust and academic rank as faculty ascended rank; trust tended to diminish. "The prospects of high turnover rates in the deanship, the socialization process to institutional politics in general, and an academic culture that nurtures autonomy and independence may arrest the development of trust" (p. 133). Another interesting finding of the study included "there were no statistically significant differences between minority and non-minority faculty members as they described the extent of faculty trust in their colleagues, the dean, and the students" (p. 134). Smith and Shoho (2007) offered no explanation for race not being an influence on trust, other than the data did not support race as factor; even though the study was conducted in a large southwestern university using the Higher Education Faculty Trust Inventory and separated race through demographic data.

"The true social benefit of trust must be reciprocal" (Sinek, 2014, p. 74). The importance of trust within education was illustrated throughout the literature. The question of trust among faculty and students concerning relationships within the educational setting had also been explored. The MIPI-S with its 11 factors of trust was

able to measure the presence of trust. How trust translated into educational relationships was based on reciprocity. "For trust to serve the individuals and the group, it must be shared" (Sinek, 2014, p. 75).

After an exhaustive search through the literature, it became evident to this researcher that trust in the classroom was essential to the learning process. Finding out if students in the undergraduate classroom perceived trust and how they perceived the use of trust by faculty within a university became of interest. Assessing trust within the undergraduate classroom in a university setting seemed a necessary exploration to find out if trust existed.

**Conclusion**

As Covey (2006) stated about caring and trust, "Clearly, motive matters, and the motive of caring will do more than anything else to build credibility and trust" (p. 79). It became evident that caring and trust in the process of facilitating education was important. In fact, it became the reason for conducting this study. This study was designed to find out if caring and trust had a relationship and to see if caring and trust could be detected in an undergraduate classroom in a university setting. The findings might potentially make a difference in how teachers deliver education. If a relationship existed between caring and trust, then one could argue it had a place within education and needed to be implemented in the process.

The literature support of caring and trust should allow for strong working relationships within the educational setting. Relationship building that facilitates caring and trust within the educational environment is a conversation that all educators may want to consider concerning the delivery of education. Educators may want to consider

how best to implement caring and trust throughout the educational communities in cities, states, and finally, as a nation. As a society, we want people who critically think and continue to grow as lifelong learners avoiding future educational obsolescence as they age. We must create learning environments that facilitate reciprocal relationships between all stakeholders, especially for faculty and students.

Caring and trust builds relationships, and relationships were the means to getting things done (Covey, 2006). Within education, there are many relationships beyond the teacher-student relationship. For example, parent-teacher relationships, teacher-teacher relationships, administrator-teacher relationships, administrator-parent relationships, and administrator-student relationships all were within educational settings. If one considers educational institutions within communities, then relationships start to expand beyond the surrounding community outwardly, possibly globally. Good working relationships included caring and trust. While this study was concerned with only the student-teacher relationship within the undergraduate setting and the role caring and trust had in that relationship, it was reasonable to accept caring and trust as the underpinning in all relationships.

Caring within the classroom among faculty and students must be reciprocal. Students who experienced caring by faculty were invested in the learning process according to the literature. Teachers, with caring students, tended to invest more in the learning process, as well. A mutual commitment to learning facilitated by caring among participants helped each to grow through the experience. Much of the literature reflected this thinking of reciprocity among participants in learning.

The investment of trust within relationships and learning seemed to support better learning. Trust also facilitated the foundation for working relationships, which would be integral to education, perhaps more so in the environment at the time of this writing. Many were seeking value before continuing their education after high school. Students, at the time of this writing, questioned the wisdom of obtaining a traditional education. Therefore, students may wait to attend college. Many students stop attending college if they do not see a practical use of their time in college. Trusting relationships among faculty and students seemed to contribute to student satisfaction in education. Therefore, a closer look at the relationship of caring and trust within educational relationships was further explored as a combined entity in this study.

# Chapter Three: Methodology

The methods of data collection used for this research study included use of Swanson's (1991) Caring Professional Scale (CPS), Henschke's (2015) Modified Instructional Perspectives Inventory-Student (MIPI-S), and an open-ended survey of 12 items written by the researcher. The CPS and MIPI-S instruments were used to collect data on caring and trust. The open-ended survey was used to bolster findings regarding caring and trust in the undergraduate classroom from both instruments through student statements. Internal Review Board (IRB) approval was sought and granted through Lindenwood University.

## Research Hypotheses

The hypotheses for this mixed methods study were:

**Null H1** - There is no relationship between caring and trust within undergraduate classrooms, as measured by the Modified Instructional Perspectives Inventory-Student (MIPI-S) and the Caring Professional Scale (CPS).

**Null H2** - There is no existence of interchanging usability of the Modified Instructional Perspectives Inventory-Student (MIPI-S) and Caring Professional Scale (CPS).

## Research Questions

The research questions for this study of caring and trust within the undergraduate classroom were:

**Question One:** How do undergraduate students perceive caring and trust within a university classroom setting?

**Question Two:** How do undergraduate students perceive the use of caring and trust from faculty within a university classroom setting?

**Developing the Intervention**

In an effort to investigate if students perceived existence of caring and trust in the undergraduate classroom two instruments were selected: the CPS and the MIPI-S. No other studies or instruments were found that assessed both caring and trust in university undergraduate classrooms or other settings. The CPS was developed by Swanson (1991) as a means for clients to evaluate health providers' delivery of care during their time of interaction. Swanson (1993) stated, "Nursing is informed caring for the well-being of others" (p. 352). In describing informed caring, Swanson (1993) went on to say, "Consummated in transactions among nursing and society and each nurse and client are the profession's commitments to caring, the preservation of human dignity and enhancement of well-being for all" (p. 353). While nursing was the context for informed caring, education had a commitment to preservation of human dignity and the enhancement of well-being for students, as well. Tonges and Ray (2011) translated Swanson's (1991) theory into practice at the University of North Carolina Hospitals. While patient outcomes improved measurably, for example, bed-sores were reduced by 50%, they achieved a greater than 60% improvement in key areas, such as meeting emotional needs, concerns, and complaints of patients. The researchers also found, "Evidence from a number of studies suggests that caring has positive consequences for nurses" (p. 380). This may translate from health care into the undergraduate classroom; "That is, by creating a positive motivational atmosphere in the classroom, the teachers

themselves will also enjoy its effects and be more satisfied with their jobs"(Azar, 2012, p. 32).

During her research, Swanson (1991) established five categories or processes of caring, knowing, being with, doing for, enabling, and maintaining belief. The definition of caring for the purpose of this study included the five caring processes identified by Swanson (1991) and measured by the CPS. A more detailed description of the five caring processes follows:

**Knowing**: striving to understand, avoiding assumptions, centering on the person, assessing thoroughly, seeking cues, engaging the self of both,

**Being with**: being there, and conveying ability, sharing feelings, not burdening,

**Doing for**: comforting, anticipating, performing competently/skillfully, protecting, and preserving dignity,

**Enabling**: focusing, informing or explaining, validating or giving feedback, supporting or allowing, generating alternatives or thinking it through,

**Maintaining belief**: as in 'going the distance' with another, believing in or holding one in esteem, offering realistic optimism, and maintaining a hope-filled attitude (Swanson, 1991).

The CPS emerged from Swanson's (1991) original mid-range theory on caring. The scale consisted of 18 items developed as a paper and pencil questionnaire. The transferability of the CPS from a health care setting into a classroom setting was assessed using this instrument to measure caring in a classroom. Swanson's (2000) CPS had construct and content validity established through correlation using the Barret-Lennart

Relationship Inventory subscale of empathy ($r$ = .61. $p$ < .001), $a$ = 0.74 to 0.96 (Swanson, 2000, p. 197).

The CPS was developed as a strategy to monitor caring in the process of health interventions. However, Swanson (1991) used the following definition; "Caring is a nurturing way of relating to a valued other toward whom one feels a personal sense of commitment and responsibility" (p. 165). The definition could translate into what a caring relationship should be among university faculty with students in undergraduate classrooms. Informed caring involved reciprocity between the person caring and the person being cared about; a relationship between the two must exist to move the relationship forward in a positive direction.

The MIPI-S, developed by Henschke (2015, 2016), acknowledged that there must be reciprocity between the learner and the andragogue or facilitator; it should include trust, empathy, and sensitivity in combination and in concert. As the facilitator, one must initiate and maintain the combination of the three elements, effectively understanding the learning process to make the right choices. Insensitivity may get in the way or block the process of modeling reciprocal trust, empathy and sensitivity. A working definition of trust was the belief that someone was reliable, good, honest, effective, and relied on the character, ability, strength, or truth of someone (Henschke, 2015).

The MIPI-S was a 45-item questionnaire, which contained seven factors of the Instructional Perspectives Inventory (IPI) **(**Appendix A).

The MIPI-S measured seven factors listed as the following:

**Factor 1**, Teacher Empathy with Learners: Empathetic teachers respond to learner's learning needs, empathetic teachers' pay attention to the development of a

warm, close, working relationship with students. 1) Teacher empathy with learners, items 4, 12, 19, 26, and 33 can be viewed in Appendix B.

**Factor 2**, Teacher Trust of Learners: A relaxed and low risk environment is an important factor in establishing respect and trust. Respect and trust between students and teachers could be created by avoiding threats, negative influences, and allowing learners to take responsibility for their learning. Teacher /Facilitator trust of learners, items 7, 8, 16, 28, 29, 30, 31, 39, 43, 44, and 45 can be viewed in Appendix B.

**Factor 3**, Planning and Delivery of Instruction - Your Teacher: Using the andragogical approach teachers plan learning facilitation, which involves learners in the planning process. When learners take responsibility for their learning, they have commitment for their success. Learners should also be involved with evaluation; feedback should be included in the planning process. Planning and delivery of instruction items 1, 9, 22, 23, and 42 can be viewed in Appendix B.

**Factor 4**, Accommodating the Learner Uniqueness - Your Teacher should apply distinct learning facilitation techniques with learners; each learner has their preferences in learning styles and methods. Teachers should consider learners' differences in motivation, self-concept, and life experiences for the subject to be learned. Accommodating learner uniqueness, items 6, 14, 15, 17, 37, 38, and 40 can be viewed in Appendix B.

**Factor 5**, Teacher Insensitivity toward Learners - Your Teacher: It is the behavior of the teacher that influences the learning climate. When teachers lack sensitivity and feeling, failing to recognize the uniqueness and effort of students, the bond of trust and

mutual respect does not occur. Teacher insensitivity toward learners, items 5, 13, 18, 27, 32, 36, and 41 can be viewed in Appendix B.

**Factor 6**, Learner-Centered (experienced-based) Learning Process - Your Teacher focuses on group dynamics and social interaction so that students can apply the subject learned for the application the student has in mind. Learners need to have an active role in the work and learning process. Learners have different accumulated learning experiences and should take a major part in their learning. Learner-centered learning process/experience-based learning techniques, items 2, 10, 21, 24, and 35 can be viewed in Appendix B.

**Factor 7,** Teacher-centered Learning Process - Your Teacher takes control of the learning; it is a subject-centered process, with the knowledge flow as a one-way transmission from teacher to learner; learners have a passive role in the teacher-centered process. Teacher-centered learning process, items 3, 11, 20, 25, and 34 can be viewed in Appendix B. Table 5 lists all seven factors and the numbered items for each factor in the MIPI-S.

Table 5

*The Seven Factors Included in the Modified Instructional Perspectives Inventory*

| Seven factors under MIPI | MIPI Items |
|---|---|
| 1. Teacher empathy with Learners | 4, 12, 19, 26, 33 |
| 2. Teacher [Facilitator] trust of Learners | 7, 8, 16, 28, 29, 30, 31, 39, 43, 44, 45 |
| 3. Planning and delivery of instruction | 1, 9, 22, 23, 42 |
| 4. Accommodating learner uniqueness | 6, 14, 15, 17, 37, 38, 40 |
| 5. Teacher insensitivity toward Learners | 5, 13, 18, 27, 32, 36, 41 |
| 6. Learner-centered learning process (Experience—based learning techniques) | 2, 10, 21, 24, 35 |
| 7. Teacher-centered learning process | 3, 11, 20, 25, 34 |

Trust, for the purpose of this study, was defined by Henschke's (2015) 11 elements of the second factor - teacher trust of learners. Those 11 elements had to do with actions of the teacher/facilitator/andragogue through 1) purposefully communicating to learners that each is uniquely important; 2) expressing confidence that learners will develop the skills they need; 3) trusting learners to know what their own goals, dreams, and realities are like; 4) prizing the learners' ability to learn what is needed; 5) feeling learners need to be aware of and communicate their thoughts and feelings; 6) enabling learners to evaluate their own progress in learning; 7) hearing what learners indicate their needs are; 8) engaging learners in clarifying their own aspirations; 9) developing supportive of relationships with her/his learners; 10) experiencing unconditional positive regard for her/his learners; and 11) respecting the dignity and integrity of the learners (J. A. Henschke, personal communication, October 2017).

Other data collected were responses to an open-ended survey, which students answered in one or more words and occasionally in sentences. The 12 open-ended survey questions were developed to gain a sense of what students perceived as caring and trust within an undergraduate classroom, as well as how they perceived the use of caring and trust from faculty within the undergraduate classroom. Although the difference between perceiving care and trust in the classroom and the faculty using caring and trust within the classroom seemed slight; an effort to distinguish caring and trust among peers, from faculty using caring and trust and entering into reciprocal relationships with students was undertaken.

**Participants**

All participants were undergraduate students from the university that volunteered to participate in this research; the students agreed to undertake time to respond to the CPS and MIPI-S instruments, as well as the open-ended survey presented to them. No students were excluded from the data collection distribution process among the university volunteer undergraduates. For the purpose of this study, not all students were required to respond to all three data collection materials, as any data from sources would stand-alone and could be tabulated with the other data. Student responses were not dependent upon one student completing all survey items for consistency. In order to conduct a Pearson Product Moment Correlation Coefficient (PPMCC), as few as six data points were needed to run the analysis (Bluman, 2013). For establishing a correlation, as few as 20 to 30 responses for each of the CPS and MIPI-S instruments could have provided sufficient data points for this study (Bluman, 2013). Fifty to 150 surveys was the range for data collection, as stated in the approved IRB application. Students could select which materials they wanted to respond to for the study, although all data sources were made available to each volunteer undergraduate student.

**The Research Site**

The research site was a mid-western university with approximately 9,000 students, of which almost 12% were international undergraduate students. Continual accreditation was to the university from the Higher Learning Commission since 1921. The university was a private coeducational facility with a comprehensive liberal arts program.

**Data Collection and Analysis Procedures**

The process of data collection included the use of the CPS and MIPI-S instruments. These were distributed to the undergraduate students through Lindenwood University's faculty in three different classes. The sample size for undergraduate student participants was 50. However, the 50 participating undergraduate students did not answer all items.

Student names signed on the consent forms were the only identifying information gathered through the faculty from the University of Lindenwood on campus. No identifying information from students was gathered on consent forms other than student names. All identifying information was scrubbed and not included in the findings. All data was secured in a locked filing cabinet.

After data from both instruments were collected, a PPMCC analysis was conducted to determine if a linear relationship existed between caring and trust. Simple regression analysis determined the nature of the relationship between caring and trust, which was positive or negative, linear or non-linear, or non-existant, and the strength of relationship was frequently expressed by the PPMCC ($r$ =). Upon completion of analysis, the 18 items of the CPS and the seven factors from the MIPI-S were compared to see if there was any relationship between items. The next step was to collect 12 open-ended surveys from participating volunteer undergraduate students at Lindenwood University on campus. A frequency distribution table using frequency of data for scores arranged the data. All participants responded both electronically and in person on campus to all instruments.

**Interchanging Usability of the MIPI-S and CPS**

The research question regarding the interchanging usability between items from the MIPI-S and the CPS came about after examination of both instruments. There seemed to be some overlap between items; for example, 'emotionally distant' on the CPS seemed similar to 'teacher insensitivity towards learners' on the MIPI-S. Further analysis was needed to determine if there was a correlation between items from the MIPI-S and CPS.

**Conclusion**

Fifty undergraduate students from Lindenwood University participated in the study and completed three instruments; however, not all students completed every question on all of the instruments. Some students chose not to respond to various items, which may have been related to student understanding of the item or comfort level in responding to the item. The first attempt at data gathering through posting the instruments in the *Lion Roar*, electronic school paper, landed three responses. After amending the approved IRB proposal, data were collected with hard copies from three different classrooms: two English classes and one health class. Faculty were willing to make the instruments available to students. The data collected from the classrooms were added to the original responses collected in Google Form, from the first attempt at data gathering.

All data gathered were tallied in Google Form and then entered into an Excel spreadsheet calculator for PPMCC analysis. Data collected through the open-ended survey were first analyzed on a frequency table showing a tally of category responses as positive, language, literal, and negative responses from students concerning their

perceptions of class. Language and literal responses had to do with scoring the English as a Second Language from international students. The responses were typically factual and were not positive or negative in nature. All of the data gathered from the CPS and the MIPI-S were evaluated for evidence of a relationship between caring and trust, interchangeability among instrument items, and then a comparison of excluded items from both instruments was completed through PPMCC for insensitivity of faculty.

All student names from the consent forms were entered into a drawing for five $20 gift cards. One online respondent chose not to include a name, but responded to the consent form with 'I agree,' making the name ineligible for the drawing. A committee member drew the five names for the gift cards, and then a Lindenwood faculty member awarded the gift cards to students from the three classes where the instruments were distributed.

## Chapter Four: Study Results

### General Quantitative Feedback

All of the data gathered from the Modified Instructional Perspectives Inventory-student (MIPI-S) were entered into Google Forms for tabulation. Forty-five items were included in the MIPI-S. Eleven items specifically addressed trust on the MIPI-S, which was factor two, 'Teacher trust of learners,' on the MIPI-S. All of the tabulated 11 items were entered into an Excel calculator to be evaluated along with 11 items from the Caring Professional Scale, using the PPMCC for analysis.

Each of the 11 items that made up the 'Teacher trust of learner' factor were scored on a one-to-five point Likert scale, with five being the highest value. None of the items for factor two, teacher trust of learner, were reverse scored. A PPMCC was calculated using only the number of responses that were scored as five, and then another PPMCC was applied, combining both items that were scored four and five. The responses to items scored as 'E,' were 'almost always' and to items scored 'D,' were 'usually,' relating to student perceptions of faculty behavior on the MIPI-S (Table 6).

Table 6

*Sample Question - MIPI-S*

| Sample Question | | Almost Never | Not Often | Sometimes | Usually | Almost Always |
|---|---|---|---|---|---|---|
| 7. How frequently does your instructor: | Purposefully communicate to learners that each learner is uniquely important? | A | B | C | D | E |

The same process of entering all the data gathered from the CPS was used to enter data into Google Forms for tabulation. All of the 18 items on the CPS were numbered

one to six, with one, as ‘yes, definitely,’ two as ‘mostly,’ three as ‘half and half,’ four as ‘occasionally,’ five as ‘no, not at all,’ and six as ‘not applicable’ (Table 7). Of the 18 items on the CPS, 11 items were used for comparison.

Table 7

*Sample Question - CPS*

| Circle the number under the words that best describe the way you experienced your instructor | Yes, definitely | Mostly | About half and half | Occasionally | No, not at all | Not applicable |
|---|---|---|---|---|---|---|
| 2. Comforting? | 1 | 2 | 3 | 4 | 5 | 6 |

The seven items excluded from the CPS were: emotionally distant, abrupt and insulting, informative, clinically competent, technically skilled, and able to offer you hope (Table 8). While none of the seven items were reverse scored, they were more clinically related to healthcare or were generally scored as ‘No, not at all’ in student responses. None of the excluded items was comparable or related to the 11 MIPI-S items that measured ‘teacher trust of learner,’ and for this reason were excluded from analysis comparing caring and trust.

Table 8

*Excluded Items on the CPS*

| |
|---|
| 1) Emotionally distant? |
| 4) Abrupt? |
| 5) Insulting? |
| 6) Informative? |
| 7) Clinically competent? |
| 14) Technically skilled? |
| 17) Able to offer you hope? |

The excluded items from the CPS were then compared with teacher insensitivity on the MIPI-S to see if there was any correlation between those items (Table 10). While these items measured caring and trust, or rather the lack of caring and trust, the items may be of interest to examine for comparison. Of interest would be any similarity of instrument items from the negative aspect concerning lack of caring and trust.

For example, 'comforting' on the CPS more closely aligned with 'express confidence that learners will develop the skills they need?' on the Modified Instructional Perspectives Inventory-adapted for students. The similarity was in both scoring and meaning to facilitate a reasonable comparison of items. For example, neither the CPS nor the MIPI-S was reverse scored, but were scored similarly with the greatest value aligning for each item. The concepts of comforting and confidence in learners are similar, because having confidence in learners is reassuring as well as comforting to the learner. Similarly, the items on the CPS and the MIPI-S paired valued the learner, reflecting either caring or trust respectively between the instructor and student. While not all items received the total 50 participant responses, many chose the options 'almost always,' 'usually,' 'yes, definitely,' and 'mostly,' respectively, from both instruments (Table 9).

**Research Questions**

The research questions for this study of caring and trust within the undergraduate classroom were:

**Question One:** How do undergraduate students perceive caring and trust within a university classroom setting?

**Question Two:** How do undergraduate students perceive the use of caring and trust from faculty within a university classroom setting?

Table 9

*Comparison of MIPI-S 11 Items of Trust to 11 Items from CPS*

| MIPI-S | CPS |
|---|---|
| 7) Purposefully communicate to learners that each learner is uniquely important?<br>20 (1st, response) + 19 (2nd, response) =39<br>'almost always' + 'usually' | 2) Comforting?<br>21 (1st, response) + 16 (2nd, response) =37<br>'yes, definitely' + 'mostly' |
| 8) Express confidence that learners will develop the skills they need?<br>19 (1st, response) + 21 (2nd, response) =40<br>'almost always' + 'usually' | 3) Positive?<br>36 (1st, response) + 8 (2nd, response) =44<br>'yes, definitely' + 'mostly' |
| 16) Appear to trust learners to know what their own goals, dreams, and realities are like?<br>26 (1st, response) + 18 (2nd, response) =44<br>'almost always' + 'usually' | 8) Understanding?<br>30 (1st, response) + 13 (2nd, response) =43<br>'yes, definitely' + 'mostly' |
| 28) Appear to prize the learner's ability to learn what is needed?<br>17 (1st, response) + 17 (2nd, response) =34<br>'almost always' + 'usually' | 9) Personal?<br>12 (1st, response) + 10 (2nd, response) =22<br>'yes, definitely' + 'mostly' |
| 29) Appear to feel that learners need to be aware of and communicate their thoughts and feelings?<br>20 (1st, response) + 15 (2nd, response) =35<br>'almost always' + 'usually' | 10) Caring?<br>34 (1st, response) + 5 (2nd, response) =39<br>'yes, definitely' + 'mostly' |
| 30) Enable learners to evaluate their own progress in learning?<br>20 (1st, response) + 15 (2nd, response) =35<br>'almost always' + 'usually' | 11) Supportive?<br>40 (1st, response) + 5 (2nd, response) =45<br>'yes, definitely' + 'mostly' |
| 31) Hear what learners indicate their learning needs are?<br>22 (1st, response) + 17 (2nd, response) =39<br>'almost always' + 'usually' | 12) An attentive listener?<br>32 (1st, response) + 11 (2nd, response)=43<br>'yes, definitely' + 'mostly' |
| 39) Engage learners in clarifying their own aspirations?<br>18 (1st, response) + 15 (2nd, response) =33<br>'almost always' + 'usually' | 13) Centered on you?<br>11 (1st, response) + 16 (2nd, response) =27<br>'yes, definitely' + 'mostly' |
| 43) Develop supportive relationships with learners?<br>24) (1st, response) + 16 (2nd, response) =40<br>'almost always' + 'usually' | 15) Aware of your feelings?<br>23 (1st, response) + 12 (2nd, response) =35<br>'yes, definitely' + 'mostly' |
| 44) Appear to experience unconditional positive regard for learners?<br>20 (1st, response) + 12 (2nd, response) =32<br>'almost always' + 'usually' | 16) Visibly touched by your experience?<br>16 (1st, response) + 10 (2nd, response) =26<br>'yes, definitely' + 'mostly' |
| 45) Respect the dignity and integrity of the learners?<br>38 (1st, response) + 6 (2nd, response) =44<br>'almost always' + 'usually' | 18) Respectful of you?<br>43 (1st, response) + 2 (2nd, response) =45<br>'yes, definitely' + 'mostly' |

## Research Hypotheses

The hypotheses for this mixed methods study were:

**Null H1** - There is no relationship between caring and trust within undergraduate classrooms, as measured by the Modified Instructional Perspectives Inventory-Student (MIPI-S) and the Caring Professional Scale (CPS).

**Null H2** - There is no existence of interchanging usability of the Modified Instructional Perspectives Inventory-Student (MIPI-S) and Caring Professional Scale (CPS).

## Pearson Product Moment Correlation Coefficient Results

Each of the 11 ‘almost always’ responses from the MIPI-S, along with the ‘yes, definitely’ responses from the 11 items from the CPS were analyzed using the PPMCC. For each analysis, an *r*-value was established, reflecting both positive and negative findings (Table 12). On the first analysis, using only the ‘almost always’ responses and the ‘yes, definitely’ responses from the two instruments achieved an *r* value of 0.561with an alpha of 0.05, rejecting Null H1 and reflecting a moderate-to-strong positive correlation between trust and caring (Figure 2). After the results were obtained, a second analysis was conducted combining the two responses of ‘almost always’ and ‘usually’ from the MIPI-S and the ‘yes, definitely’ and ‘almost always’ responses from the CPS. The results for the second analysis with the combined scores for the two responses from each instrument achieved an *r*-value of 0.698 (Figure 3), rejecting Null H1.

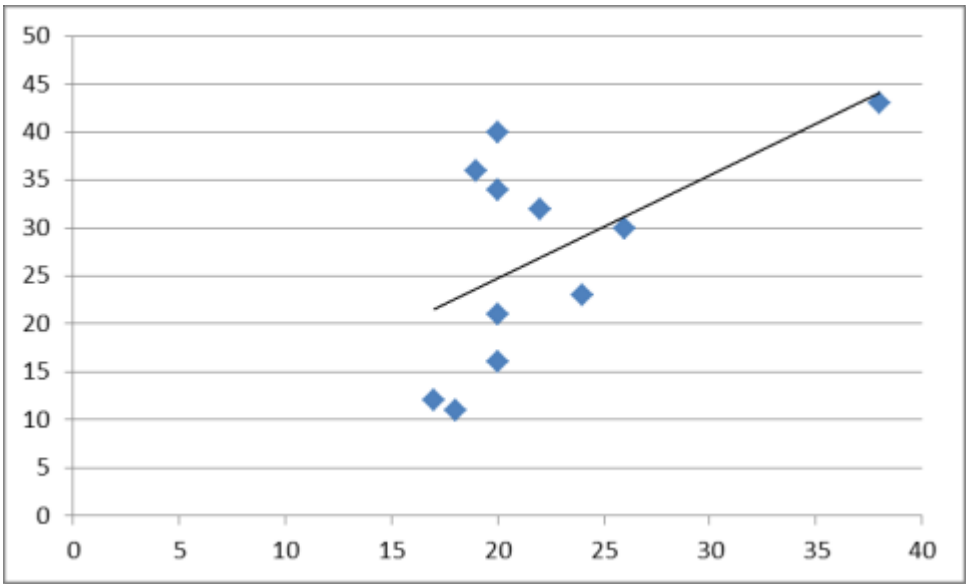


*Figure 2*. First trial, *r*-value of 0.561.

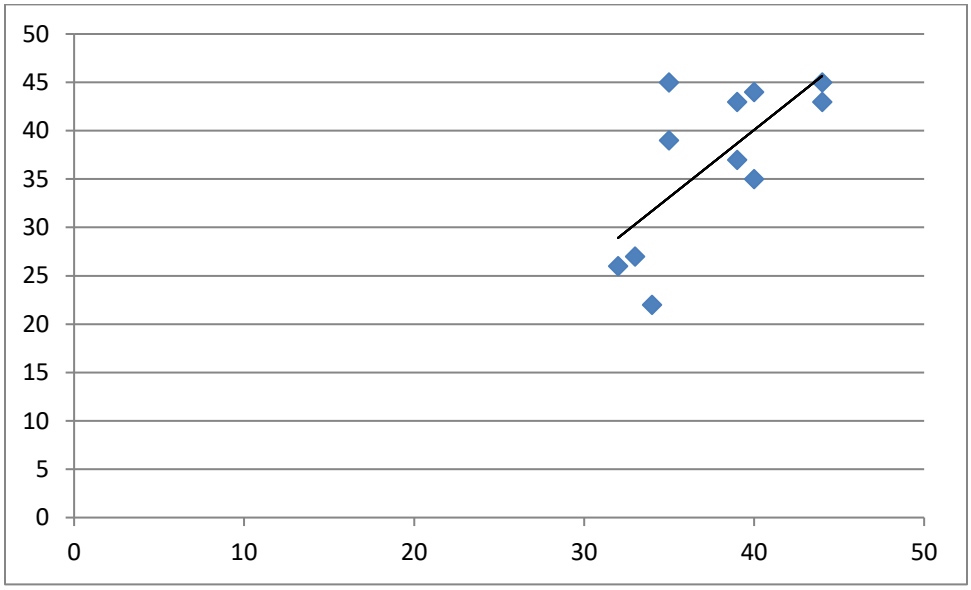


*Figure 3*. Second trial, *r*-value of 0.698.

The PPMCC, after combining the two responses for a second trial from each of the instruments, MIPI-S and CPS, resulted in an *r*-value of 0.698, with an alpha of 0.05. The *r*-critical value for 20 degrees of freedom is 0.423. The *r*-values, 0.561 and 0.698, were greater than the *r*-critical value of 0.423, rejecting Null H1 and reflecting a

significant relationship between variables (Figure 2 and Figure 3). Therefore, there was a positive relationship between caring and trust, as measured by the MIPI-S and the CPS.

**Item Interchangeability Results**

The next step of evaluation was an item comparison of questions between the two instruments for interchangeability. Eleven questions from the MIPI-S were compared with 11 questions from the CPS. A comparison between the responses to questions was conducted utilizing a *z*-test for difference in proportion, which resulted in a *z* score of 0.95 with a critical value of 1.65. Then a *t*-test was also conducted which resulted in a *t* score of 0.24 with a critical value of 1.725. This resulted in the non-rejection of Null H2.

Both tests resulted in scores below the critical values. In order to obtain a *p* value, the *z* score of 0.95 was subtracted from one; 1- 0.95 = 0.05, and doubled to reflect a two tailed test; a result of 0.1 was obtained. The results 0.05 and 0.1 were both greater than 0.01, reflecting weak or no evidence against the null hypothesis, hence supporting the non-rejection of Null H2. There was no interchangeability proportion of agreement between questions on the CPS and the MIPI-S. The lack of interchangeability may suggest each instrument measured different qualities, such as caring and trust independently. There may also be evidence that caring and trust were not the same thing. Therefore, no interchangeability between instruments could be established.

**Comparison of Excluded CPS Items and MIPI-S Items of Insensitivity.**

Further analysis of the data was made with a comparison between the seven excluded items on the CPS (Table 8) and seven items of insensitivity from the MIPI-S (Table 10). The seven items that leaned toward insensitivity on the part of faculty included difficulty understanding, frustration, irritation, and impatience toward the learner within the

learning environment. Whereas, the items from the CPS, abrupt, insulting, or emotionally distant may have some similarity in the nature of meaning; the other four items from the CPS were not similar in nature. Those items of informative, clinically competent, technically skilled, and able to offer hope, could potentially be delivered with detachment on the part of the provider, but did not seem to be similar in nature (Table 11).

Table 10

*Insensitivity from the MIPI-S*

| Insensitivity | The insensitive educator (without reciprocity, leans toward insensitivity) |
|---|---|
| 1) | Has difficulty understanding learner's point of view |
| 2) | Has difficulty getting her/his point across to learners |
| 3) | Feels impatient with learner's progress |
| 4) | Experiences frustration with learner apathy |
| 5) | Have difficulty with the amount of time learners need to grasp various concepts |
| 6) | Gets bored with the many questions learner's ask |
| 7) | Feels irritation at learner inattentiveness in the learning setting |

The data indicated there was no interchangeability among these seven items, as well. Four of the seven items from the CPS had to do with the faculty member being informative, clinically competent, technically skilled, and able to offer you hope. Students scored these items as 'yes, definitely' and 'mostly,' on for all four items. The responses ranged from 77% to 95%.

Those scores were considerably higher than the scores for 'emotionally distant,' 'abrupt,' and 'insulting,' in which student responses were lower for the 'yes, definitely' and 'mostly;' those responses ranged from 7% to 16%.

Table 11

Comparison of MIPI and CPS Excluded Questions

| Insensitivity | MIPI-S | CPS |
|---|---|---|
| 1) | Has difficulty understanding learner's point of view | Emotionally distant? |
| 2) | Has difficulty getting her/his point across to learners | Abrupt? |
| 3) | Feels impatient with learner's progress | Insulting? |
| 4) | Experiences frustration with learner apathy | Informative? |
| 5) | Have difficulty with the amount of time learners need to grasp various concepts | Clinically competent? |
| 6) | Gets bored with the many questions learner's ask | Technically skilled? |
| 7) | Feels irritation at learner inattentiveness in the learning setting | Able to offer you hope? |

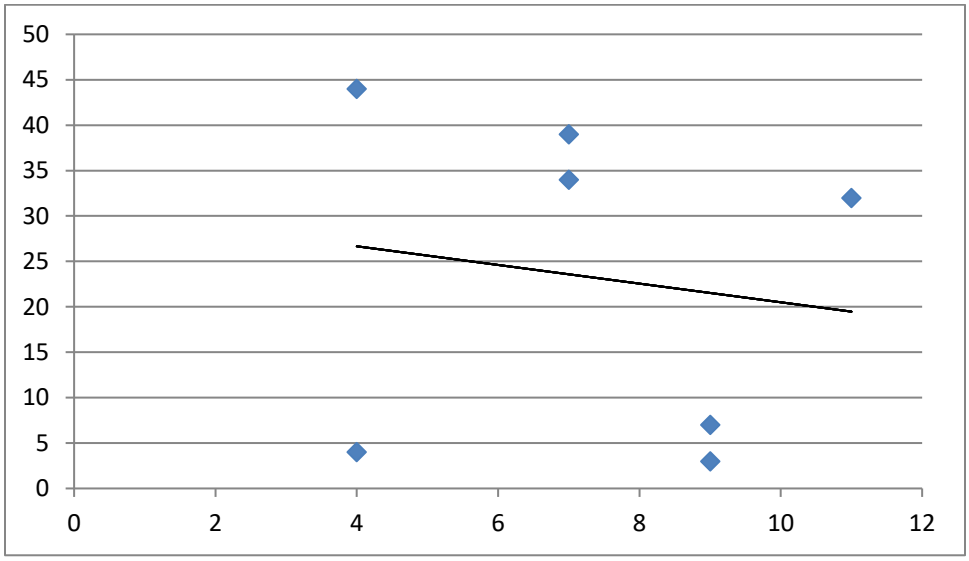


*Figure 4*. Insensitivity, Critical *r*-value of -0.151.

A comparison between excluded questions on the CPS and the MIPI-S items of insensitivity reflected some dissimilarity (Table 11). After completing a PPMCC for these seven items from the CPS and the MIPI-S, an *r*-value of (-0.151) was determined, which demonstrated a weak inverse relationship between these factors (Figure 4 and

Table12). The weak relationship was most likely due to the variation of items from the CPS not having to do with insensitivity, specifically as it related to education, but more closely as it related to clinical proficiency.

Table 12

*R-Value Table*

| r-value | Strength of relationship |
|---|---|
| Strong | 1.0 to 0.5 or -1.0 to -0.5 |
| Moderate | 0.5 to 0.3 or -0.5 to -0.3 |
| Weak | 0.1 to 0.3 or -0.1 to -0.3 |
| None | 0.1 to -0.1 or very weak |

**General Qualitative Feedback**

Twelve open-ended survey items were presented to study participants (Appendix E). The initial analysis sorted the student responses into categories of no response, positive response, literal response, language interpretation response, and negative response using a frequency of response table (Table 16). The literal and language interpretation responses could be combined, due to English as a Second Language-speaking students' understanding of the survey item. For example, a literal response to item number eight, 'My time in class is' - 'one hour, 15 minutes;' and an example of language interpretation, 'My time in class is' - 'for study and learn as much as I can' or 'during the whole class.' Examples of more typical responses to item number eight included, 'interesting,' 'useful,' 'worthwhile,' 'worth it,' and 'enjoyable.' The more literal, or language responses, were not negative, but lacked representing how the student feels in their response. Rarely were negative comments noted throughout the data. Roughly, 29% of the responses were language or literal scored, and could be considered neutral, or in many cases were positive in nature. It is difficult to know if culture or

language interpretation resulted in more factual responses pertaining to undergraduate classroom learning experiences, rather than sharing personal opinion.

The overall responses to the open-ended questions were positive in number, accounting for approximately 62% of the total responses. The combined total for the literal and language interpretation resulted in 29% of the responses, which could be considered as positive student responses. Only 7% of the open-ended questions were answered with negative responses. Table 13 reflects totals from the open-ended survey using the positive-negative response evaluation with literal response and language interpretation as being neutral.

Table 13

*Open-Ended Survey Responses*

| Question | No Response | Positive Response | Literal Response | Language Interpretation | Negative Response | Total |
|---|---|---|---|---|---|---|
| 1 | 0 | 34 | 13 | 1 | 2 | 50 |
| 2 | 0 | 49 | 1 | 0 | 0 | 50 |
| 3 | 6 | 8 | 22 | 0 | 14 | 50 |
| 4 | 2 | 38 | 7 | 1 | 2 | 50 |
| 5 | 0 | 22 | 18 | 0 | 10 | 50 |
| 6 | 0 | 35 | 13 | 0 | 2 | 50 |
| 7 | 0 | 47 | 3 | 0 | 0 | 50 |
| 8 | 2 | 24 | 17 | 2 | 5 | 50 |
| 9 | 1 | 20 | 24 | 1 | 4 | 50 |
| 10 | 1 | 30 | 18 | 1 | 0 | 50 |
| 11 | 1 | 40 | 4 | 0 | 5 | 50 |
| 12 | 4 | 24 | 19 | 3 | 0 | 50 |
| Total | 18 | 371 | 159 | 9 | 44 | 600 |
| | 0.030<br>3.00% | 0.618<br>61.8% | 0.265<br>26.50% | 0.015<br>1.50% | 0.073<br>7.30% | 1.00 |

After the initial analysis, some data were more closely examined from the responses to the open-ended survey; four examples were selected for further analysis and explanation. Reasoning behind creating the open-ended survey was two-fold, one was to

give a more in-depth look into the student's thoughts and feelings toward their classroom environment; and secondly, as supporting evidence of caring and trust existing within the undergraduate classroom. It also supported evidence from the data collected using the CPS and the MIPI-S. There were 12 open-ended survey items in total, four of the items seemed to have better potential to capture caring and trust within the undergraduate classroom setting, items four, seven, ten and twelve (Table 14). The combined evidence of all 12 items attempted to garner some insight into whether caring and trust existed within the undergraduate classroom; a closer look at the isolated four items occurred first.

Table 14

*Four Open-Ended Survey Items that Seemed to Reflect Faculty Behavior*

| | |
|---|---|
| 4) | I would describe the way I feel toward class as being: |
| 7) | The instructor is: |
| 10) | When the instructor asks a question I usually: |
| 12) | The qualities I consider most important in faculty are: |

Item number four on the survey asked students to respond to the prompt, 'I would describe the way I feel toward class as being:' Many students responded they felt comfortable. In fact, 10 out of 50 student responses simply used the word 'comfortable,' one stated 'very comfortable,' and still another student stated, 'comfortable and found.' In total 14 responses used the word comfortable. One student simply responded 'calm,' indicating some comfort with being in class. The bulk of responses were positive, which may support that students felt there was caring and trust within the undergraduate classrooms. The original analysis used frequency scores for positive responses, and resulted in 79% positive responses for this item. The 79% resulted from the 38 positive responses divided by the 48 student responses; two students chose not to respond to this item (Table 13). It seemed relative to ask students to describe how they felt toward class

to gain some understanding of student perception of the 'climate' of undergraduate classrooms. This item could easily have been a place to voice concerns if caring and trust were lacking in the undergraduate learning environment.

Other examples of student responses included, 'satisfied and I enjoy it a lot,' 'positive help always offered,' 'It is nice the teacher is so fun the student[s] are hardworking,' 'excited, happy, it is a fun class,' 'stimulated to learn everyday,' 'excellent, sometimes a little of pressure,' and 'happy, I like every class.' While, none of the students used the words caring and trust, it seems doubtful that students felt uncared for or experienced no trust within the classroom settings. Others offered single word descriptions such as, 'curious,' 'satisfied,' 'positive,' 'motivated,' 'entertained,' 'excited,' 'mostly excited,' and two students stated 'interesting.' Overall, open-ended question number four had 38 positive responses from 50 students. The two negative responses were, 'uninterested at times, as I don't see how I will use this in my everyday life' and the second response, was simply, 'disgusted.' In general, reading the student responses to item number four on the open-ended survey conveyed a positive partnership in learning between the faculty and students.

Item number seven asked students to finish the statement, 'The instructor is:' A few students answered with one word responses such as 'cool,' 'amazing,' 'specific,' 'wonderful,' 'passionate,' 'excellent,' 'awesome,' 'good,' and 'cheery.' Perhaps offering brief insight into thoughts students' had about their instructor, and possibly, how they viewed that relationship. Interestingly, only five student responses used the word 'cares' or 'caring' in their responses. The reasoning behind asking about the teacher or instructor was to give students an opportunity to describe how they felt about their

teacher. This item may have presented an opportunity for students to vent anger or dissatisfaction with faculty.

However, many students made statements that conveyed ‘care’ or ‘caring.’ For example: ‘very nice and helpful person,’ ‘she is very supportive, fun, and she is also very good at the subject,’ or, ‘very kind and good person to all students,’ ‘a kind person, she likes student being responsible, and she is patient and understanding, polite,’ ‘nice, helpful, understanding, generous,’ ‘really helpful, friendly and interact with every student,’ ‘friendly, good professor,’ ‘best, she provides us a lot of details and is always willing to help us’ and, ‘very understanding and works with us in order not to fall back in grades.’ The general message conveyed by students seemed to support caring and trust within the undergraduate classroom with responses to the inquiry, ‘The instructor is.’ Item number seven had 47 positive responses, or 94%, as to how students perceived their teacher at the time data was gathered. Every student responded to item seven on the survey and was scored on the original frequency table (Table 13). The other three responses were two that stated the professors’ names in response to ‘the instructor is,’ and one that stated, ‘Professional’ as the response. Overall, this item provided insight as to how students viewed their faculty and felt about that relationship. While only five students actually used the words care or caring in their response, a positive or favorable response might convey caring and trust by the teacher toward the students in class. This item did not seem to reflect any language translation challenges for English as a Second Language students.

Item number 10 asked the question, ‘When the instructor asks a question, I usually . . .’ This item may reflect student trust of faculty more than any other item on the

open-ended survey. Students that did not feel threatened or unsafe would frequently risk answering questions faculty might ask during class. Answering questions aloud in class could put the student at risk for being made fun of by faculty and/or other students in a low trust environment. The response rate for students that chose to answer aloud in class when a question was asked by faculty resulted in 59% saying they attempted to answer questions in class. While this was slightly more than half the students indicating they would answer aloud, it may also indicate a degree of trust within the classroom. The frequency table indicated that 30 students had a positive response and 18 students responded with a literal response to item number 10 (Table 13). It was conceivable that students who felt cared for and trusted would risk answering questions in class.

While this item was scored using the positive-negative response originally, a second approach was used to evaluate the student responses. The second analysis included, 'answered' or 'did not answer' the teacher's question; not answering a question included statements, such as 'think about a possible answer,' 'think about the question,' 'think about the answer but don't say it loud,' 'try to answer,' 'pay attention,' 'focus on what she is talking about,' 'stay quiet,' and finally, and 'keep my mouth shut.' Again, the data was arranged into a frequency table using these categories, 'no response to item,' 'answered question,' 'not answer question,' and 'did both,' or 'answered the question as a last resort' (Table 15).

There were three responses that reflected students doing both, answer and not answer; for example, 'wait to see if someone knows the answer, if no one knows but I do-I'll raise my hand to give the answer,' 'I understand and answer it,' and 'answer or listen.' These seemed to reflect a willingness to respond only if they were sure of an

answer or if there was a need to answer a question from faculty if no other students responded (Table 15). Overall, the students seemed to feel safe answering questions; however, three students were 'on the fence.' This may reflect a willingness to respond rather than having the faculty think no one would participate. Item number 10 seemed to reflect how students felt about taking risks within the classroom. While one student did not respond on the open-ended survey for this item, 49 did respond.

Table 15

*Item 10 - Open-Ended Survey Response, Second Analysis*

| Question 10- When the instructor asks a question, I usually: | No Response to Item | Responded 'Answer Question' | Responded 'Not Answer Question' | Responded 'Do Both' or 'Answer Question as a Last Resort' |
|---|---|---|---|---|
| 50 total possible, 49 responded | 1 | 29 responses or 59% | 17 responses or 34% | 3 6% |

The last item, which may reflect on faculty behavior, was number 12, 'The qualities I consider most important in faculty are.' This item helped to illuminate from a student perspective what mattered most to students about faculty. While four students out of 50 chose not to respond to this item, 46 students responded with various comments. No negative comments were scored on the frequency table, the positive comments totaled 24, or 52%; language, literal responses were combined, totaling 22 in number, equaling 47% (Table 13).

Fourteen students, roughly 30% of the students, wanted faculty who were student-centered. One student stated, 'The qualities I consider most important in faculty are caring, encouraging, and respectful. I believe encouraging students and making them feel good about their passions is very important.' Actually, students used the word 'caring' as

a descriptor for faculty as what they viewed as most important. Another student stated, 'The qualities I look for in faculty are supportiveness and understanding students, also being able to teach in a fun way.' This statement seemed to imply the student was looking for caring through support and trust through understanding or faculty belief in them as a student. Other statements from students included, 'commitment and passion to teaching, to inspire the student;' 'being a support to their students,' 'awareness to know your students and how to teach them;' 'their attention to the students and how they make the students want to learn more;' 'friendly environment;' and 'they must be helpful;' one student simply stated 'kind and polite.'

Some other noted themes were honesty, understanding, and respect. Seven students used the word respect or respectful when referring to student-teacher interactions. For example, one student listed, 'Respectful, kind, interesting,' another wrote, 'respect and support,' and a couple students simply wrote 'respect' and nothing more. Finding honesty written among important qualities for faculty by students was somewhat concerning, because it implied lack of honesty among faculty. For example, 'honesty and being fair' was among the comments. Another student simply listed, 'honesty, patients, respect,' as qualities they looked for in faculty. Understanding was another characteristic students centered on as an important quality in faculty. One comment seemed to sum up the sentiment by students related to understanding; the student wrote, 'understanding, and that they believe in second chances.'

Interestingly, a few students focused on responsibility, as in faculty should be responsible. For example, 'be responsible for students,' was all the student wrote; however, another student offered, 'punctuality, responsibility, organization' as desirable

qualities in faculty. Another student wrote one word, 'responsibility,' as the response to item 12 in the open-ended question survey. While there were not very many student comments that focused on faculty being responsible, it was enlightening to find those comments among the student responses. It was unclear if the responses reflected a lack of structure on the part of faculty or the need for more structure on the student's part as an expectation. However, 'punctuality' and the appearance of a lack of 'organization' from the student perspective seemed to reflect negatively on faculty, somewhat.

Overall, the majority of responses from students on item 12 were positive comments. In general, there were no negative comments about students stating what qualities they did not like in faculty. While a student stating they wanted honest or responsible faculty may seem negative, students framed the qualities as desirable, as a statement of preference. No student took the opportunity to reply with anger or dissatisfaction with faculty to the inquiry on item 12.

The remaining items on the survey provided some more insight about the undergraduate classroom. Student responses were overall positive about their feelings toward the class. Some students did respond with literal responses, most likely due to cultural and language interpretation; therefore, the subtler cultural responses from an American perspective may have been missed by some students. There may also be the perception that honestly answering items, especially 'the worst' part of anything pertaining to class may seem rude.

It is unclear if rephrasing some of the statements would have corrected for the differences in responses on some items on the open-ended survey. There may be the possibility that the international students understood the more subtle meaning behind a

few of the survey items, but culturally may have been leery of giving a negative response. The remaining open-ended survey items were examined for evidence of student perception of caring and trust within the classroom (Table 16).

Table 16

*Remaining Open-Ended Survey Items*

| | |
|---|---|
| 1) | The cultural climate in my classroom is: |
| 2) | The best part of being a class member is: |
| 3) | The worst part of being a class member is: |
| 5) | Before class I feel: |
| 6) | After class I feel: |
| 8) | My time in class is: |
| 9) | While in class, I frequently: |
| 11) | Other class members are: |

Item one, 'the culture in my classroom is:' elicited 16 out of 50 responses that indicated an appreciation for the diversity within the classrooms, which included some international students. All 50 participants responded to this item. In general, after scoring for frequency of positive responses from students, 34, or 68%, expressed satisfaction with the overall classroom culture (Table 13). Four examples of student responses that appreciated the cultural diversity, were: 'at first, I was alone here as a Nepalese, but after share made friends is good,' plus, 'really good, we have people all around the world and we understand, talk, and respect each other,' or, 'very good, even we are from different countries, we are friends and we help each other,' and, 'great, everybody is from different countries and that is not a problem, we have a good relationship,' all of which conveyed acknowledgement of diversity and seemingly to have caring and trust within the classroom setting. These statements seemed to reflect a certain amount of comfort with

the learning environment, citing ‘good relationship’ or ‘made friends’ that may imply caring and trust among classroom members.

Other student responses described the classroom climate as ‘good,’ ‘great,’ ‘positive,’ ‘enjoyable’ and ‘awesome,’ some examples of responses with more than one word were, ‘it’s good, we all participate,’ ‘positive and open,’ ‘it’s very good,’ ‘pleasant and enjoyable,’ and then there was ‘exciting, as we have different characters and styles of learning.’ While the last statement was slightly different from other statements, the sense of belonging seemed to be there for students within the undergraduate classroom. The literal responses tended to be positive in nature, even though this item may have provided an opportunity to express dissatisfaction with the learning environment.

There seemed to be evidence of caring and trust within the classroom among students, conveyed through acceptance and enjoyment of being together in class. Combined responses for liking diversity and feeling comfortable with the classroom climate accounted for 80% of the student responses, or 40 of 50 students, enjoyed diversity within the classroom setting. Six student responses were mostly positive, for example: ‘very comfortable with the professor,’ ‘hard work,’ ‘the climate is very helpful we get a lot done and it is not demanding, very good learning,’ ‘professor leads everyone to talk in the class,’ one student commented ‘funny,’ and these student responses were slightly different from the rest of the student responses. Nonetheless, they seemed to express acceptance, which may indicate there was caring and trust within the undergraduate classroom.

The slightly more negative responses were four in number, ‘awkward,’ ‘multicultural which is not always ok,’ then there was, ‘sometimes the class is very

intense, the class is always full of life,' and the last comment was, 'white washed, not diverse, and hard headed.' Apparently, there was little or no diversity within the classroom for this student. It was difficult to know if the student was including faculty in describing the classroom climate as having no diversity or simply the students in the classroom as not being diverse. Either way, it would seem this student did not feel there was caring and trust in the classroom.

Item number two, 'The best part of being a class member is:' had 24 out of 50 student responses that identified liking the social interaction in class as being the 'best part' of being a class member. Some examples were 'listening and meeting other students,' 'interaction with others,' 'being part of a great community and feeling accepted,' 'participate in class activities, and work together,' and 'that I get the opportunity to learn something about my classmates.' The statements seemed to reflect positive relationships within the classroom setting, which may indicate caring and trust among students and faculty. Scoring on the frequency table for this item reflected 49, or 98%, positive student statements (Table 13).

However, 17 student responses had to do with learning. For example, 'being able to learn new things every class,' 'the opportunity to learn,' 'learning new skills,' 'I am able to share my thoughts and ideas with the people and I am learning new experiences,' 'I can learn many things,' 'learn and improve my English,' and 'I get a chance to learn new things in new environment.' Many of these statements seemed to reflect caring and trust through comfort, and perhaps safety, as in 'shares my thoughts and ideas.' It seemed unlikely students who were dissatisfied with their learning experiences would express such statements about the undergraduate classroom.

Some students simply wrote ‘learning’ as what they thought the best part of being a class member meant. Approximately 82% of the student responses reflected the possibility of caring and trust within the undergraduate classroom through their description of what was the best part of being a class member. Many responses reflected trust that the student would have a good learning experience; an example would be the following statement: ‘I am able to share my thoughts and ideas with the people and I am learning new experiences.’ It was unlikely sharing of thoughts would happen in a low trust-learning environment. An example of caring may be ‘being part of a great community and feeling accepted.’ Although nothing was specifically stated about caring or trust, it seemed to be implied within the statement, referring to ‘community’ and ‘feeling accepted.’

There were nine outliers in terms of responses from students, a couple of examples are ‘the teacher,’ ‘writing,’ ‘I am still at school and I don’t have to work yet,’ and one student offered, ‘often argue about difficult issues’ as being their ‘best part’ of being a class member. Even some of these statements could imply a certain level of trust or caring within the undergraduate classroom. Particularly, the statement ‘often argue about difficult issues;’ could mean if the student contributed, it would seem doubtful that a student would find this aspect as the ‘the best part of being a class member is:’ unless they felt safe to do so in class. None of the student statements were negative; it may in part be due to the survey item asking about the ‘best part’ of being a member in class. However, a student would have had the opportunity to say, ‘there is no best part;’ however, no student made such a statement and all 50 students responded to item number two.

Item number three, ‘the worst part of being a class member is:’ resulted in responses that mostly addressed aspects about class. Six students did not respond to this item making this item the highest scoring item for ‘no response.’ Otherwise, scoring on the frequency table resulted in eight positive responses, 22 literal responses, or 50%, and 14 responses, or 32%, that were more negative (Table 13). It may have been some students were not comfortable responding to ‘the worst part’ of being a member of the class. There were 25 out of 44, or 57%, of the students who identified aspects that occurred during class. For example, ‘doing the same stuff,’ ‘sometimes it is really distracting,’ ‘boring lectures,’ ‘presentations,’ ‘when someone don’t listen and things need to be repeated,’ ‘due dates that are confusing,’ ‘rarely, really rarely, some students speak [to] each other and we lose focus,’ and another student offered ‘attendance’ as being the worst part of being a class member. These student responses could reflect lack of caring on the part of faculty; but also, faculty frequently must follow class requirements as in taking attendance. Testing may not be at faculty discretion, or some written assignments may be a built-in requirement for class. It was interesting that students focused on the more mundane aspects of class as being the worst part of being a class member. This item could have provided an opportunity to make a negative comment about faculty, or express dissatisfaction with the undergraduate classroom.

There were five student responses that identified aspects related to going to class; for example, ‘not having enough time to eat,’ ‘morning class is terrible for me,’ ‘feel hunger,’ ‘different culture,’ and then one student offered, ‘some times speak too much.’ This comment could have been about faculty speaking too much or possibly, what other students do during class. In which case, the comment would belong to the above

category with identifying aspects of things that happened in class and not necessarily a negative comment from the student.

Another aspect students noted was the workload for class. There were seven comments out of 44 total student responses having to do with workload. Examples of workload responses from students included: 'If I had to choose a bad aspect about being a class member I would say the hard work I need to put on each class,' 'having to do a lot of homework,' 'we all need to write such a long way,' 'I have too many homeworks,' 'having to do assignments,' and the last two comments were, 'to be graded' and 'doing a test.' The last two comments might also fit in the things that occurred during class; 'doing a test' may relate to the time it takes to prepare for the test. The 'to be graded' comment could be related to being graded overall for the class and possibly meaning the workload it takes to get an acceptable grade.

Equally interesting were the seven student responses that indicated there were no worst parts of being a class member. For example, 'there is no bad part of being a class member,' 'nothing,' 'there is no such part as worst,' 'none,' 'well I don't think, there is such thing that makes me feel worst,' and there were two more 'nothings' as well. Although seven responses accounted for approximately 16% of the total responses from students, a sense of caring or trust within the classroom might illicit such responses.

Finally for item three, there were six 'no responses' to 'the worst part of being a class member is.' There may have been a language or cultural reason for not responding to this item. The inquiry may have made some students feel uncomfortable. While these items were categorized as 'no response' and slightly different from the positive or negative response, item three did have a negative connotation because it inquired about

the ‘worst’ aspect of being a class member (Table 13). Many of the student comments simply reflected real aspects about student life related to going to class and the undergraduate classroom setting. However, it was more likely the factual responses conveyed the perception of caring and trust by students of faculty when asked about the ‘worst’ part of being a class member.

Item number three could have potentially given students an opportunity to say something about lack of caring or trust in the undergraduate classroom, using exactly those words. However, no students used the words caring or trust within their responses to the survey item.

Nonetheless, the student statement of, ‘being along with a few people who disturb classes’ or ‘sometimes I want to be quiet, but we need to be involved in the class’ could reflect a lack of caring or trust from inattentive faculty. Faculty may think a student that does not verbally participate has not come to class prepared. When in reality the student may be uncomfortable with some of the other students, as implied by being alone with people who disturb class. It was possible faculty may not notice subtle cues from students, especially in large groups.

Item five on the open-ended survey, ‘before class I feel’ was almost evenly split between students feeling good or excited about class, as compared with those students that felt anxious or apathetic about class. Some examples of comments from students who felt good or excited about class included, ‘good, the class is not boring,’ ‘ready to learn,’ ‘happy,’ ‘energetic,’ ‘confident about attending and getting to learn new things’ and ‘I feel that I will learn new things and gain new experience.’ One student offered ‘really happy and full of energy to learn and pay attention.’ The students who felt good

before class and were excited or happy may have felt cared for and trusted that class was going to be a good experience.

Then there were the less positive responses, such as, ‘sometimes lazy because I know I have to work a lot in class,’ ‘tired and like ‘oh here we go again’ ‘my time is slowly passing,’ and one student offered, ‘I was afraid of going to reading class.’ A few of the students offered single words such as, ‘nervous,’ ‘weary,’ ‘anxious,’ and ‘apathy.’ It was difficult to know if some of these responses reflected how the student felt initially before going to class for the first time. A few of the student comments could reflect how they felt right before class on a weekly basis. While, the responses seemed less positive, there were no student responses expressing dislike of going to class, except perhaps the ‘apathy’ comment.

There were eight responses, which had to do with feeling rushed or tired and possibly frustrated with class. For example: ‘I am rushing to class from lab, thus no specific feeling,’ ‘rush to get on time,’ ‘my life was mostly sitting down and not activeness,’ ‘I will be late again,’ ‘normal,’ ‘tired last class of the day,’ and ‘prepared to revise my homework and to learn something new.’ It was difficult to know if these comments reflected students who felt tired or rushed, and possibly frustrated. Then there was ‘that I’m going to repeat the same class as EPP MO;’ it was unclear if the student felt dissatisfied or was simply making a comparison of some sort with another class. Two student responses were somewhat different from the rest of the 50 student responses, ‘sometimes excited but also tired’ and ‘had not much effort.’ With the last statement, it was difficult to know whether the student meant that they did not feel much effort about going to class or if the class did not require much effort.

This item seems to identify typical student feelings about class. While none of the responses made statements specifically using the words caring or trust, it could be implied from the positive student statements. It was possible that even the less positive statements only reflected brief concern by the student about their preparedness for class. For instance, one student responded that they felt 'weary;' the statement would seem to reflect lack of trust or lack of energy, just as statements about being nervous might indicated the student did not feel reassured about their learning experience.

The other 20 student responses from item five that reflected excitement or happiness seemed to support some level of trust that the student would have a good learning experience. Likewise, students that felt cared for were probably more likely to make statements reflecting excitement or feeling good about going to class. Item five was originally scored with the positive, literal response, language response, and negative response. All 50 students responded to this item, with 22 student comments scored as positive and 18 as literal responses providing 80% of the total responses. Ten student comments were scored as negative responses (Table 13).

Item number six, 'after class I feel:' resulted in 32 positive responses, or 64% of the class, felt 'good,' 'happy,' 'comfortable' or 'calm' after class. Five students responded with the single word 'happy,' while three students combined happy and being tired or sleepy; for example, 'more tired or more happy,' 'happy, sometimes sleepy' and 'happy, sometimes I want to sleep. Depends on my mood.' Another variation of happy was 'Normally happy, if I could give my best to learn.' With the initial frequency table results, 35 students (70%) had a positive response, 13 had literal responses for 48

responses, and two counted as negative responses for 50 students responding to this item (Table 13).

Overall, the inquiry was meant to investigate how students felt after spending time in class. While it was expected they may be happy class was over, this item gave students an opportunity to say something about the result of their time spent in class. Negative or dissatisfied responses from students may have indicated a lack of caring and trust within the undergraduate classroom.

Some single word responses were ‘confident,’ ‘satisfy,’ ‘excited,’ ‘calm,’ ‘enthusiastic,’ ‘comfortable,’ ‘good,’ ‘fulfilled,’ and ‘enlightened.’ There were some positive comments, such as, ‘Good because I learned something,’ or ‘satisfied with what I learned,’ ‘I feel more confident in my writing skills,’ and ‘I gained a lot of knowledge and better writing skills.’ Another positive statement from a student was ‘active and thought that my time is passing quickly.’ Possibly, these responses from students reflected caring and trust within the undergraduate classroom, even though the item asked how students felt after class. None of the responses from students seemed to indicate dissatisfaction with their learning experience after being given the opportunity to possibly express something more negative.

Another theme that stood out was being tired; some responses simply stated the word ‘tired.’ However, one student offered, ‘More tired, but also that we got things under control in class.’ Then there was, ‘either still good or tired depending on what we have done in class,’ ‘relieved, tired’ and ‘a little bit tired but also happy.’ Some student responses were candid about how they felt after class, such as ‘sometimes stressed, sometimes glad,’ ‘happy it is over,’ and ‘good and overwhelmed by the things I should

do.' Another candid statement was 'after class sometimes I feel stressed because of everything I have to do. Usually after class I feel glad with everything that I learned in the past class time.' While these responses seemed to be somewhat literal, none of the responses were negative about their learning experience or faculty. In general, caring and trust within the undergraduate classroom might be implied with feelings of 'glad,' or 'good' after class, as an expression of satisfaction with the learning experience.

There were a few unconventional responses such as 'busy,' 'I have started working as hard as I could,' 'a bit annoyed because my class after this one is Freshman experience which I consider useless,' and 'better because this is the last class of the day.' Overall, the responses were positive about how the students felt after leaving their undergraduate class. One student responded with, 'very tired and want to leave.' Without more information, it was difficult to know if the student was tired at the end of their day or if the class evoked the response.

The general item six responses seemed to be ones of satisfaction. All of the students responded to this item. The majority expressed positive feelings (70%); this of course could be that students were elated to be finished with class for the day. Several statements implied satisfaction with the time spent in class and that the result was learning or improvement. Caring and trust could have a role in student satisfaction of time spent in class and the perception of learning or productivity.

Item eight had 48 responses out of 50, for 'My time in class is:' most students stated they found the time well spent. It seemed appropriate to investigate students thoughts on how they felt about the commitment of time spent in class. Resentment of time spent in class may indicate little caring or trust within the undergraduate classroom.

Approximately 56% responded with statements, such as ‘very useful and I learn a lot,’ ‘leaning a lot,’ ‘very good,’ ‘very short but fun’ and ‘very cool, I enjoy being in class because it is not boring.’ One student offered, ‘My time in class is well spent. I believe that every minute in class is used very well and is spent gaining important information.’ Some of the student responses were one word, for example, ‘interesting,’ ‘useful,’ ‘worthwhile,’ ‘good,’ ‘enjoyable,’ and one student offered ‘profitable.’ Another student stated, ‘is very valuable I learn a lot and we do not waste any time.’ Most of these statements seemed to imply caring and trust within the undergraduate classroom or a good working relationship between faculty and students. On the original frequency table, the positive statements were counted as 24, with 17 literal and two language responses, if totaled together would account for 89% as being mostly positive and five responses that were more negative 10% (Table 14).

The next group of responses had to do with time, for ‘my time in class is.’ Approximately, 27%, or 13 out of 48 responses, were time related; for instance ‘1 hour 15 min.’ or ‘50 min.,’ or ‘during the whole class,’ one student offered, ‘2:30 from 3:45 always on time, however missed a class.’ There may have been a language interpretation issue with the statement since some students felt compelled to state how much they spent in class. Some of the other responses pertained to time or how time was spent, for instance ‘used to finish answer my questions from chapter readings and previous class,’ ‘always full of work,’ ‘nice, sometimes a little bit long,’ ‘very enough’ and ‘for study and learn as much as I can.’ One student stated ‘really important for me, because I can get knowledge from class.’ All of these responses seemed to reflect literal or straightforward answers about their time in class; opposed to the subtler responses of how they felt about

class time, such as ‘useful.’ While, it would be difficult to answer why some students responded with information instead of expressing their feelings about time in class it seemed reasonable to conclude cultural differences may account for the discrepancy in responses.

Finally, one student said, ‘It start[ed] before noon but not so early gives me enough time to get my sleep.’ This response made it difficult to know how the student felt about their time in class. There were seven student responses that pertained to class being boring or time going slowly. Some examples were, ‘a bit boring,’ ‘mostly sitting and listening,’ ‘goes slow,’ ‘boring a lot’ and ‘sometimes very long.’ The other two responses were single word responses of ‘boring’ and ‘long.’ Those seven responses account for 14.5% of the student responses on ‘My time in class is:’

While there were two students who chose not to respond to item eight, there was one response that stated, ‘I don’t understand.’ It could be the other two students did not respond because the inquiry did not make sense to them. Even with the cultural and language differences, most students did interpret some meaning from the item to respond. While several students did not get the subtler meaning behind asking ‘My time in class is,’ the sense that it was time well spent seemed to be the strongest response. It might be that caring and trust were a part of the reason students felt class time was worthwhile. It might also be that because of caring and trust within the undergraduate classroom that some students were perhaps uncomfortable responding to this item.

Item number nine, ‘While in class, I frequently:’ had approximately 82% of student responses that pertain to listening or paying attention and participating in class in some fashion. For example, ‘listen to the instructor,’ ‘take notes, pay attention, and work

on my things,' 'pay attention and learn something,' 'learn a lot of new things,' 'try to pay attention to everything my instructor says,' 'try to understand everything I can,' 'pay attention and if I have any doubt wait for the teacher to help me,' and 'pay attention, make sure to listen to the info.' The initial frequency table reflected 20 positive responses and 24 literal responses to this item, resulting in 89% when combined as mostly positive student responses. There were four negative responses on the initial frequency table (Table 13).

Some other examples of class participation, such as 'make comments and I engage actively in class,' 'pay attention and try to participate,' 'answer to the questions,' 'interact and listen to professor,' and 'talk to the teacher one-on-one - I like the personal attention.' A few students responded with one or two words, such as 'listen,' 'learning,' 'ask' and 'do works.' Most of the student responses seemed to reflect interest in participating in class, which may indicate caring and trust as some evidence of the relationship between faculty and students. Some students responded to 'while in class, I frequently:' 'look at the professor because she might be giving out essential information,' or 'practice a lot of writing such as looking for prompts on the internet on what to write about,' 'try not to get distracted and focus on the class,' and 'listen to the professor to understand what I need to do and this way I don't spend too much time in my homework.' All of the above responses were more positive than negative, which also may reflect caring and trust within the undergraduate classroom.

Eight responses seemed to show disinterest or boredom possibly. For example, 'lose attention,' 'doze off,' 'check the time for when it will end,' 'I am on my phone,' 'click my keyboard,' 'do what I have to,' 'I just look at the professor,' and 'talk with my

classmates,' which that statement could possibly be considered doing class work under some circumstances. For instance, one student stated, 'talk with my friends but I learn a lot,' as to what they frequently do while in class. While these responses account for approximately 16%, it was common to have some students disengage within the classroom. Originally, four responses on the frequency table were counted as negative with the first data scoring. Only one student chose not to respond to item number nine.

In general, it may be reasonable to conclude that students who participated in class felt cared for and trusted that the work they were doing was worth the time or effort. It seemed worthwhile to ask what students did in class 'frequently' to get a feel for student involvement within the undergraduate classroom. Frequently texting, checking email, or sleeping could possibly indicate lack of involvement on the student's part. With 82% of students responding that they pay attention in some fashion during class, it may be reasonable to conclude there was reciprocity of caring and trust within the classroom. One student stated they 'listen to professor rather than looking at her;' this from the educator's point of view may seem inattentive; but, the student's statement indicated their participation. Most of the student responses conveyed commitment and involvement with learning, which may imply that students felt there was value to time spent in class.

Item number 11, 'The other class members are:' garnered 26 responses out of 49, or approximately 53% of students who chose to respond to this item, found other class members were friendly, nice, polite, or friends. Some examples of student statements, 'friendly and work to learn as well,' 'friendly, hard working,' 'they are polite, friendly and good people,' 'Nice people, so lovely and friendly,' 'Friendly, willing to help others if they need it,' 'very friendly,' and several students just wrote 'friendly.'

Another variation of friendly was nice, for instance, ‘very nice and helpful,’ ‘nice to me and we have a good time in class,’ ‘they are great at the subject and they are nice,’ ‘they are nice persons,’ ‘very nice to me as well as to others,’ ‘very nice,’ and then a few one word responses with ‘nice.’ Polite was also a part of the friendly and nice responses, for example, ‘they are polite, friendly, and good people’ and one student offered the single word ‘polite.’ Some students offered comments, such as ‘calm and funny,’ or ‘cool,’ one students stated ‘motivation for me’ as their response for ‘Other class members are.’ In general, the students seemed to have a high regard for one another, which may reflect caring and trust within the undergraduate classroom. The relationship between students may indicate faculty support or comradery among students for a positive learning experience.

Some students identified forms of participation as ‘what other class members are,’ for instance; ‘also interactive and pay attention,’ or ‘also engage actively,’ ‘hard working and are always willing to help out,’ ‘helpful,’ ‘paying attention and participating in the lecture,’ ‘really interested in class, and give their effort to it,’ ‘participative as well,’ ‘eager to learn,’ ‘very open & sometimes noisy,’ and ‘are curious beings,’ and some single word responses were ‘cooperative,’ ‘listening,’ and ‘active.’ These responses that indicated participation was 26.5% of the student responses for what ‘other class members are.’ There was a sense of community expressed within these responses, which also may indicate there was caring and trust in the undergraduate classroom.

Six students, or about 12%, had slightly negative responses. For example, ‘stressful, and uninterested,’ ‘enduring,’ ‘annoying,’ ‘shy, or completely not,’ ‘quiet and reserved,’ and then there was ‘usually condescending.’ The comments were slightly

unusual compared with the rest of the student responses and certainly in the minority. For instance, if the friendly and participating responses were combined, the 26 and 13, it would account for approximately 80% of the student responses to 'other class members are.' There were two responses that were somewhat different, for example, 'depending, some don't pay attention, some are trying really hard and do good' and 'bored and some are excited.' One student left that item blank and did not respond to the open-ended survey item presented.

Ultimately, asking students to describe how 'other class members are' was done to gain insight into student relationships within the undergraduate classroom. If faculty restricted student interaction, or conveyed insensitivity, students would perhaps have little input to provide to this item. Overall, the information gained from asking about other class members provided some insight about relationships within the classroom - apparently supporting caring and trusting among students.

**Research Hypothesis and Questions**

**Null Hypothesis 1:** There is no relationship between caring and trust within undergraduate classrooms measured by the Caring Professional Scale and the MIPI-S.

Null Hypothesis 1 was rejected and the Alternative Hypothesis was accepted. There seems to be evidence of a significant relationship between caring and trust as measured by the CPS and the MIPI-S. The PPMCC demonstrated a significant relationship between caring and trust, with *r*-values of 0.561 and 0.698 greater than the critical *r*-value of 0.423.

**Null Hypothesis 2**: There is no existence of interchanging usability of the Caring Professional Scale and the Modified Instructional Perspectives Inventory-Student.

Null Hypothesis 2 was accepted and the Alternative Hypothesis was rejected. After thorough analysis that resulted in values of *t*-score 0.24 and *r*-score 0.95 less than the critical values for both the *t*-test 2.086 for two tail and *z*-test 1.96 for two tails. The p-value of 0.1, which is greater than the p-value of 0.01, reflected no significance. Therefore, no existence of interchangeability was found between items on the CPS and the MIPI-S.

**Research Question One: Perceptions of Caring and Trust**

How do undergraduate students perceive caring and trust within a university classroom setting?

The answer to research question one would be that students did seem to perceive caring and trust within the classroom with varying perceptions of caring and trust. Items number seven and ten, from the open-ended student survey, 'The instructor is:' and 'When the instructor asks a question I usually,' provided some insights to students perceiving care and trust within the classroom. The word caring was actually used by students who responded to item number seven. Students did identify caring within the undergraduate classroom, as evidenced by student responses pertaining to caring faculty.

'When the instructor asks a question I usually:' was included with the hopes of finding out if students trusted faculty. When asked, 59 % responded that they would answer a question aloud in class. This seemed to be a slight majority of students who possibly had enough trust in faculty to answer a question in class without fear of consequences, such as ridicule or being told the answer was wrong. While not conclusive, it would suggest there may be perceived trust within the classroom by students who responded out loud in class.

As a result the open-ended survey did seem to provide some evidence of caring and trust within the undergraduate classroom. Student responses seemed to support there was evidence between caring and trust within the relationship between faculty and students. Finally, it may also, provide some evidence that the combination of data gathering reflected students perceiving caring and trust within the undergraduate classroom.

**Research Question Two: Student Perceptions of How Caring and Trust are Used**

How do undergraduate students perceive the use of caring and trust from faculty within a university classroom setting?

It seems undergraduate students may have perceived caring and trust from faculty in the classroom from the following statements: 'comfortable and not stressed,' 'happy, I like every class,' or 'comfortable, confident, and ready to learn.' Overall, the positive responses accounted for 70.5%, when averaged for each of the 12 items on the open-ended survey. The examples may indicate that students experienced a level of caring and trust from faculty in their response when asked to describe how they felt toward class. While the examples did not specifically address student perceptions of how faculty used caring and trust in the undergraduate classroom there did seem to be an indication of faculty caring and trust within the classroom.

More specifically, how undergraduate students perceived the use of caring and trust by faculty included the following statements: 'close to students and cares about student success,' 'very nice and helpful,' and 'calm and cares about student learning.' Specifically, item number seven had 96% positive response concerning their instructors (Table 13, Appendix E). These examples may demonstrate how faculty used caring and

trust within in an undergraduate classroom setting. In summary, a more direct request of students to describe how caring and trust were used by faculty within the classroom setting would have been better to solicit more exact results.

**Conclusion**

The analysis of the study supported a result, which rejected the first null hypothesis. There was a significant relationship between variables, as measured by the CPS and the MIPI-S. After completing the PPMCC, which resulted in *r*-values of 0.561 and 0.698 (greater than the *r*-critical value of 0.423), indicating a positive relationship between variables. There did seem to be evidence supporting a relationship between caring and trust within an undergraduate classroom.

The second analysis using a *z*-test (0.95) and *t*-test (0.24) for null hypothesis two that was not rejected had results less than their critical values, which indicated there was no interchangeability in proportion of agreement between questions on the CPS and the MIPI-S. This result of no interchangeability among instrument items may indicate that each instrument measured what it is purported to measure. While there did seem to be a relationship between caring and trust, it would seem there was a difference in the items used to measure caring and trust. This difference among items on the instruments would seem to support measurement of caring and trust, although there was no comparison of like items. This seemed to establish a positive relationship between caring and trust as measured by the CPS and MIPI-S, but as two separate items of interest.

The open-ended items for student response seemed to support that caring and trust mattered in an undergraduate classroom. There seemed to be evidence of caring and trust within the undergraduate classroom that students did notice. Student statements seemed

to suggest that they valued having a caring faculty, whom they trusted and felt comfortable interacting with in the undergraduate classroom. While this study did not assess whether caring and trust facilitated learning, the input from students suggested a caring and trusting relationship in class mattered to undergraduate students.

# Chapter Five: Discussion and Reflection

## Purpose of the Study

The first purpose of this study was to investigate a possible correlation between caring and trust utilizing two different instruments: the Caring Professional Scale (CPS) (Swanson, 2000) and the Modified Instructional Perspectives Inventory-Student (MIPI-S) (Henschke, 1998). The second purpose was to explore student perceptions of caring and trust, as well as the use of caring and trust by faculty in a classroom setting of undergraduate students at a mid-western university. A third purpose for this study was to investigate the existence of interchanging usability between the instruments, the CPS and the MIPI-S, in measuring caring and trust within undergraduate classrooms at a mid-western university.

## Research Hypotheses

The hypotheses for this mixed methods study were:

**H1** - There is a relationship between caring and trust within undergraduate classrooms, as measured by the Modified Instructional Perspectives Inventory-Student (MIPI-S) and the Caring Professional Scale (CPS).

**H2** - There is existence of interchanging usability of the Modified Instructional Perspectives Inventory-Student (MIPI-S) and Caring Professional Scale (CPS).

## Research Questions

The research questions for this study of caring and trust within the undergraduate classroom were:

**Question One:** How do undergraduate students perceive caring and trust within a university classroom setting?

**Question Two:** How do undergraduate students perceive the use of caring and trust from faculty within a university classroom setting?

**Triangulation of Results**

Comparing results of the data collected from the qualitative and quantitative instruments would suggest that caring and trust had a relationship that students regarded as important. This result was supported by the literature of various authors in the field of education. Although the literature seemed to treat caring and trust separately, Bozalek et al. (2014) did include trust as part of the framework for caring. Bryk and Schneider (1996) included caring as part of trust concerning social qualities in role relationships within education. The literature, at times, overlapped caring and trust, but addressed them separately and as equally important in educational relationships.

When students were asked directly if they experienced caring from their instructors, on the Caring Professional Scale (CPS) 85% responded ‘yes, definitely’ or ‘mostly,’ indicating that students did perceive caring within the classroom. Caring, according to Noddings (2012), involved meeting needs and encouraging moral development through knowledge. This was supported by creating a climate of care that included undergirding student welfare with empathy, understanding, and responsiveness by faculty. Garza et al. (2014) referred to caring as the scaffolding that supported student learning. They suggested getting to know students, fostering a sense of belonging, and attending to physiological needs to support academic success.

Written responses from students, when asked about qualities in faculty they considered most important, used the word ‘respect’ or ‘respectful,’ indicating caring in the form of courtesy from faculty. One student wrote, ‘The qualities I consider most

important in faculty are caring, encouraging, and respectful. I believe encouraging students and making them feel good about their passions is very important.' The evidence from the instruments, as well as the written statements from the open-ended survey, suggested student responses seemed to support there was a perceived level of caring within the undergraduate classroom by students that participated in this study. Knowles (1970) and Swanson (1993) addressed respect and caring with reciprocity as being important to the environment of a relationship. According to both Knowles (1970) and Henschke (2015), it was relationship that binds the student and the educator in the learning process. Caring and mutual respect that was reciprocated among faculty and students contributed to a comfortable learning environment according to Knowles (1970), Henschke (2015), Mayeroff (1971), and Noddings (2005).

Student responses seemed to convey trust in faculty through statements made on the open-ended survey regarding how they considered answering questions in class. Knowles, Holton, and Swanson (2005) noted that students who were not comfortable in their learning environment were less likely to respond to questions or to answer honestly. There also seemed to be trust that faculty cared about student learning, 'close to students and cares about student success,' as one student expressed in a written response on the open-ended survey.

Trust as measured by the Modified Instructional Perspectives Inventory-Student (MIPI-S) was evident. In fact, Henschke (2011, 2014) stated that factor two of the MIPI-S was consistently the strongest factor - 'teacher trust of learner.' Item number 44 on the MIPI-S asked students to respond to 'appear to experience unconditional positive regard for learners;' this item had a score of 68%, or 32 students, who answered either 'almost

always' and 'usually' from the 11 items that measured trust. This would seem to indicate students had trust in their teachers. Trust involves risk and risk taking leads to vulnerability; if expected behaviors are realized, there may be willingness for continued vulnerability on the part of the student (Tschannen-Moran & Hoy, 2000). Fuller (2013) noted that trust helped to create social capital and that social capital did not create trust; but, the willingness to participate or be involved in school at the institutional level within higher education.

The data from the instruments, as well as the written statements from the open-ended survey seemed to support a correlation between caring and trust. In addition, the results seemed to support that students valued caring and trust from faculty in the learning process. Student participation in the process was required for learning to occur. Henschke (2014) noted, 'Where trust effects not only our personal lives, but also our success and satisfaction in learning and in our work, the relationship of mutual trust between teacher and learner is of particular value and concern' (p. 158). The relationship made the difference in education (Dewey, 1938; Henschke, 2014; Hoffman, 2014; Lindeman, 1926; Noddings, 1998).

**Personal Reflections**

Given my own experience as a student, and especially as an adult learner, caring and trust from faculty mattered to me. Fortunately, I experienced caring and trust working toward my doctorate in education. It was interesting to me that caring and trust were not something that I experienced with nursing faculty while pursuing my Bachelor of Science in nursing. This may stem from the fact that not all good practitioners of nursing make good educators. Nursing was supposed to be a caring profession; the nurse

educators I had as a student were more likely to focus on finding fault than sharing a passion. It worked well as far as 'weeding' out students, which the nursing faculty felt compelled to tell students was the objective. As a student, I would not recommend such an approach to teaching; it did nothing to inspire me and left me hoping that I would like being a nurse. However unpleasant nursing school was for me, it served well as an example of what not to do as a faculty member,

and for that, I am grateful.

I have always believed that learning is and should be a positive shared experience between students and faculty. Inspiration to learn more and aspire to your best potential as a student does not come from demeaning experiences. That may be why investigating caring and trust within the undergraduate classroom was of interest to me. The literature supported what I believed in terms of the type of relationship students and faculty should have in a learning environment for it to be effective. Many of the early authors of education suggested our nation needed well-educated members to have a working democracy (Dewey, 2017; Lindeman, 1926; Noddings, 2005).

This study helped me to find evidence in support of what may seem intuitive, that there was a relationship between caring and trust in the undergraduate classroom. The foundation for a good learning experience was one in which real growth and development of a person transpired and could not be based on anything less than caring and trust. The literature substantiated caring and trust as an important element within the learning relationship between faculty and students. After reading the students' statements from the open-ended survey, I thought it was interesting that no one actually complained about

faculty. What mattered most to students seemed to be that faculty cared about students, as well as the subject taught, and that students could trust faculty.

Thankfully, there seemed to be caring and trust within the undergraduates that participated in this study. The possible finding might have been a correlation between caring and trust, although there may have been a negative slope after the *r*-value was calculated. However, I found it neither inspiring nor motivating to move forward with learning if there was lack of caring and trust in a learning relationship.

For some students, English is a second language; and possibly, attending an American university was a new experience. Language and cultural differences turned out to be a slight barrier with the open-ended questions and possibly with both the CPS and the MIPI-S. Examples that supported these conclusions included responses to item eight, on the open-ended survey; students were asked to complete the statement, 'My time in class is:' Several students responded 'for study and learn as much as I can,' '1 hour 15minutes,' '1:00-2:50,' or 'during the whole class.' Understandably, these were literal responses that did not reflect the potentially subtle meaning that the item had intended to solicit; which was how students felt about time spent in class. For example, 'My time in class is:' 'worth it,' 'interesting,' 'useful,' or 'worthwhile' were the more typical responses, in some cases even with language and cultural differences. At times with the CPS, students would select the 'Not applicable' to questions such as 'Personal?' or 'Emotionally distant?'. Although the numbers of such responses were few, it did seem to reflect subtle cultural or language differences in context understanding.

**Recommendations for the Classroom**

The recommendation for using caring and trust in the undergraduate classroom included faculty finding ways to communicate they cared about and trusted students. For some faculty this would be a challenge if the tendency was to say they cared about students and then behaved in an uncaring manner. For example, being consistently late to class or not being responsive to students with emails, not using eye contact during conversations or listening to student concerns, all demonstrate insensitivity to the learner. For example, when asked to respond to the open-ended survey question about 'the qualities I consider most important in faculty are,' a student responded 'punctuality, responsibility, organization,' another wrote 'commitment and passion to the teaching to inspire the student'. At the very least, it would seem faculty should have these qualities as educators. Faculty needed to model being on time, being responsible for their teaching, and certainly for being organized. The student comments seemed to speak of the desire for a caring and trusting relationship with faculty in a learning environment.

Students were aware faculty may trust them and then still verify. Depending on how this was conducted, it may erode caring and trust between faculty and students. Data from the open-ended survey seemed to suggest students wanting faculty that would help them learn the subject matter, care that they learned the subject matter, and be supportive in that endeavor. Some responses from the open-ended survey indicated a few students did not see the class as useful to them, but still had positive comments throughout their survey about faculty. Many student comments involved the use of the word respect and some spoke of honesty and fairness as important qualities faculty should have on the open-ended survey. The fact that students felt the need to want

honesty as an important quality for faculty to have seemed to speak volumes about the desire for trust within a classroom.

**Recommendations for Future Research**

Based on the study results, a recommendation for further research might include investigating how caring and trust affected learning and the learning environment. There were many aspects to the learning environment, especially the relationship shared between faculty and students. Ultimately, the relationships were affected by caring and trust in the learning environment. This was not to say no learning could occur without caring and trust, but that deeper and richer learning possibly came about through caring and trust. Therefore, further investigation into the use of both caring and trust in the classroom setting was advocated to strengthen evidence of the relationship.

There were some unanswered questions that may be considered for research; for instance, do students learn better in a caring and trusting learning environment? Alternatively, do they learn more in a caring and trusting environment? Obviously, it would require establishing that caring and trust existed within the learning environment considered for research. It would be interesting to find out how students felt about their learning. It may be possible to measure if students learn better in a caring and trusting learning environment. Another aspect to investigate might be both faculty and students' experience of stress, does learning in an environment with little caring or trust increase stress in the learning environment? Or possibly, the effect of caring and trust on stress levels within a classroom setting could be measured; for instance, is there less stress with increased caring and trust in the classroom?

There may be some interest in looking at caring and trust from an international student perspective. Andragogy is used throughout the world, it could be there was something to learn about caring and trust within the classroom from an international student perspective. A global perspective about classroom relationships among faculty and students may offer some insight to providing better learning outcomes.

Another aspect might be to investigate student motivation. Are students who learn in a caring and trusting learning environment more motivated? When it comes to motivation, do student want to continue learning more about a particular subject after being in a classroom environment that was caring and trusting? Alternatively, does it motivate students to pursue related activities outside of the classroom? In other words, how does learning in a caring and trusting environment translate into action on the part of the student?

It might be interesting to study if students who learned in a caring and trusting learning environment have more confidence. In other words, does caring and trust within the learning environment help a person to grow as an individual. There could be many questions to answer about personal growth and development related to caring and trust within a classroom.

There might be some interest in asking whether students retain or better learn the information taught within a caring and trusting classroom? How deep learning may occur could be an interesting area to investigate in relation to caring and trust within the undergraduate classroom. Conducting a study to gather data related to retention or deep learning could go hand in hand with student retention within an institution.

Such a study could potentially answer the question, does caring and trust result in student retention within an institution? Student retention has been a concern for many colleges and universities. While there may be any number of reasons students do not finish a degree, caring and trust could have a potential role in student retention, and therefore, be worth investigating.

**Conclusion**

Ultimately, caring and trust have to do with relationships. Learning is also about relationships between faculty and students, faculty and faculty, students and students, and even between the institution, faculty, and students. Considering all of the relationships in the learning environment, caring and trust were most likely involved as the foundation upon which each of those relationships build. The importance of strong foundations applied to more than just the faculty-student relationship; the institution must have a sound relationship with faculty and students to be functional. A high turnover rate of faculty or students would not build a strong institution for learning. At the time of this writing, culture, caring, and trusting relationships within learning institutions may be the best opportunity to demonstrate what strong working relationships look like to future generations. As a society, avoiding morally bankrupt generations who have no caring or trust with which to build relationships should be of paramount concern. "The influence of insensitivity upon the andragogical foundation of learning is striking, especially in its possible negative impact on learning" (Henschke, 2016a, p. 19). A learner of Henschke's (2016a) exclaimed, in reference to figuring out why he had not connected with students, "I have only been focusing on the content, and I need to focus on them and engage with them so that they can process the concepts through their minds", p. 20). Finally, as

Covey (2006) stated, “Clearly, motive matters, and the motive of caring will do more than anything else to build credibility and trust” (p. 79). Without doubt, caring and trust matter in relationships. Institutions of learning may consider teaching how to build strong relationships an asset knowing their students will have firsthand learning experiences built on caring and trust.

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## Appendix A

### Modified Instructional Perspectives Inventory - Adapted for Students (MIPI-S)



*Listed below are 45 statements reflecting beliefs, feelings and behaviors beginning or seasoned teachers of adults may or may not possess at a given moment. Please indicate how frequently each statement typically applies to your instructor. Circle the letter that best describes the instructor.*

| How frequently does your instructor… | Almost Never | Not Often | Sometimes | Usually | Almost Always |
|---|---|---|---|---|---|
| 1. use a variety of teaching techniques? | A | B | C | D | E |
| 2. use buzz groups (learners placed in groups to discuss information from lectures)? | A | B | C | D | E |
| 3. appear to believe that his/her primary goal is to provide learners with as much information as possible? | A | B | C | D | E |
| 4. appear to be fully prepared to teach? | A | B | C | D | E |
| 5. have difficulty understanding learner point-of-view? | A | B | C | D | E |
| 6. appear to expect and accept learner frustration as they grapple with problems? | A | B | C | D | E |
| 7. purposefully communicate to learners that each learner is uniquely important? | A | B | C | D | E |
| 8. express confidence that learners will develop the skills they need? | A | B | C | D | E |
| 9. show he/she values searching for or creating new teaching techniques? | A | B | C | D | E |
| 10. teach through simulations of real-life settings or situations? | A | B | C | D | E |
| 11. appear to teach exactly what and how he/she has planned? | A | B | C | D | E |
| 12. notice and acknowledge positive changes in learners? | A | B | C | D | E |
| 13. have difficulty getting his/her point across to learners? | A | B | C | D | E |
| 14. appear to believe that learners vary in the way they acquire, process, and apply subject matter knowledge? | A | B | C | D | E |

| MIPI-S, page 2<br>**How frequently does your instructor…** | **Almost Never** | **Not Often** | **Sometimes** | **Usually** | **Almost Always** |
|---|---|---|---|---|---|
| 15. really listen to what learners have to say? | A | B | C | D | E |
| 16. appear to trust learners to know what their own goals, dreams, and realities are like? | A | B | C | D | E |
| 17. encourage learners to solicit assistance from other learners? | A | B | C | D | E |
| 18. appear to feel impatient with learners' progress? | A | B | C | D | E |
| 19. balance his/her efforts between learner content acquisition and motivation? | A | B | C | D | E |
| 20. make her/his presentations clear enough to forestall all learner questions? | A | B | C | D | E |
| 21. conduct group discussions? | A | B | C | D | E |
| 22. establish instructional objectives? | A | B | C | D | E |
| 23. use a variety of instructional media? (Internet, distance, interactive video, videos, etc) | A | B | C | D | E |
| 24. use listening teams (learners grouped together to listen for a specific purpose) during lectures? | A | B | C | D | E |
| 25. appear to believe that his/her teaching skills are as refined as they can be? | A | B | C | D | E |
| 26. express appreciation to learners who actively participate? | A | B | C | D | E |
| 27. appear to experience frustration with learner apathy? | A | B | C | D | E |
| 28. appear to prize the learner's ability to learn what is needed? | A | B | C | D | E |
| 29. appear to feel that learners need to be aware of and communicate their thoughts and feelings? | A | B | C | D | E |
| 30. enable learners to evaluate their own progress in learning? | A | B | C | D | E |
| 31. hear what learners indicate their learning needs are? | A | B | C | D | E |

| MIPI-S, page 3<br>**How frequently does your instructor…** | **Almost Never** | **Not Often** | **Sometimes** | **Usually** | **Almost Always** |
|---|---|---|---|---|---|
| 32. have difficulty with the amount of time learners need to grasp various concepts? | A | B | C | D | E |
| 33. promote positive self-esteem in learners? | A | B | C | D | E |
| 34. require learners to follow the precise learning experiences which he/she provides to them? | A | B | C | D | E |
| 35. conduct role plays? | A | B | C | D | E |
| 36. appear to act bored with the many questions learners ask? | A | B | C | D | E |
| 37. individualize the pace of learning for each learner? | A | B | C | D | E |
| 38. help learners explore their own abilities? | A | B | C | D | E |
| 39. engage learners in clarifying their own aspirations? | A | B | C | D | E |
| 40. ask the learners how they would approach a learning task? | A | B | C | D | E |
| 41. appear to feel irritation at learner inattentiveness in the learning setting? | A | B | C | D | E |
| 42. integrate teaching techniques with subject matter content? | A | B | C | D | E |
| 43. develop supportive relationships with learners? | A | B | C | D | E |
| 44. appear to experience unconditional positive regard for learners? | A | B | C | D | E |
| 45. respect the dignity and integrity of the learners? | A | B | C | D | E |

Instructional Perspectives Inventory Factors (Teachers)

| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
|---|---|---|---|---|---|---|
| 4___ | 7___ | 1___ | 6___ | 5___ | 2___ | 3___ |
| 12___ | 8___ | 9___ | 14___ | 13___ | 10___ | 11___ |
| 19___ | 16___ | 22___ | 15___ | 18___ | 21___ | 20___ |
| 26___ | 28___ | 23___ | 17___ | 27___ | 24___ | 25___ |
| 33___ | 29___ | 42___ | 37___ | 32___ | 35___ | 34___ |
| | 30___ | | 38___ | 36___ | | |
| | 31___ | | 40___ | 41___ | | |
| | 39___ | | | | | |
| | 43___ | | | | | |
| | 44___ | | | | | |
| | 45___ | | | | | |
| **TOTAL** | **TOTAL** | **TOTAL** | **TOTAL** | **TOTAL** | **TOTAL** | **TOTAL** |

---

**Scoring Process**

A = 1, B = 2, C = 3, D = 4, and E = 5

Reversed scored items are 3, 5, 11, 13, 18, 20, 25, 27, 32, 34, 36, and 41. These reversed items are scored as follows: A = 5, B = 4, C = 3, D = 2, and E = 1.

| **FACTORS** | **MEAN** | | **TOTAL** | **POSSIBLE MINIMUM** | **POSSIBLE MAXIMUM** |
|---|---|---|---|---|---|
| 1. Teacher empathy with learners. | _____ | = | _____ | 5 | 25 |
| 2. Teacher trust of learners. | _____ | = | _____ | 11 | 55 |
| 3. Planning and delivery of instruction. | _____ | = | _____ | 5 | 25 |
| 4. Accommodating learner uniqueness. | _____ | = | _____ | 7 | 35 |
| 5. Teacher insensitivity toward learners. | _____ | = | _____ | 7 | 35 |
| 6. Experienced based learning techniques. (Learner-centered learning process) | _____ | = | _____ | 5 | 25 |
| 7. Teacher-centered learning process. | _____ | = | _____ | 5 | 25 |

| *Category Levels* | Percentage | *IPI Score* |
|---|---|---|
| High above average | 89%-100% | 225-199 |
| Above average | 88% -82% | 198-185 |
| Average | 81%-66% | 184-149 |
| Below average | 65%-55% | 148-124 |
| Low below average | 54% | <123 |

*Figure A1*. Use of Andragogical Principles Category Levels

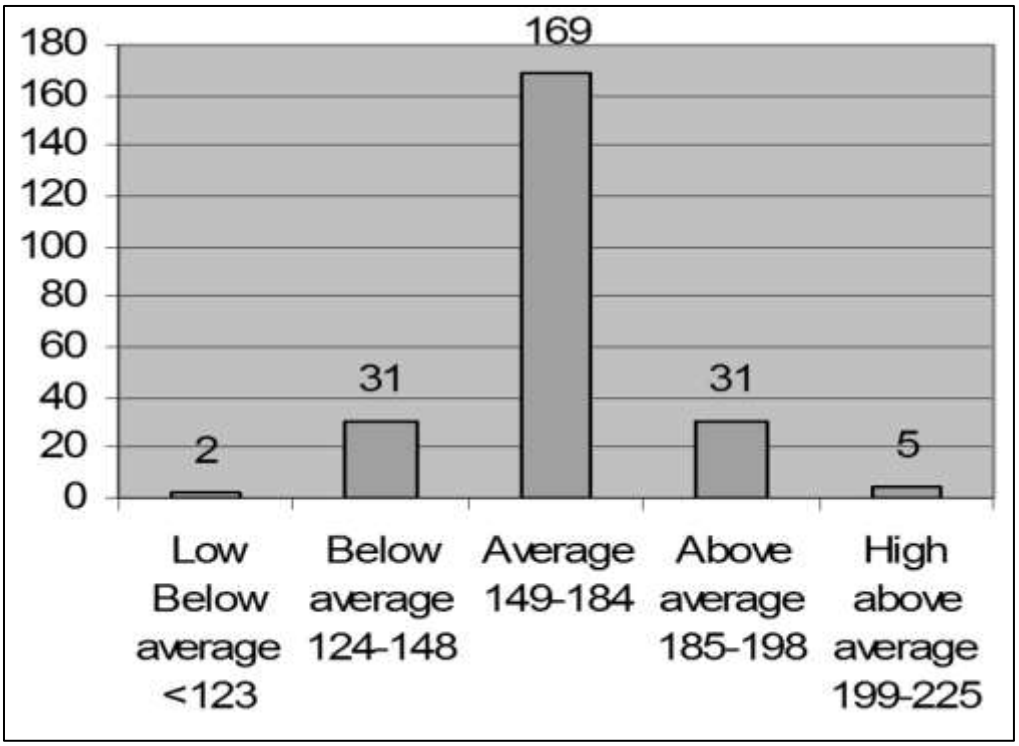


*Figure A2*. IPI Categories.

## Appendix B

## ***MIPI FACTORS WITH ITEMS***

***Factor #1 Teacher Empathy with Learners* – Your Teacher**

4. Feels fully prepared to teach
12. Notices and acknowledges to learners positive changes in them
19. Balances her/his efforts between learner content acquisition and motivation
26. Expresses appreciation to learners who actively participate
33. Promotes positive self-esteem in learners

Factor #2 ***Teacher Trust of Learners*** – Your Teacher

7. Purposefully communicates to learners that each is uniquely important
8. Expresses confidence that learners will develop the skills they need
16. Trusts learners to know what their own goals, dreams, and realities are like
28. Prizes the learner's ability to learn what is needed
29. Feels learners need to be aware of and communicate their thoughts and feelings
30. Enables learners to evaluate their own progress in learning
31. Hear what learners indicate their learning needs are
39. Engages learners in clarifying their own aspirations
43. Develops supportive relationships with her/his learners
44. Experiences unconditional positive regard for her/his learners
45. Respects the dignity and integrity of the learners

***Factor #3 Planning and Delivery of Instruction* – Your Teacher**

1. Uses a variety of teaching techniques
9. Searches for or creates new teaching techniques
22. Establishes instructional objectives
23. Uses a variety of instructional media (internet, distance learning, interactive video, videos, etc)
42. Integrates teaching techniques with subject matter content

***Factor #4 Accommodating Learner Uniqueness* – Your Teacher**

6. Expects and accepts learner frustration as they grapple with problems
14. Believes that learners vary in the way they acquire, process, and apply subject matter knowledge
15. Really listens to what learners have to say
17. Encourages learners to solicit assistance from other learners
37. Individualizes the pace of learning for each learner
38. Helps learners explore their own abilities
40. Asks the learners how they would approach a learning task

***Factor #5 Teacher Insensitivity toward Learners*– Your Teacher**

5. Has difficulty understanding learner's point of view
13. Has difficulty getting her/his point across to learners
18. Feels impatient with learner's progress
27. Experiences frustration with learner apathy
32. Have difficulty with the amount of time learners need to grasp various concepts
36. Gets bored with the many questions learners ask
41. Feels irritation at learner inattentiveness in the learning setting

***Factor #6 Learner-centered [Experienced-based] Learning Process*– Your Teacher**

2. Uses buzz groups (learners placed in groups to discuss) information from lectures
10. Teaches through simulations of real-life
21. Conducts group discussions
24. Uses listening teams (learners grouped together to listen for a specific purpose) during lectures
35. Conducts role plays

***Factor #7 Teacher-centered Learning Process* – Your Teacher**

3. Believes that her/his primary goal is to provide learners as much information as possible
11. Teaches exactly what and how she/he has planned?
20. Tries to make her/his presentations clear enough to forestall all learner questions
25. Believes that her/his teaching skills are as refined as they can be
34. Requires learners to follow the precise learning experiences she/he provides them

## Appendix C

## DOCTORAL DISSERTATIONS COMPLETED USING HENSCHKE'S MODIFIED INSTRUCTIONAL PERSPECTIVES INVENTORY [MIPI]

MIPI validated three [3] times for reliability. TRUST - strongest factor throughout.

NAME of UNIVERSITY and Acronym
Kansas State University (KSU) [2]; University of Missouri-St. Louis (UMSL) [13];
Lindenwood University (LU) [8]; St. Louis University (SLU) [1];
Virginia Polytechnic State University-National Capital Region (VPSU-NCR) [1].

| | | |
|---|---|---|
| **1995** | **Thomas, E.** | **An identification of the instructional perspectives of parent educators. [KSU]** |
| **1997** | **Seward, S.** | **An identification of the instructional perspectives of Kansas parents as teachers educators [KSU]** |
| **1997** | **Dawson, S.** | **Instructional perspectives of nurse educators [UMSL]** |
| **2003** | **Drinkard, G.** | **Instructional perspectives of nurse educators in distance education [UMSL]** |
| **2005** | **Stanton, C.** ***(Modified instrument and first validation study)*** | **A construct validity assessment of the Instructional Perspectives Inventory (IPI) [UMSL]** |
| **2006** | **Stricker, A.** | **Learning leadership: An investigation of principals' attitudes toward teachers in creating the conditions conducive for learning in school-based staff development [UMSL]** |
| **2007** | **Reinsch, E.** | **The relationship among lifelong learning, emotional intelligence and life satisfaction for adults 55 years of age or older UMSL]** |
| **2007** | **McManus, L.** | **The instructional perspectives of community college mathematics faculty [UMSL]** |
| **2007** | **Rowbotham, M.** | **Teacher perspectives and the psychosocial climate of the classroom in a traditional BSN program [UMSL]** |
| **2009** | **Ryan, L.** | **Adult learning satisfaction and instructional perspective in the foreign language classroom [UMSL** |
| **2010** | **Manjounes, C.** | **An adult accelerated degree program: Student and instructor perspectives and factors that affect retention [LU]** |
| **2011** | **Vatcharasirisook, V.** ***(Second validation study of instrument)*** | **Organizational learning and employee retention: A focused study examining the role of relationships between supervisors and subordinates [UMSL]** |
| **2011** | **Jones-Clinton, T.** | **Principals as facilitators of professional development with teachers as adult learners [UMSL]** |
| **2011**<br>---<br>**2012** | **Moehl, P.** ***(Third validation study of instrument)***<br>---<br>**Risley, L.** | **Exploring the relationship between Myers-Briggs Type and Instructional Perspectives among college faculty across academic disciplines [UMSL]**<br>---<br>**Exploring Congruency between John A. Henschke's Practice and Scholarship [LU]** |

| | | |
|---|---|---|
| **2013** | **Lubin, M.** | **Coaching the Adult Learner: A Framework for Engaging the Principles and Processes of Andragogy for Best Practices in Coaching [VPSU-NCR]** |

| | | |
|---|---|---|
| **2014** | **Gillespie, L.** | **Trust in Leadership: Investigation of Andragogical Learning and Implications for Student Placement Outcomes [LU]** |
| **2014** | **Lu, Y.** | **An Exploration of Merit Pay, Teacher and Student Satisfaction, and Teacher Performance Evaluation from an Instructional Perspective [UMSL]** |
| **2014** | **Queen, V.** | **Practical Andragogy: Considering Instructional Perspectives of Hospitality Educators [SLU]** |
| **2015** | **Lundry, S.** | **Transformational Learning: An Investigation of the Emotional Maturation Advancement in Learners Aged 50 and Older [UMSL]** |
| **2016** | **Hantak, K.** | **An Initial Examination of Relationships Between Early Intervention Services and Andragogical Factors. [LU]** |
| **2017** | **Najjar, H.** | **A Case Study: An Andragogical Exploration of a Collegiate Swimming and Diving Coach's Principles and Practices at Lindenwood University. [LU]** |
| **2017** | **Klepper, E.** | **Andragogy and Workplace Relationships: A Mixed Methods Study Exploring the Employees Perception of their Relationships with their Supervisors. [LU]** |
| **2017** | **Morgan, R.** | **Inclusive Education for Preschool Learners with Autism: A Program Evaluation. [LU]** |
| **2017** | **Kheang, S.** | **Guidelines for USA Teacher Leadership in Adult Classrooms to Enhance International Undergraduate Satisfaction. [LU].** |

**Appendix D**

## Caring Professional Scale

Directions: circle the number under the words that best describe the way you experienced your instructor.

| | Yes, definitely | Mostly | About half and half | Occasionally | No, not at all | Not applicable |
|---|---|---|---|---|---|---|
| Emotionally distant? | 1 | 2 | 3 | 4 | 5 | N/A |
| Comforting? | 1 | 2 | 3 | 4 | 5 | N/A |
| Positive? | 1 | 2 | 3 | 4 | 5 | N/A |
| Abrupt? | 1 | 2 | 3 | 4 | 5 | N/A |
| Insulting? | 1 | 2 | 3 | 4 | 5 | N/A |
| Informative? | 1 | 2 | 3 | 4 | 5 | N/A |
| Clinically competent? | 1 | 2 | 3 | 4 | 5 | N/A |
| Understanding? | 1 | 2 | 3 | 4 | 5 | N/A |
| Personal? | 1 | 2 | 3 | 4 | 5 | N/A |
| . Caring? | 1 | 2 | 3 | 4 | 5 | N/A |
| . Supportive? | 1 | 2 | 3 | 4 | 5 | N/A |
| . An attentive listener? | 1 | 2 | 3 | 4 | 5 | N/A |
| . Centered on you? | 1 | 2 | 3 | 4 | 5 | N/A |
| . Technically skilled? | 1 | 2 | 3 | 4 | 5 | N/A |
| . Aware of your feelings? | 1 | 2 | 3 | 4 | 5 | N/A |
| . Visibly touched by your experience? | 1 | 2 | 3 | 4 | 5 | N/A |
| . Able to offer you hope? | 1 | 2 | 3 | 4 | 5 | N/A |
| . Respectful of you? | 1 | 2 | 3 | 4 | 5 | N/A |

*Caring Professional Scale (Swanson, 2000).*

## Appendix E

## Open-ended Student Survey

1. The cultural climate in my classroom is:
2. The best part of being a class member is:
3. The worst part of being a class member is:
4. I would describe the way I feel toward class as being:
5. Before class I feel:
6. After class I feel:
7. The instructor is:
8. My time in class is:
9. While in class, I frequently:
10. When the instructor asks a question I usually:
11. Other class members are:
12. The qualities I consider most important in faculty are:

The following tables 14 and 16, summarize the data coding from the open-ended survey questions in Appendix E.

Table E1

*Open-Ended Survey Analysis*

| | No Response | Positive Response | Literal Response | Language Interpretation | Negative Response | Total |
|---|---|---|---|---|---|---|
| 1 | 0 | 34 | 13 | 1 | 2 | 50 |
| 2 | 0 | 49 | 1 | 1 | 0 | 50 |
| 3 | 6 | 8 | 22 | 0 | 14 | 50 |
| 4 | 2 | 38 | 7 | 1 | 2 | 50 |
| 5 | 0 | 22 | 18 | 0 | 10 | 50 |
| 6 | 0 | 35 | 13 | 0 | 2 | 50 |
| 7 | 0 | 47 | 3 | 0 | 0 | 50 |
| 8 | 2 | 24 | 17 | 2 | 5 | 50 |
| 9 | 1 | 20 | 24 | 1 | 4 | 50 |
| 10 | 1 | 30 | 18 | 1 | 0 | 50 |
| 11 | 1 | 40 | 4 | 0 | 5 | 50 |
| 12 | 4 | 24 | 19 | 3 | 0 | 50 |
| Total | 18 | 371 | 159 | 9 | 44 | 600 |
| | 0.030 3.00% | 0.618 61.80% | 0.265 26.50% | 0.015 1.50% | 0.073 7.30% | 1.00 |

Table E2

*Item 10 from the Open-Ended Survey, a Second Analysis*

| Question 10- When the instructor asks a question, I usually: | No Response | Answer Question | Not Answer Question | Do Both or Answer Question as a last resort |
|---|---|---|---|---|
| 50 total responses | 1 | 28 responses or 56% | 18 responses or 36% | 3 |

## Vitae

**CURRICULUM VITAE**
**Pamela L. Grant M.S.N., R.N.**
**1155 Spellman Avenue**
**Crestwood, Missouri 63126**
**314-578-8366**
**Grant1155@sbcglobal.net**

Missouri State Board of Nursing Licensed as a Registered Nurse: #151540

EDUCATIONAL DATA:

| Date | Degree | Name of Institution | |
|---|---|---|---|
| *2012 - Present* | *Ed.D* | *Lindenwood University* | *Saint Charles* |

Concentration Area: *Adult Education*

| | | | |
|---|---|---|---|
| 5/2009 | M.S.N. | University of Missouri Saint Louis | |

Concentration Area: *Nursing Education*

| | | | |
|---|---|---|---|
| *5*/1998 | B.S.N. | Deaconess College of Nursing | Saint Louis |

Concentration Area: Nursing

ACADEMIC APPOINTMENTS:

| | | |
|---|---|---|
| 1/2017-present | Adjunct faculty | Central Methodist University St. Louis, Mo. |
| 1/2016-present | Adjunct Faculty | Chamberlain College of Nursing St. Louis, Mo. |
| 4/2011- 1/2016 | Full time Faculty | Chamberlain College of Nursing St. Louis, Mo. |
| 1/2010-4/2011 | Adjunct faculty | University of Missouri Saint Louis College of Nursing St. Louis, Mo. |
| 5/2009-8/2010 | Adjunct faculty | Goldfarb School of Nursing at Barnes-Jewish College St. Louis, Mo. |

CLINICAL APPOINTMENTS:

| | | |
|---|---|---|
| 8/2003-4/2011 | School Nurse | Special School District St. Louis, MO |
| 3/2000-8/2003 | Middle School Nurse | Lindbergh School District St. Louis, MO |
| 4/2002-12/2003 | Med/Surg Floor Nurse, PRN | Barnes West Hospital St. Louis, MO |
| 6/1998-3/2000 | Telemetry Nurse | Missouri Baptist Medical Center St. Louis, MO |
| 3/2000-4/2002 | Telemetry, PRN | Missouri Baptist Medical Center St. Louis, MO |
| 5/1997-6/1998 | Telemetry Nurse Assistant | Missouri Baptist Medical Center St. Louis, MO |
| 4/1995-5/1997 | Nurse Assistant Float Pool | Deaconess/Forest Park Hospital St. Louis, MO |

COURSES TAUGHT:

Statistics BSN completion
Business for Nurse Managers BSN completion

Community Health Theory BSN undergraduate
Community Health Clinical BSN undergraduate-precept clinical groups
Created and managed Community Health Group Clinical Camp Sunny Hill BSN undergraduate
Created and managed Community Health Group Clinical New Life Evangelistic Center BSN undergraduate
Fundamentals Nursing Lab BSN undergraduate
Fundamentals Nursing Clinical BSN undergraduate
Adult Health Lab BSN undergraduate
Adult Health Clinical BSN undergraduate
Health Assessment Lab BSN undergraduate
Nutrition, Health and Wellness Theory BSN undergraduate
Informatics BSN undergraduate
Introductory Nursing Theory BSN undergraduate
Utilization of various teaching strategies in theory classroom setting, Second Life, Simulation Community Health
Design learning experiences in Second Life
Co-taught a community health class to Master level students at University of Medicine and Pharmacy, HoChiMinh City, VN

SERVICE:
National Undergraduate Curriculum, Chamberlain College of Nursing
Admissions, Saint Louis Campus, Chamberlain College of Nursing
Scholarship, Saint Louis Campus, Chamberlain College of Nursing
National College Assessment, Chamberlain College of Nursing
Co-chair, Commission on Collegiate Nursing Education (CCNE), Saint Louis Campus, Chamberlain College of Nursing, successful accreditation
National Second Life Task Force, Chamberlain College of Nursing
Appeals, Saint Louis Campus, Chamberlain College of Nursing
Chair, Curriculum Action Team, Saint Louis Campus, Chamberlain College of Nursing
Campus Social Committee, Saint Louis Campus, Chamberlain College of Nursing

PROFESSIONAL MEMBERSHIIPS:
Member Sigma Theta Tau Nu Chi Chapter 2007- present
Nu Chi Leadership Succession 2014-present
Nu Chi President 2012-2014
Nu Chi President Elect 2010-2012
Nu Chi Vice president 2009 – 2010
Phi Kappa Phi 2008-present
Alpha Chi Pi 2015- present

MENTOR:
Master of Science Practicum Student, Online, Chamberlain College of Nursing

PUBLICATION:
Grant, P. (2018) Creating nursing student simulation scenarios within a virtual learning environment. In Gordon, R., & McGonigle, D. (2018) *Virtual simulation in nursing education.* (release, 2018, Springer Publishing)