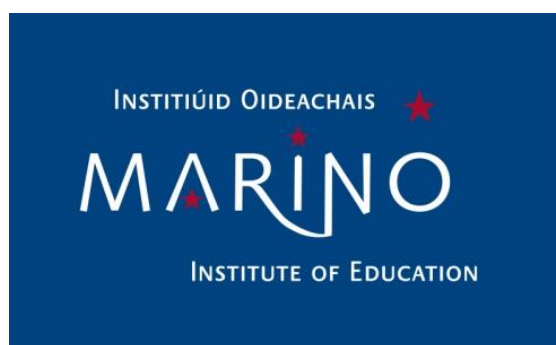


TEACHERS PERCEPTIONS OF CHILDHOOD SHYNESS

Title

Investigating How Teachers Experience Shy Children and The Strategies Implemented to Include Them.

Professional Masters of Education

(PME)

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Supervisor: Michael Foley

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Declaration

I hereby certify that this material, which I now submit for assessment on the programme leading to the award of the degree of Professional Master of Education, is entirely my own work and has not been taken from the work of others, save to the extent that such work has been cited and acknowledged within the text of my work. I further declare that this dissertation has not been submitted as an exercise for a degree at this Institute and any other Institution or University. I agree that the Marino Institute of Education library may lend or copy the thesis, in hard or soft copy, upon request.

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Abstract

Shyness is something most people will experience at some point in their lives. For some, it will come and go without much effect. For others it is something much more than a passing emotion or a preference for quietness and solitude. Previous research has taught us that childhood shyness can inhibit some children's growth and affect their development both personally, academically and mentally if it goes untreated. This research study explores the experiences and perceptions that practicing primary school teachers have of shy children. Its aim was to provide an insight into how teachers view and perceive shyness and the interventions or methods teachers implement in order to facilitate and include shy children in the classroom. The research study was conducted through a qualitative lens over a two-week period and data was collected through one-to-one semi-structured interviews from practicing primary school teachers.

The findings of this study suggest that a teacher's own personal experience of shyness may affect how seriously they view the effects of childhood shyness and how they conceptualise shyness. It may be that teachers who still identify as shy and experience the effects of shyness, view it as a more detrimental issue for the children that experience it than non-shy teachers. The findings also imply that further research in an Irish context is warranted and that more information on the inner-workings and struggles that shy children experience should be available to teachers.

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Chapter 1: Introduction

According to the APA (2012) shyness is the tendency to feel tense, awkward or worried during social interactions or new and novel experiences; something we all may feel on occasion. It can be, however, much more of a complex and debilitating problem for those who experience shyness and the associated symptoms which accompany it on a regular basis (Kagan, 1994).

School for shy children can be especially difficult. According to the research of Hughes & Coplan (2012), shy children perceive school as a much more stressful place than their non-shy classmates. School can often be a very busy environment which makes use of large peer groups, group work and pair work, all of which, may be difficult for shy children to navigate as they require verbal participation and collaboration. This is influenced by the social anxiety these activities can evoke and shy children's tendencies to worry about being viewed negatively or judged by their peers (Cacioppo, Glass & Merluzzi, 1979).

Rationale

The researcher chose this topic based on the following:

- Personal interest in this area, the researcher discusses positionality in more detail in Chapter Three;
- An absence of research conducted in Ireland relating to shyness to date;
- The researcher's wish to enhance their own capacity for inclusivity in their own classroom.

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Objectives of The Research

The researcher hopes that the data collected for this research paper will provide a better understanding of how teachers experience shy children in their classrooms, the challenges that teachers might face in teaching such students and the interventions or ways in which teachers try their best to include these children in a very busy classroom environment. The data may give an insight into how shy children in Ireland today are experiencing school, what challenges they are facing and how shyness might affect shy children and their learning.

Organisation of the Study

The dissertation is structured as follows:

Chapter Two reviews the pertinent and relevant literature relating to the area of childhood shyness, it serves as an indicator of what research has already been conducted in this field to date;

Chapter Three presents to the reader the methodology chosen to conduct this research. It explains the rationale for the methodology, as well as other important considerations made during the design process;

Chapter Four reviews and discusses the findings of the data before analysing the findings in conjunction with what previous research has found;

Chapter Five concludes this dissertation with a summary of the data and recommendations for future research in this field.

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Chapter two: Literature Review

Introduction

The following chapter reviews the literature relating to childhood shyness. It aims to review the effects of shyness on the child, the physical and internalizing symptoms that children dealing with shyness experience. The literature addressed also explores the associated difficulties people dealing with shyness may experience in their general life, as children and into adulthood, with emphasis on the obstacles shy children may face in relation to their academic performance and developing and maintaining important relationships with their peers.

This chapter will present what research has found in relation to the perceptions we hold as teachers of shy children and how this may affect the child's experience in school, looking directly at how teachers perceive and treat shy children within their classes, the assumptions that can often be made and teachers own opinions and feelings towards shy children in their classrooms.

Lastly, it will present what literature tells us about how we might begin to assist shy children and the measures teachers may take in order to facilitate the learning of such children, in what is increasingly a very busy and collaborative educational environment.

Defining Shyness

Shyness can be described in many ways. The American Psychological Association (2018) refers to it as the tendency to feel worried, nervous or uncomfortable during social encounters and more intensely with unknown or unfamiliar people. It can present itself as

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“An anxious preoccupation with the self in real or imagined social situations” (Cheek & Melchior, 1990).

When experiencing shyness, people often feel a range of emotions and even physical symptoms such as blushing or sweating (APA, 2012). On the one hand, the person experiencing shyness wants to remain part of a social group or meeting, but fears being socially exposed and judged by the others with whom they are attempting to interact (Colonnesi, Nikolić, de Vente, & Bögels, 2017).

Although there are many definitions of shyness, it remains a broad and multi-dimensional phenomenon and includes features of temperament, self-consciousness, social anxiety and withdrawal as well as many behavioural elements such as avoidance and reclusion (Tang et al., 2017). Worthy of note is the controversy around whether shyness might be, in itself, a form of social anxiety, with the suggestion that it could lead to Social Anxiety Disorder in later life. At present, according to Jaredić & Pavićević (2013), many psychologists acknowledge shyness as being a specific personality trait although, in earlier years, it was classified as introversion and often emotional instability (Jaredić & Pavićević, 2013). The link between shyness and social anxiety is acknowledged in much of the literature surrounding shyness, particularly in childhood (Jaredić & Pavićević, 2013).

Crozier & Alden (2005) highlight that the term “shyness” is the word used most frequently to capture many of the characteristics of social anxiety such as nervousness, timidity and discomfort in social situations.

Effects and Symptoms of Shyness

Kearney (2011), acknowledges that all of us will feel some form of shyness and anxiety around social events throughout life, particularly in new situations. However, when shyness begins to affect how someone can interact with the world around them and inhibits

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them in some way, it becomes a problem. Children that experience extreme shyness can have trouble maintaining or developing meaningful social relationships and this causes a number of problems for the individual (Kearney, 2011).

It has long been acknowledged, according to Phillipsen, Bridges, McLemore, & Saponaro (1999) that social withdrawal, a behaviour consistent with shyness, has been known to impact negatively on children's peer relations, as other children find this an undesirable trait for a playmate, and shy children have difficulties building a relationship with their peers in the first place (Phillipsen et al., 1999)

Zhang, Eggum-Wilkens, Eisenberg, & Spinrad (2017) also found that shyness impacted negatively on peer acceptance which in turn could affect and hinder academic achievement for shy children, as they do not receive the same peer supports as non-shy children might. According to Zhang et al. (2017), this was based on the notion that because shy children do not interact with other children as easily and confidently, if sometimes, at all, they were missing out on learning experiences which they might later be able to draw on in order to enhance their learning.

There was evidence of indirect effects from shyness to later academic achievement through peer acceptance and the continuity of early social and academic difficulties. Overall, the social and scholastic difficulties that shy children encounter were mostly related to their current, as opposed to previous, shy behavioural style (Zhang et al., 2017, p. 22).

Tang et al (2017) notes that shyness is strongly viewed as a sub-syndromal effect of social anxiety which can often manifest itself as true social anxiety in adults in later life. Part of the interest in the subject of childhood shyness lies within how it may influence adults in observable behaviours later on in adulthood including delays in areas such as relationships and

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marriage, stable careers and lower social competence (Caspi et al. 1988; Dennissen et al., 2008; Kerr et al., 1996; Tang et al., 2017).

Shy children are at an increased risk of internalizing disorders such as anxiety and depression and rate themselves with much lower self-esteem and opinions of themselves. Such negative peer relations can further lead to an impression of the self which is mostly negative and damaging for the individual (Kalutskaya, Archbell, Moritz Rudasill, & Coplan, 2015). Building on this, Kearney (2011) examined the other difficulties that shy children are more likely to experience which include other forms of social anxieties such as social phobia or selective mutism.

Both disorders are presented at the severe end of the spectrum, in relation to shyness levels. Social phobia is an extreme form of social anxiety that one feels when faced with social situations or encounters which can impact negatively on children's ability to attend and function in school and other social situations, as well as impacting negatively on their overall wellbeing (Kearney, 2011).

Social phobia refers to very intense social anxiety or fear of social situations where embarrassment may occur. People with social phobia avoid many social situations or endure social situations with great dread. Social phobia occurs in about 18 % of people who are shy. Children and adolescents with social phobia often refuse to go to school, are distressed and sad in many social situations, and have poor social skills and very few friends. (Kearney, 2011, p.7).

In addition to this, Cacioppo, Glass & Merluzzi (1979) discovered that shy children were much more likely to perceive themselves in a negative manner, make more self-blaming casual attributions, used negative adjectives and expressions when referring to themselves

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and were constantly assuming that they were perceived by others in a negative manner with people evaluating and judging them negatively.

Perceptions of Shy Children

While much of the current literature investigates how shy children's peers perceive them, how adults in authority, such as teachers and parents, view and perceive shy children that they encounter is also important to this study. On investigating such perceptions, Spooner, Evans, & Santos (2005) found that the self-ratings of children in relation to their own shyness and those made by the child's primary care-givers and teacher, differed greatly in most cases. The researchers found that the ability of others to accurately report on the severity of children's shyness was limited and inaccurate in a high number of cases. The result being that a number of children who self-identified as shy, were labelled by parents and teachers as non-shy children.

It was found that these undetected shy children had issues such as low self-esteem and lower perceptions of academic ability. There are several varying factors which may result in there being a mismatch, where a child identifies as shy but is not reported as being shy by teachers or parents. Importantly, one of these factors is that teachers may struggle to accurately rate a child's level of shyness as it is far easier for them to identify more overtly obvious externalised behaviours and it may often be that shy children are overlooked, in very lively and interactive classrooms (Spooner et al., 2005).

For example, it has been suggested that teachers may not be the most informative raters of children's shyness, since externalizing behaviours are more salient in the classroom than are subtler internalizing emotional displays. Hence some shy children

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may simply be overlooked, particularly in more boisterous classrooms (Evans et al, p. 20).

Teachers play an important role in shy children's behaviour and their development in school (Kalutskaya et al., 2015). It is difficult for teachers, however, to effectively manage such lively and busy classrooms without giving much, if not most, of their time and attention to addressing the outwardly disruptive behaviours of children in the classroom (Dobbs & Arnold 2009). Dobbs et al. (2009) also acknowledge that shy children can often go unnoticed and perhaps un-identified as needing any additional support from the teacher. Teachers may also perceive shy children to have a lower academic ability than their more outspoken peers, according to their research. This could be attributed to the fact that shy children, typically will not offer oral responses very willingly in front of their peers; if they do, it will normally be brief and shy children typically take longer to respond when called upon (Evans, 2001).

Shyness may also reduce a child's academic performance due to their lack of participation, anxiety around performing in front of others, and their lower academic engagement (Coplan & Evans, 2009).

Lao, Akseer, Bosacki, & Coplan (2017) found that non-shy teachers, as indicated by self-reported measures of shyness, rated shy/quiet children as being significantly less intelligent whereas self-reported shy teachers did not. This suggests that shy teachers tended to draw from their own experiences with shyness may contribute to their current perceptions of shy children.

It was in their experiences of shyness themselves that shy teachers tended to attribute a child's shyness to other factors such as self-consciousness and anxiety as opposed to less intelligence:

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Conversely, the self-identified shy participants in the current study were more likely to encourage shy children, as they would try to provide learning opportunities for shy children, to coax them out of their shell by probing or encouraging shy children to speak up in class. (Lao et al., 2013, pg. 278)

Interventions

There may be ways in which educators can begin to support shy children within their classroom and allow opportunities for them to begin to overcome some of the difficulties associated with shyness. Although it should be noted that there is a lack of research into this area, one of the suggested interventions is rooted within emotional knowledge in young children: “Emotion Knowledge is defined as the ability to identify others’ facial emotional expressions and to recognise the causes of emotions, for children’s early social adjustment” (Sette, Baumgartner, Laghi, & Coplan, 2016).

Sette et al. (2016) found that the ability to recognise particular facial expression and emotion at a young age can aid shy children in responding appropriately to the emotions of others and increase their confidence in interacting with said person:

We found support for our hypothesis that components of emotion knowledge would play a protective role in the links between shyness and children’s socio emotional functioning at preschool. Shy children with lower levels of emotion recognition displayed anxious and withdrawn behaviour and were perceived as rejected by peers. In contrast, shyness was not related to anxious-withdrawn behaviour and rejection among children who were more competent in recognizing facial emotional expressions (Sette et al., 2016, p. 11).

In addition to this, Cheung & Elliott (2017) suggest that shy children can function better in social settings when they have a solid knowledge and foundation of pragmatic

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language skills. The authors suggest that skills such as effective turn-taking during a conversation, active listening and a range of vocabulary impact positively on their peer relations and can be used as a sort of “buffer” to help alleviate some of the negative social impacts of shyness on children experiencing it, particularly, in order to aid them with the skills and confidence to build and maintain positive peer relations:

Although child shyness and language ability individually predict children’s liking by peers, language ability may play a moderating role, such that the negative association between shyness and peer like ability is reduced in children with higher language ability. For example, a good awareness of language use in social contexts, such as appropriate turn-taking and nonverbal communication, may make shy children become more liked by peers, which then helps alleviate some of the negative effects of shyness (Cheung & Elliot, 2017, p. 3).

When teachers ask less direct questions to shy children and, instead, personalise questions or comments, shy children are more responsive and actively engaged with less embarrassment. In this instance, shy children tend to participate more, verbally, in a discussion or in offering a personal thought or idea on a topic (Evans, 1992).

Gradually exposing shy children and scaffolding a task, such as a presentation or group project, and offering personalised praise to the shy child after each step is completed, can also improve shy children’s social and academic performance.

Such gradual exposure techniques reduce the amount of stress and anxiety these tasks normally provoke in shy children (Cappe & Alden, 1986).

There are not many specific interventional programmes aimed at childhood shyness within the classroom, but there are some aimed at specific social anxieties, which could be adapted and be beneficial for shy children also. One such programme, as suggested by Shortt,

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Barrett & Fox (2001) is the *Friends for Children* programme, a cognitive-behavioural programme designed for clinically anxious children. The programme provides children with coping skills in order to learn how to manage feelings of anxiety. If incorporated into a classroom in a respectful way, this could prove helpful for lots of children, but particularly those who are shy (Shortt, Barrett, & Fox, 2001). In addition to this, Kalutskaya et al., (2015), call for the prevalent need to specifically inform teachers about childhood shyness and associated issues such as social anxiety or phobias and prepare them with special strategies to assist shy children in adjusting to their classrooms.

Refined Research Question

After reviewing the pertinent literature relating to childhood shyness the research question has been refined to the following:

An investigation of how teachers experience shy children in the classroom and strategies used to include them.

Summary of Literature Review

In conclusion, this chapter reviews the literature relevant to the topic of Childhood shyness and key elements relating to shyness were reviewed. On review of this literature, it appears that the issues surrounding childhood shyness and its affects can be quite significant to those who experience shyness. The literature suggests that although this is an area studied often and for quite some time, there are a range of different concepts, definitions and terms which are used when referring to shyness.

It would also seem to suggest that teachers and their own experiences with shyness can affect how they interact with shy children in the classroom. Lastly, though there are some programmes which can be adapted to address shyness, there appears to be a lack of formal

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interventions for teachers or even parents to implement to help children navigate and perhaps someday overcome the symptoms of shyness

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Chapter three: Methodology

Introduction

Research in the field of social sciences involves the researcher carrying out their research in order to understand and to, sometimes, attempt to make sense of the complexities of the world we live in today and to gain the perspectives and viewpoints of the individuals, with whom we carry out such research (Shwandt, 2000).

This chapter provides details of the chosen methodology and various considerations made during the research design. It aims to justify the chosen methodologies in relation to their suitability and validity in addressing the proposed research question.

Research Design

Research is the act of carrying out a form of investigation in order to confirm a hypothesis or discover something new and meaningful, in the context of that being researched. It's aims include adding to prior knowledge or offering possible interventions or solutions to something (Ayiro, 2012).

The researcher considered the possible research methods which may be implemented when designing the study. Qualitative and quantitative methods of research were mainly considered for the purpose of this study, as these are typically the two methods which are most frequently used in research studies (Robson, 2011).

The nature of the research questions this study aims to address is best approached through a qualitative lens for the following reasons:

Qualitative research is usually chosen, based on the research question but also on the basis that it allows us to explore the inner experiences of those being researched and gives the

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researcher the opportunity to explore how meanings are formed within cultures. It gives the researcher the opportunity to discover instead of testing variables (Corbin & Strauss, 2008).

In addition to this, qualitative research generally comprises of methods such as interviews, discussion groups or focus groups, where the researcher and researched are involved in discussions on a topic or area. According to Corbin and Strauss (2008) there are endless possibilities to the learning that may occur during qualitative work and there is a strong sense of connection on a very deep level between the researcher and those being researched or participating in the study.

According to Egon, Guba & Lincoln (2005), the underpinning motivation of constructivism is that social reality is truly constructed by the individual and their own personal experiences. As this research study aims to discuss with teachers their own perceptions of shyness, shy children and how we can include them in the classroom. May (2001) discusses the importance of interviews in gaining insight into people's experiences, beliefs, morality attitudes and their feelings. As the researcher is hoping to provide, through this research, a better understanding of how teacher's interact with shy children, their experiences of working with shy children and indeed, their own experiences of shyness, qualitative interviews would allow the teachers taking part the opportunity to express their own personal experiences, insight and professional opinions in relation to shyness and working alongside shy children.

Robson (2011) tells us that the very nature of social research relies on the interaction between the researcher and the researched and seeks to gain insight into the many variables involved with being human and how we interact with each other.

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This provides the researcher with further confirmation that Qualitative is the most fitting methodology for this research study, in the form of one-to-one interviews with the researcher and practicing primary school teachers.

The interviews will be conducted as individual interviews, semi-structured in nature, which allows for some planning in relation to questions which will aid in scaffolding the topics of conversation but allows the interviewee room to elaborate in their own way and develop topics in a more natural atmosphere.

Sampling

Before approaching potential teachers for interview, the researcher first contacted the Principal and obtained written consent to conduct research within their school. The Principal was provided with a detailed description of the research question and the aims of the study, as well as information about how the data would be collected. The Principal was also provided with a consent form to sign and return to the researcher. After approval was given to conduct research within the school, the Principal invited members of teaching staff to take part in the study, so that they were aware of the approval and recognition of the principal in allowing the study to take place. The teachers were made aware that the researcher was hoping to obtain interviews from 6-10 participants. Each teacher was given details regarding the study, interview process, their rights as a participant and how the data would be stored, as well as a consent form which was signed and returned to the researcher. (See Appendix C)

The type of sampling used for the purpose of this research study was Convenience Sampling, as the school used to collect data was the same school the researcher completed a ten-week teaching block placement. Although, the researcher made a conscious effort to

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interviewee a range of teachers in terms of their age, teaching experience, backgrounds and sex.

Data Collection

The researcher hopes to interview between 6-10 teachers over a 2-week period. These interviews were approximately 25 minutes each and were conducted within the same school the teachers are presently working in.

The interviews were one-to-one involving on the researcher and the teacher participating. The interviews were audio recorded, with the consent of the teachers.

The researcher also conducted a pilot interview at the beginning of the data collection process. This served as an indicator of the quality of the questions the interviewer was using, whether enough planning has been done to produce data-rich interviews or whether the researcher needed to re-word or re-phrase certain questions or work on their own probing skills in order to elicit as much good-quality information from the participants as possible. The pilot interview was not included in the final dissertation but, served as a practice interview. (See Appendix A – Interview Schedule)

Once the audio recordings were completed, audio files transferred onto the researchers own personal computer and stored securely on internal and external storage, both of which are password protected. The sound recordings were then deleted from the personal computer once interviews were transcribed.

The audio recordings were transcribed within 5 days of the initial recording and stored securely on internal and external storage.

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Ethical Considerations

Ethics refers to the way in which the research will be conducted and the driving moral principles which ensure no harm or detriment is caused throughout the research process or by the findings of the research project (Wellington, 2015). It requires the researcher to consider the ways in which their research would affect those being researched it; no harm should come to anyone as a result of partaking in the study. This “harm” is largely related to the context in which the research is being conducted (Denscombe, 2010).

Miller & Brewer (2003) highlight the significant role the researcher plays in discovering more about those they are researching, in a way becoming somewhat of an intrusion on that person’s life, their beliefs or their personal feelings, in the case of Qualitative research.

It is important, therefore, to acknowledge the ethical considerations a researcher must make in order to maintain a positive relationship with the participants and to minimize the impact the researcher may have on the lives of the participants. This study is guided by the ethical guidelines set out by Marino Institute of Education.

Each participant, firstly, was given an information sheet explaining the nature of the study, how it would be conducted, the aims and the rights of the participant. This included the right for the interviewee to remove themselves from the study at any time, for any reason, and none, including after an interview has been recorded. In this case, the data from this interview would not be included in the study and all data from the participant will be destroyed.

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Secondly, data collected in the form of interviews from the Interviewee's was transcribed from the recording within 5 days of the initial recording, the audio files were stored alongside the transcription on a secure, personal laptop, which is secured in the home of the researcher and is password protected. The audio recordings were then deleted from the recording devices and stored on a personal laptop.

All participants were anonymous, the school, location of the school, teachers, pupils or parents and any information which could lead to the school being identified was not included in the research paper. When referring to participants in the data analysis chapter of this paper, the researcher used a pseudonym which will help to protect the identity of the person in question. Any personal information regarding locations, ages or names was not included in the study.

While the researcher cannot guarantee absolute anonymity of the school and its participants, every possible effort will be made to protect the identity of the school, the interviewees and, of course, the pupils of the school.

The main cases that the researcher could not guarantee this would be in the case that the personal computer storing the data becomes corrupted or stolen, or if a participant disclosed to the researcher a child protection issue that the researcher would be obliged to share with the appropriate personnel, under the child protection guidelines (DES, 2017). With the participants being Garda vetted, qualified primary school teachers, the researcher did not anticipate that this was a likely event.

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Limitations

Although the researcher intends to make every effort to ensure this was research study that was beneficial to the field and conducted to a high standard, it had its limitations. The sample group of 6 participants was somewhat of a limitation. Ideally, a study of significant impact and influence might include a much larger number of samples. However, given the time available to the researcher to conduct the research, a limited sample group was inevitable. Therefore, there are limitations to the ways in which these results will reflect the thoughts and opinions of a vast range of teachers. The samples all coming from the one school was another limitation which may affect the results of the data and alter the validity of the study somewhat. Elements such as the location and background of the school, participants own experience of shyness and shy children school's ethos, socio-economic demographic and much more, may all influence and therefore limit the impact of this research study. There is also a danger in the assumption that the participants themselves had much knowledge or opinions on shyness, if they did not identify themselves as shy individuals, know a shy person or student or consider it to be an area which required much thought or discussion.

Reliability and Validity

The researcher feels it is necessary to acknowledge the reliability and validity of the data. As Noble & Smith (2015) discuss there is often a debate around whether these terms are transferable from quantitative research to qualitative, suggesting instead that alternative frameworks such as truth value, consistency, reliability and applicability reflect qualitative research more accurately. Although the researcher feels the data is reflective of the opinions and views of some practicing teachers, it does not represent the thoughts or opinions of all. Teachers were selected from the same school and, therefore, may be heavily influenced by the ethos and practices of that particular school. The data may have been quite different, if samples were taken from a different school made up of different teachers and different children.

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There is also the issue of time and place to consider, if the same teachers had been interviewed again a few weeks later, their experiences may have changed which might change the findings of this dissertation. Though the findings are a fair reflection of the data gathered, considering the time limit given to collect this data, it remains a question as to whether it is reasonable to generalise this data in a way which might misrepresent some teachers and how their views might differ from those of the participants involved in this study.

Positionality

In terms of the researchers own positionality, it should be noted that the researcher identifies currently as a shy individual and was always considered a significantly shy person, particularly as a child and even into early adulthood. Though every effort will be made to collect and interpret data in a non-bias and fair manner, it should be acknowledged that there may be a certain amount of personal opinion and personal experience which may affect how the data collected during the research is analysed and even the questions which may evolve at the interview stage.

Data Analysis.

After data had been collected the researcher began the process of analysing the data. The researcher first transcribed each interview before beginning the analytical process of coding; applying codes to help the researcher to identify key words, patterns or ideas which emerge throughout the analysis. The researcher analysed the data thematically and decided in advance the themes under which the findings and analysis would be categorised under. These were influenced by the previous research conducted in this area which were discussed in Chapter Two. Thematic analysis allows for the researcher to present the commonalities, differences and experiences of each interviewee which emerge through the coding process (Cohen, Mannion & Morrison, 2011).

Conclusion of Methodology

This chapter has justified and discussed the chosen methodology for this study: Qualitative research. Data was collected in the form of one-to-one research with practicing teachers and analysed thematically. It has also discussed and outlined the research design, planning, ethical considerations and the limitations of this study. The findings from the research conducted are discussed in Chapter Four.

Chapter Four: Presentation of Findings and Analysis

This chapter presents and analyses the main findings from the interviewees conducted during the data collection process for this study. The results were divided according to themes which the researcher based their analysis around to address the research question. The themes identified provide us with an insight into the experiences that teachers have had of shy students in their classrooms and how we might include these children in our classrooms whilst using the literature discussed in Chapter Two to provide us with some context on which these findings are based.

Findings of the Data.

Identifying as shy.

All the participants identified as shy at some point in their lives. Only one admitted to still being very shy in group situations where there were new people or a large group of people to interact with:

“Em...in a new crowd, yes. I would be shy and in a big group, I would be shy. But once I’m comfortable with people then I’m fine; it just takes a while.”

Another stated that they were very shy as a child and said that shyness affected them quite severely at that point especially when dealing with new situations or interacting with those outside of their immediate family:

“Just outside of the home, the minute I left the house, I was just really, really shy. And now, I’m the opposite so, I don’t know what happened in between (laughs). But yeah, with anyone that wasn’t my mam or my dad”.

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In relation to how these teachers overcame their shyness, all of the participants, except for one, claimed it to be a natural progression from childhood to adulthood. None of the interviewees expressed that any particular event or intervention helped them in overcoming or dealing with shyness:

(Interviewee 1) *"I think, as adults get older, they tend to develop certain skills to, kind of, help them with their shyness and they might force themselves to go in a situation that children would just shy away from and say "no".*

(Interviewee 2) *"Ehm.... I'm trying to think now...how would I have grown out of that. That's a good question. I don't know actually; I guess just by growing out of it. I suppose having my own children helped a lot, because you forget to be shy, because you're fighting their corner. So, I didn't have the choice anymore. You just fake it til you make it".*

(Interviewee 6) *"I think I just, figured it out myself; I can't remember anyone ever doing or saying anything that changed my mind. It was just me, kind of? Now, I could be wrong and maybe I just don't remember but. I just remember growing out of it, that was it!"*

All participants agreed that the fact that they experienced shyness themselves as children, and even as adults, deepened their awareness of the effects shyness can have on an individual and made them more empathetic towards shy children in their classrooms.

Participants were asked to define, in their own words, shyness or to explain what they believed it to be. When asked this, participants tended to give examples of what shy children did and the behaviours observed in school which indicated to the teachers that they were shy. There seemed to be a hesitation in providing a personal definition or statement in relation to shyness. All of the participants used the word quiet regularly throughout the interviews.

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(Interviewee 6) *“Ehm... somebody who finds social situations difficult, who wouldn't use their own voice in a group setting very often.”*

(Interviewee 2) *“I would define children in the junior side especially...I don't know the senior side as well... but, in the junior side of schools, children that, basically, fidget with their hands, children that don't make good eye contact immediately and children that don't initiate game playing. Within the Aistear framework, would be a big thing. So those would be the three main things that you'd pick up on, d'ya know what I mean?”*

(Interviewee 3) *“I think it's all confidence based. I think children who are shy tend to not be super confident in themselves. I'm thinking of the girls in my class who are really shy and I think they're just not confident in using their voice. But also that they're more comfortable being quiet. Their comfort zone is quietness and they don't need to be screaming and shouting to have a good time. I think?”*

Only two of the participants mentioned confidence throughout our conversations. None of the other participants used confidence as a way to describe how shyness might affect and individuals. Similarly, the same two participants were the only interviewees of the study who mentioned anxiety or nervousness in relation to shyness during this question, or at any point during the interviews.

Forming Relationships with shy students

When asked about their experiences connecting and bonding with shy students, most of the participants, bar two, felt that it was not any more difficult than forming relationships with children who are not shy. They did remark, however, that it takes more time to form these relationships and build a rapport between the teacher and the child when the child is shy:

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(Interviewee 6) *“No. No. No. I wouldn’t say it’s more difficult, I would say it’s just a different approach needed. “*

Just two of the participants admitted to finding it more difficult, at first, to connect with shy children in the same way that teachers can with children who are not shy. One of the participants felt that it was not more difficult with students in the junior end of the school, but that it was certainly more challenging to build this relationship between teacher and student as students got older:

(Interviewee 1) *I... this is definitely with junior children... I can get on their level I find I can get that easier. With older children, I find it hard because I want them to be happy, I want them to be comfortable, but I also need to push them, or else they’re not going to learn.”*

The second participant who felt it was more difficult in the beginning, is also the same participant who still identifies as being shy in some social situations as an adult. The participant was the only teacher within the study who expressed the view that her bond with shy students, once formed, was perhaps even closer or deeper than the relationships she can build more easily with non-shy students:

(Interviewee 5) *“Definitely at the start of the year, but I actually think as the year goes on, you actually develop probably a closer bond to those children because it’s that the growth is there in it! You come from the start of the year where they won’t make eye contact with you, they won’t answer your questions to a breakthrough of ‘Great, they told me their news!’ and then they, when they develop a relationship with you, they might not be the loudest in the class but they talk to you.”*

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Difficulties and Challenges

Participants also identified some challenges and difficulties which often arise when working with shy children. Mostly, in the area of assessment and being able to accurately monitor a shy child's learning if they are withdrawn, hesitant to raise their hand or answer questions. It was also addressed that even performing standardised assessments as prescribed by the DES proved difficult, particularly if the shy child's own class teacher was not the one to carry out such assessments with the individual. Participants also discussed the behaviours they often see being exhibited in class by shy students:

(Interviewee 1) *"We did a Jolly Phonics assessment but I didn't do them, another teacher did, and I showed her mam. Her mam was shocked because she did really poorly. And her mam couldn't believe it because she was like: 'she knows them, I know she knows them!'. So that meant her assessment wasn't showing her true progress because she was so shy. So, in that way shyness is much more serious than just, 'Are they making friends?'".*

(Interviewee 5) *"If they are shy or withdrawn, it's very hard to assess where they are at that time. So, if they're not volunteering or answering questions, it's very hard to identify if that child knows it, and is just not contributing, or actually just does not know it or is finding something hard".*

One participant felt, based on their own experience working with shy children, that sometimes, shy boys could exhibit quite outwardly disruptive behaviours in class.

(Interviewee 3) *"He's actually quite shy. You see him being disruptive but, if you ever watch him, he very rarely plays with the other children, he doesn't have any friends, you know? He's finding it hard to make friends because of his shyness".*

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The participants all mentioned quietness, avoidance, dependency on another individual and difficulty speaking in front of others as outwardly observable behaviours they have witnessed shy children exhibiting in class. Most of the participants interviewed also acknowledged the risk of over-looking quiet and shy children as being quite a big challenge, due to the busy nature of classrooms and the number of children requiring the teacher's attention, most of whom would be non-shy or more extroverted children.

(Interviewee 1) *"For me, I have to make sure that I remember them because, you do forget them, because there are so many loud children that, you do forget".*

(Interviewee 3) *"So, I know for the girl in particular that I'm thinking of, I didn't hear her speak for about 3 or 4 weeks, she just seems to be so worried most of the time, I don't know about what but, almost self-conscious and this is junior infants so, it's hard to imagine what about, but yeah, she is just overthinking or worrying or something or at least it seems like that to me. Obviously, it's hard to know exactly what is going on in her mind but, sometimes she's not so bad, with her little friend she's ok like."*

One participant spoke at length about the difficulties children can face if shyness goes unaddressed and untreated. The participant was the only participant to speak at length about the possible affects shyness can have on children into adulthood if it is assumed that the children will overcome their symptoms without any intervention or additional help.

(Interviewee 4) *"Yeah, and I think our school is quite good for us for resource hours and support teachers and for children who are shy or have anxiety but, I do think it's a major thing maybe, more than we really realise at the time because, it can be a block to their learning and because it can hinder them from engaging in the lesson, it can hinder the teacher from being able to assess them. But, I think, even besides all of*

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that, it is a skill that they need, regardless of academics, for their whole life because they will be surrounded by people for their whole lives and being introduced to new people the whole way and its, if it isn't resolved at a young age then, it's just going to grow and have a bigger impact on them as adults. So, I think in that way, we need to view it as more of an issue and not just think that the child will get over it or grow out of it, not everyone can do that and it depends too on how severe they are at the time but, even still, people can become more severe or develop anxiety based off of that shyness and worry around meeting people or people judging them."

Interventions

None of the participants mentioned any go-to intervention or method they use in order to assist the shy children they teach. Instead, the participants mentioned things such as group work, sitting children beside more confident children, scaffolding shy children's work so they had a process or a specific role when completing a task. One of the participants, favoured spending one on one time with shy children in order to build a rapport with the child and help them to feel more confident in dealing with their teacher.

(Interviewee 4) *"Eh...I like to try and get one to one time with them, so reception time, make sure I get time around their table or wherever their playing. So that I can get to know the child and get to know their interests. Spending time even just playing quietly with them at their table, I think, helps. Showing them that you know they're there and they don't have to speak or feel under pressure to interact with you but, you're spending time with them and, that I think, can help their confidence and just make them feel noticed and important. I think, anyway. And then, Eventually, ask questions about if there into Match tac, ask them questions about that so we have common ground or about their hobbies or a toy they have or, whatever it is."*

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Another participant felt that socialisation groups and time spent with other children in a collaborative setting helped shy children to gain confidence in interacting with their peers. The participant acknowledged, however, that there needed to be training and supports in place for teachers to run these effectively.

(Interviewee 1) *“Yeah, it’s no good just taking the children out but, not knowing what the exact objectives are or how you’re supposed to facilitate the learning properly, it has to be planned for and there has to be clear objectives outlined for the target children. It’s really not as easy as it sounds like, in my experience anyway, there needs to be better training provided so that these things are done properly, that’s what they deserve y’know?”.*

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Data Analysis

The following section aims to discuss the findings of the data collected during this study. The Literature review and data collected throughout this research paper has served to explore a number of themes and questions relating to childhood shyness, namely – how do primary school teachers experience shy students in their classrooms, what are the challenges teachers face in supporting these students and how can these be overcome. It also serves as an indicator of how participants view shyness – is it something we will all experience? How does it affect children in school? And is it considered to be a topic which warrants consideration and review for teaching professionals, in order to support children experiencing extreme shyness?

Identifying as Shy

The result that all of the participants in the study admitted to identifying as a shy person at one stage in their lives, mostly in childhood, was something which did not surprise the researcher. Kearney (2011) acknowledged that shyness is a common and normal emotion which we will all experience at some stage, particularly during novel situations. This seems to be reflected in the participants own experiences also. All of the participants felt that having even a brief experience of shyness helped them to empathise more and understand shyness and how it can affect the individual.

Most of the participants could not identify any particular event or intervention which helped them to overcome their shy behaviours or tendencies, instead referring to it as something that they just “grew out of” naturally. The participant interviewed who still identifies as being shy was the only participant to stress to the researcher that shyness should not be taken lightly and it should not be assumed that it is just a natural occurrence or something a child will overcome or grow out of themselves.

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The shy participant spoke at length about the possible affects that not overcoming or learning to cope somehow with shyness could have on an individual. This reflects the findings of Tang et al., (2017) who researched the potential difficulties that such children might be faced with later on in life and into adulthood, stressing that it all relates to the child's own perception of themselves and their self-confidence. The participant also discussed shyness as an issue which is rooted in being able to interact and connect with people; highlighting that shy individuals find this social interaction most difficult, which can lead to children, especially, missing out on important childhood relationships which most of them crave.

It might be that the participant's view of shyness as something that may not be so easily resolved may be due to the individual still experiencing the symptoms and effects of shyness presently. It raises the question of whether the assumption of shyness as a natural occurrence for some children, which they are likely to grow out of themselves, is not recognising degrees or different types of shyness which may require more intervention. The researcher acknowledges her own positionality in this regard.

Similarly, this finding reflects that of Tang et al., (2017) as the other participants interviewed, none of which identify currently as shy adults, did not discuss the possible implications that shyness might have on children in the future if it is not something they can over-come themselves. These participants whilst, sympathetic towards the effects of shyness and the children they teach that experience it, were perhaps, slightly more removed from the seriousness of shyness and the varying degrees of shyness. These participants did not, at the time of interview, consider the harmful damage that shyness can have on an individual, in the case that it is not overcome with time as the child grows older.

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Contrasting this finding with the above, it seems reasonable to suggest that this is because these participants do not experience the symptoms of shyness that the shy participant does and so, it may be easier to view shyness as more of a personality trait, a preference for quietness or solitude rather than an issue or behaviour which requires intervention.

Forming Relationships with Shy Children

In a similar way, when asked if it is difficult to connect with shy children, in comparison to non-shy children, who might actively seek out the teacher's attention more often, the same participant (who identifies as shy presently) felt that they often developed a stronger bond with children who are shy. They attributed this to the fact that extra time and effort is spent one-on-one with these children, in a conscious effort to build a trusting relationship with these children. This can often lead to a very strong bond being built between the teacher and these shy students. These findings echo the research of Lao et al., (2013) who found that teachers identifying as shy actively spent more time interacting with their shy students than teachers who do not identify as shy individuals. Although all of the teachers felt they had experienced shyness at some point in their lives, Interviewee 4 was the only participant to still identify as shy. The researcher feels it might be significant that this participant also admitted to working more and spending more time with shy students in a deliberate effort to help them to feel included and seen within their classroom.

Interestingly, the other interviewee's all felt that they did not have difficulty forming relationships or bonding with shy children though none discussed having stronger connections with these children. The researcher feels this might suggest again that there are disparities between shy and non-shy teacher's approaches and attitudes towards the area of shyness.

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Experiences and Challenges of Shy Students

The research, as we discussed in the literature review, implies that there is no one workable definition of shyness which has been agreed on by psychologists. Instead, there are a range of definitions of shyness and sub-types of shyness. Participants were asked to define shyness in their own words during the interview process. It was interesting that none of the participants attempted to define or summarise shyness in a phrase or sentence. Instead, participants listed and gave examples of the types of shy students they have had and behaviours observed which are considered typical of shy students. This might suggest that some teachers may not have a clear conceptualisation of shyness and implies that it may be quite a subjective concept, which teachers may have differing experiences and opinions of, since there is no one workable definition at present from which we can work from.

During interviews, all the participants discussed the probability of overlooking shy children as one of the biggest challenges in teaching shy children. All of the participants allocated the reason for this to the demands of more observable and disruptive behaviours from other children in the class which can take up so much of the teacher's time. Leaving, it appears, a shy child at a disadvantage and minimising further the time they might get to spend with the teacher or time for them to work with the teacher in a more intimate and comfortable setting.

This might suggest that teachers see it as an almost impossible task, to be able to address all of the needs within a classroom of, in the case of this particular school, a class average of 28 children, without the helps or supports of additional Special Educational Needs teachers.

Participants were all asked to elaborate and discuss the behaviours they often saw shy children exhibit in their classrooms or other experiences they've had of shy children in their

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classrooms. Most of the participants listed a number of the typical behaviours observed in shy children which are also reflected in the current literature around this area. These included; avoiding eye contact, unwillingness to speak out in front of others, difficulty forming friendships and initiating play, preoccupation with the self and self-awareness, worry of critique and judgement from others, particularly the teacher when asking for answers or opinions on a topic, and a general “quietness” and social avoidance.

Cheek & Melchior (1990) also acknowledged these behaviours as a symptom and effect of shyness in children, particularly a pre-occupation with the self, with a worry and fear of being judged by others during social interactions being one of the most debilitating symptoms of shyness.

This appears to be a theme many of the participants discussed, one participant discussed with the researcher one of the children in their class who they identified as being severely shy, noting they did not hear the child speak for a number of weeks at the beginning of the year.

Cheek & Melchior (1990) discuss at length the findings that shy children are much more likely to have a negative perception of themselves, to use negative adjectives when describing themselves and to have a lower perception of their own academic capabilities. This implies that this pre-occupation and self-awareness the participants identified could possibly be harmful to the children’s mental health, giving them a skewed perception of the self and their own capabilities. The participants’ observations and acknowledgements of these behaviours seems to indicate that, at some level, educators are aware of the harmful effect’s shyness can have on an individual, especially if not addressed in some way, despite how they might characterise shyness as something children will ‘grow out of’ themselves. It might be

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that this disconnect could be attributed to the word shyness being closely linked and associated with a general ‘quietness’.

The word ‘quiet’ was repeated several times throughout the interview process, by all participants. Perhaps, the association between shyness and a general display of quietness from an individual, could be part of the reason that most of the participant did not discuss shyness with the same level of concern as the shy participant. Some of the participants referred to the quietness shy children display, as being their comfort zone, stating that the children liked being quiet and did not feel the need to be loud or boisterous. When we look at the work of Colonna et al. (2017) it becomes clear that the quietness shy children display, is not because of their preference for solitude or quiet, it is quite the opposite; shy children are so uncomfortable and inhibited by their own self-awareness and self-consciousness that although they would like to be part of social groups, they often find it too difficult. Perhaps the word “shyness” only reflects the outwardly observable quietness that shy children might exhibit in school but does not reflect or accurately represent all of the feelings of worry, anxiety, nervousness or self-consciousness a shy individual is experiencing simultaneously.

Interventions

The participants were asked to give examples of the ways in which they assist shy children in feeling included and heard within their classrooms, or how they might help them to overcome the difficulties they faced due to their shyness. No one particular intervention was mentioned by any of the participants, implying that there may be a lack of interventional programmes available to teachers which address the symptoms and difficulties shy children face in schools. One of the participants felt that social groups, facilitated by a support teacher, were helpful in improving the strategies that shy children could implement in order to build friendships and make connections with their peers. These groups, the researcher was told,

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involve a group of shy and non-shy children completing collaborative games or tasks together, reading social stories which address issues like shyness or anxiety or having small discussions around areas that interest the shy children, in particular. This participant noted however, that there needs to be proper training provided to teachers specifically around running these social groups so that they are properly planned for and effective.

Although no particular programme or intervention was referred to by any participants, the researcher found that the teachers had all developed their own ways and ideas around helping shy children feel comfortable within the classroom. These suggestions varied from one-to-one work with the teacher, pairing with slightly more outspoken children or a close friend during group activities or allowing the children to choose their own partners for activities, with most teachers sitting them strategically beside a child they are comfortable with or perhaps compatible with.

Similar to the findings of Cappe & Alden (1986) Interviewee 1 felt that scaffolding a shy child's role within a certain project or group was very successful in helping them to engage with the task without feeling too overwhelmed or stressed about working with others in a group. The varying techniques that teachers suggested in attempting to support shy children in their learning, implies that there is a level of awareness that additional supports might be required for shy children. Perhaps, however, the ways in which these supports can be provided might depend greatly on the supports available to the school and on-going teacher training.

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Conclusion of Data Analysis

To conclude, the findings and analysis of the data collected during this research paper have discussed the prominent and consistent themes which became evident on exploring the data collected. The data collected was compared and contrasted with the relevant literature discussed during chapter two of this paper.

On analysis it seems that teachers experience shy children in different ways, depending, it would seem, on the severity of the child and the attitude or experiences of the teacher. It appears that generally teachers are compassionate and empathetic of shy students, but that the magnitude of the difficulties these students can encounter might sometimes be overshadowed by the more overtly observable behaviours the teachers must also address in other children. It seems plausible to suggest that teachers who identify as shy might be more capable of appreciating the internal struggles and emotions that shy students battle with every day in school.

Though, there seems to be a lack of resources or programmes in Ireland today that formally address shyness, the participants interviewed develop their own practices and ways of assisting and including shy children within their classrooms.

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Chapter Five: Conclusions and Recommendations

This chapter will highlight the main points of this research study, the implications of the findings and recommendations for future practice and future research.

Summary of Findings and Analysis

The data gathered during this research study has highlighted the experiences of practicing teachers on teaching shy children, discussing their own perceptions of shy children, their own experiences with shyness both personally and as a professional and addressed some of the ways in which teachers feel they can assist and help shy children within their classrooms. The general consensus among the participants is that there are always a number of shy children within every class each year and these children usually vary in terms of the severity of their shyness. Most of the participants, while acknowledging the problematic nature of shyness, had the view that shyness is a sort of natural occurrence for most, which is usually overcome by itself, but which they still are conscious and aware of to some degree.

It would seem that the one participant who identifies as shy felt strongly about not assuming shyness is simply something people experience in childhood, but something which should be considered with greater implications for students than just being quiet.

All of the participants identified academic performance and assessment as being one of the greatest challenges in working with shy students, as it can be difficult to observe their learning informally if the child does not offer answers voluntarily and formal assessments with other teachers can lead to the children under-performing, not reflecting their actual knowledge or learning in a certain area.

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The research suggests that shyness could be considered slightly more problematic for children than just a personality trait or general quietness when one considers how it can affect not only the child's academic learning but also their own general well-being and self-perception.

Recommendations

The following section will discuss the researcher's recommendations for future research. Acknowledging the limitations of this study, the researcher would make the following recommendations:

1. There seems to be a lack of research around this area conducted in Ireland. Further research, in an Irish context and perhaps over a larger spread of schools in terms of their patronage, ethos and their socio-economic profile, might provide a better picture of teacher attitudes towards shyness.
2. This research does not include the child's perspective on this matter. Further research is necessary to investigate how shy children feel every day in school and how their experiences, learning and their own well-being might be helped by their teachers and care-givers.
3. Conceptualising shyness and providing teachers with a definition, including all of the symptoms and effects of shyness, would help to better inform educators on the range of internalizing behaviours shy children experience every day in school.
4. There are a lack of programmes and interventions aimed at childhood shyness available to teachers, none of which have been developed within an Irish context. Further research and development needs to be made on specific interventions that teachers can implement to try to assist shy children in school and provide them with strategies reduce the impact that shyness has on their lives.

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Appendices

Appendix A – Interview Questions / Areas of Discussion

Participant to classify / define shyness in their own words, how do they view it, how have they experienced it.

Would you have ever at any point in your life identified as a shy person?

Any shy people in your family / life? Tell me about this, in what ways were they shy. Overcome as got older?

As a teacher, how has your experience of shy students been? (Positive experience, improves with age? Negative: child finding school very difficult? Unhappy in school?

Challenges of working with very shy or withdrawn children?

Positives of working with such children? Easier behaviour to deal with?

Kind of behaviours children of a shy disposition exhibit?

Internalizing emotions and feelings? Can this be easily spotted?

Connecting or bonding with shy children : Difficult? Is it Easier if more extroverted?

Difficulties gauging shy child's academic ability or learning? How does this present itself?

Have you ever had a very shy or withdrawn child in your class or worked with a child with these social difficulties in a resource / support role? Tell me about that experience: What were your concerns? Social or learning?

Some of the strategies or techniques you might implement to support these children?

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Opinions on group work/ collaborative learning? How do you think this effects children of a very shy disposition?

More supports (Resource hours) allocated for children of a shy disposition? What sort of supports could be implemented?

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Appendix B – Letter of Information for participants and Principal

Dear Teacher,

My name is Karen Brennan and I am a student on the Professional Masters of Education in Marino. I am currently in my final year of the course and as part of my final year;

I am writing to you, seeking participants for my research study. I am conducting my research through one-to-one interviews with practicing teachers. Interviews will take place for around 20-25 minutes.

Aims of the study

I am conducting a research project entitled "*An exploration of the experiences of teachers in teaching shy children and the strategies which can be implemented insure we include such children in the collaborative classroom.*"

The aim of this study is to investigate how we can best include and provide for shy children in an increasingly interactive and collaborative environment I also hope to explore the experiences teachers have had with such children.

Interviews

I hope not to take up too much of each participants time and hope that Interviews will be conducted for roughly 20-25 minutes per participant. They will be recorded on a device and transcribed at a later stage.

Confidentiality and rights of the participants

I consider strict confidentiality to be of the upmost importance and central to my project. I will ensure that no details which could lead to the identification of the school or teachers will be included in my dissertation. Data collected from such interviews will also be stored securely on a pc, password protected and audio recordings will be transcribed and destroyed. As a participant you will have, at all times, the right to remove yourself from the study, for any and no reason. And in doing so, would have any interviews that may have been conducted, destroyed immediately and not included within my research or project.

I would be very grateful if you would be willing to participate in this study. If you require any more information regarding this, please do not hesitate to contact me at any time on my mobile at: 0851549690 or by email: kbrennanpme17@momail.mie.ie

I look forward to hearing from you ,

Karen Brennan

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Appendix C – Consent letters

Consent form Teacher

Name of participant:

- I confirm that I have read and understand the information sheet provided.
- I understand that I can ask any questions I may have about the study at any time.
- I understand that information I voluntarily provide will be used in a confidential manner.
- I agree to participate in an interview and have this interview audio recorded.
- I understand that I may withdraw my participation at any time including after the information has been collected.

Signature of participant: [REDACTED]

Date: 11/2/19

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Name of Principal:

- I confirm that I have read and understand the information sheet provided.
- I consent to allowing this research to take place within this school.
- I understand that I and my faculty members can ask any questions I may have about the study at any time.
- I understand that information I or my staff voluntarily provide will be used in a confidential manner.
- I consent to interviews being conducted with a number of the teaching staff within this school, on these premises.
- I understand that I may withdraw my participation at any time including after the information has been collected.

Signature of Principal:

Date:

11/2/19

