

**THE IMPACT OF TEACHER MOTIVATION IN PROMOTING ACADEMIC
ACHIEVEMENT AMONG AFRICAN AMERICAN MALE STUDENTS**

by

Erroll Leigh Royal

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

Liberty University

2018

THE IMPACT OF TEACHER MOTIVATION IN PROMOTING ACADEMIC
ACHIEVEMENT AMONG AFRICAN AMERICAN MALE STUDENTS

by

Erroll Leigh Royal

A Dissertation Presented in Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

Liberty University, Lynchburg, VA

2018

APPROVED BY:

David Benders, Ph.D. Committee Chair

Sharon D. Michael-Chadwell, Ed.D. Committee Member

Rudolph Tripp, Ed.D. Committee Member

Abstract

Erroll Leigh Royal. THE IMPACT OF STUDENT MOTIVATION AMONG AFRICAN AMERICAN MALE STUDENTS. (Under the direction of Dr. David Benders, Assistant Professor/Dissertation Chair), School of Education, June 2018.

This study investigated the impact of teacher motivation in promoting academic achievement among African American male students in an urban middle school in northeast North Carolina. In this quantitative study, the sample population was comprised of fifty 7th grade students and fifty 8th grade students. Eight teachers, (four science teachers, and four math teachers) both male and female were given the Teacher Efficacy Scale. The results revealed that there was no relationship between teacher motivation and academic achievement among African American male students. Further research should include similar studies that would examine the impact of teacher motivation on academic achievement among African American male students based on the gender and years of experience of the teacher. The implications of this study will provide a basis for teacher education programs to offer more sensitivity training for all prospective teachers in dealing with the African American male student utilizing quantitative and qualitative research designs. Therefore, more research in this particular field of education is suggested.

Keywords: teacher motivation, African- American, middle school, high school dropout, perception.

Copyright Page

Copyright 2018 by Erroll L. Royal

Dedication

It is with a great sense of pride and a heart of adoration that I pay homage and honor to my deceased parents, Sarah Louise and John Henry Royal; neither, of which had the opportunity to complete high school due to some barriers and personal hardships during the early 1900s. Although my father died when I was only three years old, my mother, Sarah assumed the role of mother and father, and having to raise six children alone without the aid of public assistance. Although the hard times of her era did not afford her the opportunity to earn her high school diploma, she was always a great advocate for educational values for her six children. Her commitment to education not only allowed her six children to graduate from high school, but to attend and complete college. Although you are not physically here on earth to witness such another great milestone in my life, your spirit will forever reign in my heart.

I am so humbly grateful for the encouragement and love you extended to each of us during both childhood and adulthood! To God be the Glory!

Acknowledgements

First and foremost, I would like to give praise and honor to the Almighty God for making it possible for me to have such a positive and amazing experience at Liberty University. It is not easy returning to school after having been retired for thirteen years and at the wonderful age of sixty-two. Thank you, gracious Father.

I have been truly blessed by so many great supporters who have continuously prayed with and for me during this educational journey. The list is too numerous to mention. My heartfelt thanks to those special people, who listened to me, inspired me, and prayed for me.

I am so thankful for my dissertation committee. Thank you, Dr. David Benders for serving as my chair, for guiding me through this process, for encouraging me, and for pushing me to produce quality work. Also, thank you to Dr. Sharon Michael- Chadwell, and Dr. Rudolph Tripp. Each of you has each been a special blessing from heaven. Thank you for being such a great support system during this educational journey. Today, I can say with assurance and confidence, "With God, all things are possible."

Table of Contents

ABSTRACT	3
Copyright Page	4
Dedication	5
Acknowledgments	6
Table of Contents	7
List of Tables.....	10
List of Abbreviations.....	11
CHAPTER ONE: INTRODUCTION.....	12
Overview	12
Background	12
Problem Statement	18
Purpose Statement	20
Significance of the Study	20
Research Question(s).....	21
Definitions	22
CHAPTER TWO: LITERATURE REVIEW.....	23
Overview	23
Conceptual or Theoretical Framework.....	25
Process Model.....	25
Theory Model.....	27
Structural Theory.....	28
Social Cognitive Theory.....	29
Related Literature.....	30

Achievement Gap	31
Teacher Competence and Academic Success.....	33
Teacher’s Attitudes/Perception and Beliefs.....	40
Teacher Sensitivity.....	44
Personal Values and Academic Performance.....	47
Teacher’s Role/Motivation/Student Engagement.....	47
Parent Involvement.....	51
Society’s Role	53
Summary	54
CHAPTER THREE: METHODS.....	56
Overview.....	56
Design.....	56
Research Question(s).....	57
Participants and Setting.....	57
Instrumentation.....	59
Procedures	61
Data Analysis	63
CHAPTER FOUR: FINDING	66
Overview	66
Research Question(s).....	66
Null Hypothesis(es).....	66
Scoring of Variables.....	67
Descriptive Statistics	68
Results	71

Hypotheses.....	71
Research Question 1.....	71
Null Hypothesis One.....	71
Research Question 2.....	72
Null Hypothesis Two.....	72
Research Question 3.....	72
Null Hypothesis Three.....	72
CHAPTER FIVE: CONCLUSIONS.....	73
Overview	73
Discussion	73
Research Question 1.....	73
Research Question 2.....	74
Research Question 3.....	75
Implications.....	75
Limitations.....	76
Recommendations for Future Research	77
REFERENCES	80
APPENDICES	102
Appendix A Consent Form.....	103
Appendix B Letter of IRB Approval.....	105
Appendix C Permission Letter from Cooperating School District	106
Appendix D Permission from Cooperating School.....	107
Appendix E Assent of Participant Consent Form	108
Appendix F Permission to Use Teacher Efficacy Scale.....	109

List of Tables

Table 1	Demographic information – Teacher Characteristics.....	69
Table 2	Descriptive Statistics describing student characteristics and variables.....	70
Table 3	Correlations between motivation and academic achievement.....	71

List of Abbreviations

Children's Defense Fund (CDF)

Economic Policy Institute (EPI)

End-of -Grade (EOG)

Government Accounting Office (GAO)

Institutional Review Board (IRB)

National Assessment of Educational Progress (NAEP)

National Black Caucus of State Legislators (NBCSL)

National Center for Education Statistics (NCES)

The National Coalition on School Diversity (NCSD)

The National Education Association Commission on Effective Teachers and Teaching
(NEA)

No Child Left Behind (NCLB)

North Carolina Department of Public Instruction (NCDPS)

Socio-economic Status (SES)

The Southern Association of Colleges and Schools (SACS)

Teacher Efficacy Scale (TES)

United Kingdom (UK)

United States (U. S.)

CHAPTER ONE: INTRODUCTION

Overview

In this chapter, the problem statement, significance of study, hypothesis and definitions related to this study will be discussed.

Background

The high incidents of low academic performance among African American males in the U. S. have become a distressing occurrence (Bell 2014). Oko (2014) postulated that low teacher motivation is among one of the leading causes of low academic performance among students. Michaelowa (2002) defined teacher motivation as the “willingness, drive or desire to engage in good teaching which is furthermore acted upon (p. 6). Further, Asifa (2014) viewed teacher motivation as a genuine attempt to enthusiastically engage students in improving student learning outcome. This definition will act as the foundation and groundwork of this study.

The National Research Council on Education (2003) suggested that the lack of teacher motivation is a real and urgent problem. The report further implied that 40% of high school students are chronically disengaged from school in which in many cases lead to eventually academic failure. Results of a study conducted by Lee and Burkam (2003) suggested that there is a disconnect between some teachers and African- American male students in fostering a positive and nurturing student-teacher relationship.

Lee and Burkam (2003) conducted a study and concluded that when considering the contributing factors regarding the low-performance of the Black American male student, curriculum and teacher-student relationship seem to have the most influence on students staying in school. Additionally, Darling-Hammond, (1999) argued that the dynamic between students and their teachers can have a huge impact on those students- not just because of the ability of the teachers to shape the educational experience, but because teachers impact student progress.

Furthermore, Wells (1989) postulated that teachers play an important role in helping to motivate students to remain in school.

In studies conducted by Dika and Singh, (2002) & Wentzel, (2003) it was concluded that positive teacher-student relationships can impact students social and academic outcomes, and thus reduce drop-out rates. Sternberg (2005) postulated that motivation and engagement are very important for sound student learning. Bell (2010a) argued that motivation is very important for school success, in its absence; the student may never put forth an effort to learn. Therefore, to Hill & Rowe (1996) teachers play a vital role in their students' engagement and motivation.

Based on a study conducted by Irvin (2007) it was concluded that engaging and motivating students are important—without these elements, teachers find it difficult to promote an atmosphere that is conducive to learning. But it is motivation that is critical, because the depth of motivation over time is the vehicle through which classroom instruction influences student outcomes among the Black American male student. Research conducted by Darling-Hammond, 1999; Hattie (2003) has substantiated that teachers are the single most important influence regarding the academic success for students, especially the Black American male student.

Based on a research study conducted by Oko (2014) it was concluded that many factors contribute to a student's academic performance, including teacher motivation, individual characteristics and family and neighborhood experiences. However, research conducted by Bell (2014) suggested that among school related factors, teachers matter most in motivating the student to achieve academic success. Whitaker (2002) argued that it is the teacher who plays the greatest role in setting the atmosphere for learning.

Whitaker (2002) asserted that the main variable in the classroom is not the student, but the teacher. Great teachers have high expectations for their students, but even higher expectations for themselves. Muller, Katz, and Dance (1999) argued that motivation is closely connected to student's perceptions of teacher expectations. Studies of middle and high school students have disclosed that students shape their own educational expectations from their perceptions of their teachers' expectations. Research conducted by Han and Yin (2016) indicated that higher teacher motivation is significantly linked to improved student learning outcomes. Bell (2011) further contended that the high incidents of low academic achievement among African American males in the U. S. have become an unsettling occurrence. Strayhorn (2008) concluded by identifying predictive factors impacting poor academic achievement, educational leaders can obtain better information in helping to increase the academic performance among African- American male students and assist them in being more academically successful and remain in school.

In a recent 2016 analysis by the Government Accounting Office, (GAO) it was revealed that after 60 years following the United States Supreme Court decision to end segregation in *Brown v Board of Education*, public schools in the nation remain separate and unequal. Strauss, (2014) concluded that even after the U. S. Supreme Court's 1954 decision in the case of *Brown v. Board of Education* (which prohibited Southern states from segregating schools by race), racial and academic achievement disparities continue to exist in our schools and classrooms today. Orfield (2011) suggested that there is data and implications to support how racial isolation declined from the *Brown* decision until 1980 and has increased since then. Greenspan (2014) made similar claims suggesting that although racial minorities have made a great number of educational advancements since *Brown v. Board of Education*, the decision was not successful in fulfilling its true mission of the dismantling of school segregation. Furthermore, a

report by the Economic Policy Institute (2015) revealed that low-income Black American children are currently more racially and socioeconomically isolated than at any time since the 1980s. Additionally, Rothstein (2014) postulated that African American children are more isolated from whites than ever is a matter of very serious concern.

The National Coalition on School Diversity (NCSD) (2015) concluded that unfortunately, over 60 years after *Brown v. Board of Education*, our increasingly diverse nation, the United States continues to struggle with disparities in the academic achievement of African American students. Rothstein (2014) conducted a study and concluded that because of the socioeconomically isolation of the African American student in the educational setting, it has greatly impacted the academic achievement success of many of these students. Researchers Morsy and Rothstein (2015) argued that due to the vast number of socioeconomically disadvantaged African American families in the U. S. other school related problems are created. According to the 2015 Bureau of Labor Statistics, the median income for African- American households (\$35,398) is significantly lower than their non-Hispanic White counterparts (\$60,256). Furthermore, Morsy and Rothstein (2015) believed that students' social and economic characteristics shape their cognitive, behavioral and educational outcomes is well established, yet policymakers typically resist accepting that non-school disadvantages necessarily depress outcomes. Rather, they rely on schools and teachers to close achievement gaps, and consistently come up short.

Schwartz (2001) postulated that the "achievement gap" in education refers to the disparity in academic performance between groups of students. The achievement gap is seen in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, low teacher motivation among other success measures. In many cases, it is used to describe the troubling performance gaps between African- American and Hispanic students, at the lower end

of the performance scale, and their non-Hispanic white peers, and the related academic disparity between students from low-income families and those who are better off. Haycock (2001) asserted that between 1970 and 1988, the achievement gap between African- American and white students was cut in half, and the gap separating Latinos and whites declined by one-third. That progress came was decreased around 1988, however, and since that time, the gaps have widened. Furthermore, Bell (2009) implied that we increase the achievement levels of minority and low-income students by placing more emphasis on the issues that matter: high standards, a challenging curriculum, caring teachers and reducing the dropout rate.

The U.S. Department of Education (2004) released a report entitled *No More Excuses*. The preface section of this report specifically affirmed that the nation has failed to develop and implement effective strategies that will address the rapidly increasing rise in the low performance of African - American students. Data presented from seven nationally representative studies conducted by Doll, Eslami, and Walters (2013) revealed that there are many school-related reasons why students perform poorly. Raj (2012) conducted a quantitative research study to identify reasons why students were not achieving academically. The study established that teacher-student relationships and poor academic performance were strong predictors of the dropout crisis.

Teachers are not exclusively to blame for the decreased level of academic achievement. When we look at the facts, it is difficult to understand why Black America has not assumed a more active role for the education of every African American male (Smith, 2005). African American males encounter a diverse set of social and educational issues such as peer pressure, poverty, educational biases, low test scores, high out-of-school suspensions, and practices that impede the graduation process (Bell, 2011, 2014). Toldson, (2008) concluded that many African American male students are victims of “stereotype threat.” The researcher contends that

when children (mainly African American) constantly hear negative things, they start to believe they can't learn and give up.

Steele (1997) defines "stereotype threat" as a social psychological situation that can have negative effects on stereotyped individuals. Milner and Hoy (2003) postulated that when stereotyped individuals are in situations where stereotype is relevant, additional emotional and cognitive pressures are placed on them and that additional pressure placed on an African American student can be the determining component whether they experience academic failure or success in school. Because of this "stereotype threat" phenomenon, the African American student becomes frustrated and discouraged, thus creating a feeling of defeat, which in many cases causing them to want to drop out of school. In a study conducted by Kober (2001) it was concluded that "stereotype threat can impact the way teachers' view students and the way students view themselves. Lozier (2013) disclosed in a study that frustration, underachievement or ultimate disappointments often encompass the contemporary educational reality for scores of African- American male adolescences.

Studies discussed explored various theoretical frameworks to evaluate student academic achievement, however frustration self-esteem model focuses on identified variables of academic and discipline that were noted in previous research. The main theoretical framework for this study will be the frustration-self-esteem model. In accordance with research done by Finn (1989), it is implied that early recognition of academic failure leads to a feeling of self-defeat, which often time leads to behavior difficulties. After a substantial number of unfortunate school related problems, the student either leave school or is removed because of numerous behavioral concerns. The conceptual framework of this study will consist of several models for understanding poor academic performance out as a developmental process that per Finn (1989) may start in the earliest grades. McNeal (1995) identified the first model as the frustration-self-

esteem model, which has been used for years in the study of juvenile delinquency.

Furthermore, it was concluded that it classifies school failure as the starting point in a cycle that may conclude in the student's rejecting, or being rejected by, the school.

Finn (1989) identified the next model as the participation-identification model which focuses on students' "involvement in schooling," with both behavioral and emotional components. According to this formulation, the likelihood that a student will successfully participate in school-relevant activities. McNeal (1995) concluded that the failure of a student to participate in school and class activities, or to develop a sense of identification with school, may have significant adverse consequences. The ability to manipulate modes of participation poses promising opportunities for further research as well as for intervention attempts in addressing teacher motivation and low achievement problem among African American students.

Problem Statement

It is not known how teacher motivation affects the academic achievement of African American male students. Teacher motivation has a direct effect on the academic outcome of African- American male students. Therefore, the challenge for the educational community is to determine the most effective ways in promoting teacher motivation, thus improving the educational outcome of the African American 7th and 8th grade male students. Based on a study conducted by Bell (2009) improving teacher motivation in promoting academic success among African -American male students is a concern on the national, state, and local levels. Based on the 2014 annual report from the NCDPI (North Carolina Department of Public Instruction), it was reported that African - American male students lag significantly below the statewide when it comes to academic achievement (NCDPI, 2011). The literature has not adequately addressed the reasons for this significant problem. A study conducted by Leigh and Ryan (2006) postulated concern has been expressed about the academic quality of those

accepted into education faculties and of the adequacy of the training of teachers receive to enable them to deal with the diverse needs of the student population.

Research findings suggested that too many students are experiencing academic failure (Bell, 2011). Somers, Owens, and Piliawsky (2009) contended that poor teacher motivation is one of the distressing outcomes of youths' frustration with the anxieties of schooling and outside pressures. Consequently, Tyler and Loftstrom (2009) reported that, although researchers know about the characteristics of students who perform poorly, they know less about the underlying components that lead to dropping out of school early. This gap in literature suggested that there is a great need to understand and provide more support for students who are experiencing some of the unspoken reasons regarding teacher motivation and poor academic performance (Tyler and Lofstrom 2009).

Further research is needed to explore and understand some of the dynamics that will foster a better student-teacher relationship (Reyers, Brackett, Rivers, White & Salovery, 2012). Years following the United States Supreme Court's decision in *Brown v. Board of Education*, academic success remains a challenge in public education for Black American students (Bali & Alvarez, 2004) as an ongoing problem in promoting academic success among the Black American male student (Williams, 2012). Future studies could also examine the difference between the more effective teachers and teachers identified as less effective teachers could serve to provide a control group which could assist to help to more definitely answer the question of what constitutes effective teaching for Black males (Lozier, 2013). The problem in the literature is unclear about whether teacher motivation has an impact on student achievement among Black American 7th and 8th grade male students.

Purpose Statement

The purpose of this non-experimental correlational research study was to determine the relationship between teacher motivation and academic achievement among African American male students based on 7th and 8th grade student data records in a North Carolina school district. Several influences were identified as predictive indicators for low academic performance among Black American male students. The predictive indicators included; end-of- grade math and reading test scores, number of disciplinary referrals, and teacher motivation. The gap in the literature will be addressed by evaluating the predictive variables to determine the relationship between teacher motivation and academic achievement among African American male students. The intent of this study is to use school-based data for the early detection of students at-risk for experiencing academic failure.

Significance of the Study

Bandura hypothesized that student performance is highly associated with teacher motivation (Bandura, 1993, 1997). Based on research conducted by Goddard, Hoy & Woolfolk (2000) it was determined that teachers who are highly motivated tend to invest additional time planning and organizing their lessons. Additionally, Bell (2010b) reported that highly motivated teachers tended to be more receptive to new and innovative ideas and setting high goals for their students.

This study is important because it will provide opportunities for further research and exploration regarding the impact of teacher motivation and student achievement among African-American male students. Further study could include conducting research on how the race of the teacher may impact student achievement. In a study conducted by Bell (2009) it was concluded that Black American students need positive opportunities to connect with African American role models to impact and promote student achievement.

Furthermore, future research regarding the gender of the teacher could be explored to ascertain if there is a significant impact on student achievement. Hughes (2010) contended that African American men can enhance the motivation of African- American male students. Additionally, Hughes (2010) postulated that approximately, 85% of the participants in this study came from homes without a father. Therefore, the inclusion of male teachers may prove helpful in impacting the academic gains or motivation of the participants.

Finally, this study could further address the need for developing a framework guiding teachers in implementing strategies that will aid in motivating the African American male student and increasing academic performance. Tatum (2007) postulated this idea in a similar study regarding a framework that gave teachers the necessary results of this study could reveal tools to assess the African American male student. The that as teachers' motivational skills increased, the academic achievement level of the African American male increased.

These recommendations for further study could assist educators and other stakeholders in understanding the impact of teacher motivation on student achievement among African- American male students. With all the current information that has been presented regarding the impact of teacher motivation on student learning among African American male students, there continues to be a gap in the literature regarding the importance of early preventive measures and innovative strategies to help students become academically successful. This study could provide pertinent information that will greatly impact the educational communities in creating a better understanding of teacher motivation and improving student achievement among African- American students.

Research Question(s)

RQ1: Is there a relationship regarding the impact of teacher motivation among African American male students based on EOG (End-of grade) test scores?

RQ2: Is there a relationship regarding the impact of teacher motivation on academic achievement among African American male students based on disciplinary referrals?

RQ3: Is there a relationship regarding the impact of teacher motivation on academic achievement among African American male based on the number of absences?

Definitions

1. End-of-Grade Test (EOG) - The EOGs are standardized test utilized by the state of North Carolina to assess academic achievement in math, and reading (NC Department of Public Instruction, 2004).

2. High School Dropout - In North Carolina, a dropout is defined as any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school (NC Department of Instruction, 2004).

3. Socioeconomic Status (SES) - SES refers to one's financial resources and is indicated in this study by enrollment in the free/reduced meals program (Smink and Schargel 2004).

CHAPTER TWO: LITERATURE REVIEW

Overview

This chapter consists of the historical background for this study, an examination of the theoretical framework guiding this study, a literature section that will review existing literature of the predictor variables, and a summary section that will highlight some of the very important elements surrounding the causes and concerns related to poor academic performance among African -American male students.

Historically, it was not uncommon for students not to complete high school for a vast number of reasons. Shannon and Bylsma (2006) reported that there was a 50 % dropout rate in 1940. A national study done by the United States Department of Education (2004) addressed the equity of educational opportunities of students of varied religions and races. This study failed to address the dropout data that impacted the at risk or disadvantage student. However, the study concluded that African American students did not perform as well on the standardized tests as did the Caucasian students. Additionally, it was noted that African American students from the lower socioeconomic level performed significantly higher when they were educated in integrated schools (Coleman, 1966). According to Bell (2014) the problem of poor academic achievement and high school dropout continue to exist in our U. S. school districts.

Based on a study conducted by Balfanz, Bridgeland, Bruce, Fox, and Hornig (2013) authors of “Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic” provided a recent update on America’s high school dropout crisis. The report revealed that for the first time the nation is on the right path in meeting the goal of a 90% graduation rate. They reported that many of America’s school districts were making great strides in promoting high school dropout rates and putting more students on the college- bound track. It was believed the progress made was due to improved data, understanding some of the

reasons students dropped out and the increase in awareness of the consequences to individuals involved in the educational process. These factors have made a great impact in allowing individuals to understand that there is hope for the dropout crisis. A closer look at the data revealed that there continues to be a huge “graduation gap” in some of our American schools regarding the graduation rate. The report emphasized the importance of increasing the graduation rate on the local, state and national levels.

The number of Black males who graduate from high school lags significantly behind their counterparts (Bell, 2010a; Schott Foundation for Public Education, 2010). Educators are not exclusively to blame for this decreased level of academic achievement. When looking at the facts, it is difficult to understand why Black America has not assumed a more active role for the education of every Black male (Smith, 2005).

The Schott Foundation for Public Education (2010) reported some astounding information regarding the “achievement gap” between different ethnic groups of students. This report entitled, "Yes We Can: The Schott 50 State Report on Public Education and Black Males” concentrated on the declining graduation rate in Miami-Dade County. The data from the report indicated the graduation rate for African - American males was 27 percent. This suggested a 29 percent achievement gap compared to the graduation of White males. The study concluded that a four- year graduation rate of 52 percent for African - American male students with a 20 percent achievement gap compared to White students. The U.S. Department of Education (2004) released a report titled, No More Excuses. The preface section of this report specifically affirmed that the nation has failed to develop and implement effective strategies that will address the increase rise in the dropout rate. Furthermore, Messacar and Oreopoulos (2013) postulated that “dropout rates in the United States have remained mostly unchanged, at roughly 30%, during the past three decades. This problem disproportionately affects low-

income and minority students. Nearly half of these individuals do not graduate with their class” (p. 55).

Conceptual or Theoretical Framework

Due to the complex nature surrounding the low- performance rate among African American male students and the multitude of factors related to this problem, several theoretical models have emerged to clarify the phenomenon (Rumberger, 1987). Although these models are similar in predictor variables, they differ in method and in the understanding of the various causes. Several factors have been linked to the educational and achievement gap of African American male students.

Process Model

Finn (1989) proposed two models that inferred poor academic performance and dropping out of high school is a process originating at the elementary level. The first model, termed frustration-self-esteem model, stresses a recurring process of school related problems. This theoretical foundation suggests that early recognition of academic failure leads to a feeling of self-defeat, which often leads to behavior difficulties. After a substantial number of unfortunate school related problems, the student either leaves school or is removed because of numerous behavioral concerns. Per Finn (1989), the frustration-self-esteem model is the basis for studying delinquency among the at-risk student.

Per Finn (1989), the participation-identification model implied that the predecessor to poor academic performance and withdrawing from school is the lack of engagement in the educational environment. Furthermore, Finn (1989) argued that there are various warning signs observed whenever students begin to lose interest in school. As the participation decreases, such indicators as low academic performance and less identification with the school leads the student feeling hopeless, thereby giving the student the go-ahead to drop out of school.

Students who fail to connect with the learning environment, engage in extracurricular activities, or participate in learning activities are more likely to dislike school and dropout (Finn, 1989).

Furthermore, Finn (1989, 1993) debated that it would be wise if educational risk factors ended up being better predictors because they are "adaptable," as opposed to "status" risk factors that educators have little or no influence concerning elements such as poverty, gender, race, and family background. Finn's past advice to monitor and address early educational warning signs has achieved striking success, thus encouraging more students to remain in school. The decision to not to complete high school is not a sudden or shocking occurrence. Finn (1993) contended that many times, the clear majority (80 to 85 percent) followed observable patterns through the education experience, displaying very clear signs of educational trouble and detachment well before tenth grade and often prior to high school. Which means schools and districts can do a better job in identifying most potential dropouts early so that appropriate intervention can be implemented.

Research conducted by Roderick and Camburn (1999) hypothesized that the transition years are crucial opportunities for students to experience graduation, and many ultimate dropouts initially exhibit certain warning signs during the year they enter middle or high school. In addition to having to adapt to a new and often larger institutional setting, students often realize that coursework is more academically challenging while teachers are less caring, peer relationships are more difficult, and they have more independence with less supervision. Problems happen early, and consistent predictors of dropping out—such as attendance or failing grades—can be noted at the beginning of the year. Students who have a history of disengagement and academic problem are more likely to encounter difficulties when they transfer to middle or high school.

Theory Model

Five primary theories were identified by Battin-Pearson. (2000): (a) academic mediation theory, (b) general deviance theory, (c) deviant affiliation theory, (d) poor family socialization theory, and (e) structural strains theory. There is substantial evidence to support that low academic performance is a leading force in contributing to the dropout rate (Hammond, Linton, Smink, & Drew, 2007; Janosz, LeBlanc, Boulerice, & Tremblay, 1997; Jimerson, Anderson, & Whipple, 2002; Pallas 1987; Stroup & Robbins, 1972; Woods 1995). However, the academic mediation theory implies that academic progress is a negotiating factor that contributes to the other factors and is a dominant predictor of other predictor variables. In other words, it looks at how poor academic performance interacts with, and influence the relationship between the dropout rate and other contributing factors. A longitudinal study was conducted using 808 students from a Seattle elementary school. Battin-Pearson et al. concluded that there was statistical evidence to substantiate the idea that there were other factors such as general deviance, low parental expectations, ethnicity, socioeconomic status, and rebellious behaviors and academic achievement as being a mediating factor.

Both the general deviant theory and deviant affiliation theory are based on the assertion that deviant behavior and the involvement with deviant peers are predictive of low school performance (Battin-Pearson et al., 2000). General deviant behaviors include delinquency, drug use, cigarette use, and early pregnancy. These factors have been found to be predictive of dropping out of high school. The involvement in general deviant behavior is a clear indicator that the individual will drop out of school. Based on the literature, there is not a significant amount of research to support the deviant affiliation theory. High school dropouts tend to have associations with deviant friends, antisocial peers, as well as other dropouts. Research seems to support the idea that the behavior of peers strongly impacts the academic achievement of other

peers (Battin-Pearson et al., 2000). One's decision to drop out of high school may be influenced by social relationships. Except association with deviant friends, these predictors are greatest when paired with academic achievement. A strong indicator of dropping out of high school regardless of academic achievement was linked with having deviant friends (Battin-Pearson et al., 2000).

Structural Theory

Elwell (2009) reported that Robert K. Merton was very instrumental in the origin of the structural theory. This theory played a major role in the functionalist perspective of deviance. There is a direct connection between the poor family socialization theory and structural strains theory. Family and demographic factors are associated to the probability of students dropping out of high school (Battin-Pearson et al., 2000). Such factors as low parental academic expectations and lack of parental education are linked to poor family socialization. Independent of academic achievement, this theory does not give justification for the significant number of high school dropouts. However, when viewed with low academic performance, family socialization factors are powerful predictive factors for dropping out of high school. The structural strains theory's focus is placed on the relationship between demographic factors, such as socioeconomic status, ethnicity, and gender. Furthermore, Elwell (2009) concluded that out of all the demographic factors, low socioeconomic status significantly promotes student dropout regardless of academic achievement. Based on the literature, ethnicity and gender did not significantly influence academic achievement.

Agnew, Brezina, Wright, and Cullen (2002) further implied that in the structural strain theory, societies are distinguished by both culture and social structure. Culture determines goals for individuals in society while social structure affords (or fails to provide) the means for

people to achieve those goals. In a well-unified society, individuals use established and applicable methods to attain the desired goals that society creates.

Social Cognitive Theory

The social cognitive theory was developed by Albert Bandura, in which was originally called the social learning theory. He firmly believed that people attained behavior by observing others, then emulating what they have observed (Bandura, 1997). According to Bandura's (1986, 1997) social cognitive theory the most potent source of self-efficacy typically derives from one's own performance, or mastery experience. Actions perceived as successful usually raise self-efficacy, whereas failure decrease it. However, contextual components connected to one's performance will establish how efficacy beliefs are eventually transformed. Two students who have received the identical grade in unrelated ways on the premise of how difficult the course material was and how much effort was given. Based on a study conducted by Bandura (1997) it was postulated that confidence is like self-efficacy. He further contended that those teachers who are confident, or self-efficient have shown: a) the ability to create and test different courses of action when previous success is not achieved; b) enhanced functioning through high levels of effort and persistence; and c) enhanced ability to cope with a problem situation by encouraging cognitive and emotional processes related to the situation (Martin, 2006). Bandura (1997) stressed teachers who demonstrate low confidence tend to focus on their weaknesses and perceive incidents as more challenging than they are. Inadvertently, teachers high in confidence (self-efficacy) are more likely to actively engaged in pedagogy that is described as positive, proactive, and solution-focused associations, causing an increase in the degree of student motivation and engagement.

Based on Bandura's findings (Bandura, 1997) teachers' enjoyment of and confidence in teaching have been known to positively impact their compelling passion towards their students

(e.g., positive student-teacher relationships); resulting in increased student motivation and engagement. Teven and McCroskey (1997) contended that students who consider their teacher as caring also consider they learn more. Additionally, positive relationships with the prediction of teachers enhanced social, cognitive, and language development in younger children (Kontos & Wilcox-Herzog, 1997). According to Flink, Boggiano, and Barrett (1990) those teachers who promote a student's autonomy tend to foster greater motivation, curiosity, and desire to be challenged. Finally, Connell & Wellborn (1991) contended that positive relationships with teachers are associated with emotional, cognitive, and behavioral engagement in the class.

The final groundwork of research was a study conducted by Wells-Wilbon (2001), which discussed Bandura's social learning theory and the impact of male role models for African American male students. In this study, 55 African American male students were involved in a mentoring program called PROJECT 2000. Students' who participated in the study grades ranged from first to sixth. After the mentoring encounter, each student was administered a survey to articulate his view concerning the male role model that mentored them in the classroom. The researcher concluded that the outcome of the study gave her a clearer perspective regarding the bonding relationship between the students and the mentors, and how the collaboration impacted student learning.

Related Literature

An initial review of the literature raises the concern of chronic exposure to countless social and environmental stressful elements that are faced by the African American male. These stressful elements were referred to as hassle. Bennett and Kennedy (2006) concluded that these adverse elements have been connected to a multitude of poor outcomes including, but not limited to extended aggression, anxiety, low grade point average and poor academic achievement. After the research, the researcher felt a great sense of hope that these young men

could get the necessary support to help them become responsible citizens and academically successful students. The researcher believed that the key to success of these students was early intervention and teacher motivation.

Achievement Gap

Dulabaum (2016) concluded that African Americans as a group continue to lag when it comes to academic performance. The achievement gap is illustrated in standardized tests, grades, and among other success methods. It is most often used to describe the disturbing performance gaps between African American and students of other ethnicities. Winters and Greene (2006) argued that because of this troubling phenomenon, the number of high school dropouts continue to rise. In view of all the negative publicity that surrounds the future of the African American male, there is a limited number positive achievement mentioned. A study conducted by Hughes (2010) speaks on the strategy of engaging the African -American males for success. The researcher focuses on the positive contributions of the African -American male students in the learning environment, rather than giving a great of the negative publicity that surround them. It was noted that a significant number of research highlighting the schooling of African -American students gives much attention on their negative educational outcomes instead of their educational successes.

One such report per the (NAEP) National Assessment of Educational Progress (2008) contended that it is difficult to overstress the destiny of African American males and young men in our education system today. On every level of academic achievement, they experience the worst; despite continuous strives of reform, their situation regarding education attainment have made some improvement for the better in the past 30 years. The gap between their performance and that of their peers is manifested from the first day of kindergarten, and only widens thereafter.

Many educators are oblivious of the educational capabilities of some of their African American male students. A study conducted by Bommer (2010) concluded that many school educators were unaware of the academic capacity of their gifted African American male students. The research focuses on the need to improve communication between teachers, staff, and the school counselors. The researcher contends that there is an opportunity gap associated with gifted African- American males and strategies that can be employed to acknowledge their presence in and out of the classroom. According to Bell (2011) although there has been much improvement in the graduation rate and academic achievement among African American male students, an achievement gap continues to exist in many of America's school districts.

The main purpose of the national education reform task, "The No Child Left Behind Act," (NCLB) is to close the achievement gap to ascertain that all students, including those from underprivileged areas, experience academic success (U.S. Department of Education, 2004). One of the most important modifications the reform initiative addresses is the need to "improve teacher quality" to make sure that every public school will be equipped with highly-qualified teachers. Research reveals that excellent teachers play a major part in the closing of the achievement gap in student success, primarily for African American students (Perry, Steele, & Hillard, 2003). Further research has substantiated that teachers are the single most important influence regarding the academic success for students, especially the African- American male student (Darling-Hammond, 1999; Hattie. 2003). Thus, it is essential to establish whether teachers and students— specifically high school students whose opinions, historically have been disregarded and ignored are viewing—excellent teaching in similar fashion.

A recent 2016 report by the National Center for Education Statistics (NCES), have recorded continual gaps between the educational accomplishment of White males and that of Black, Hispanic, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander males.

Additionally, there was further evidence to substantiate an increasing gap by gender. It was noted that female participation was higher than that of their male colleagues (Aud, Fox, and Kewal Ramani 2010). To implement policies to discuss the gaps that existed by race and gender, Congress instructed the U.S. Department of Education to construct a report recording the gaps in access to and completion of higher education by minority males and to outline specific policies that can help address these gaps (Higher Education Opportunity Act, H.R. 4137, 110th Cong. Section 1109, 2008). This report included descriptive indicators and descriptive multivariate analyses of variables.

Teacher Competence and Academic Success

Emerick, Hirsch, and Berry, 2004; Kober, (2001) revealed that teacher quality is critical in raising student achievement; therefore, students need highly qualified teachers. Carter (2000) contends that teacher quality is an accurate indication of a student's performance in school. Teachers "affect students, what they learn, (and) how much they learn" (Haycock, 1998). Great teachers make lasting impressions on the academic achievement of students (either good or bad) can last for at least three years (Stronge 2002; Tucker & Stronge, 2005; Viadero & Johnston, 2005). Teacher quality has a "significant impact on how well students adapt to school" (National Black Caucus of State Legislators [NBCSL] 2001, p. 9). Hopkins (2004) contends that highly qualified teachers display the qualities of commitment to students and learning, knowledge about the subjects they teach and how to teach them, responsibility for student learning, systematic thought, and advocacy for students and the teaching profession. In a study conducted by Haycock (1998) revealed that many students are not fortunate enough to have highly qualified teachers. Furthermore, Haycock examined data that implied African American students, regardless of their socioeconomic background, were more apt to be taught by teachers who exhibited lower test scores and less academically prepared than white students. In a study

conducted by Sanders and Rivers (1996), it was concluded that students who are consistently assigned to ineffective teachers demonstrate significantly lower achievement and growth in academic success than those who are assigned to several highly-qualified teachers in succession. Teacher effects appear to be additive and cumulative. Research studies conducted by Jordan, Mendro, and Weerasinghe (1997) also found distressing indicators for educational equity, noticing signs of intense bias in student assignment of teachers from different effectiveness levels.

Cooper (1979) postulated that teacher competence greatly impacts student learning. A field experiment was conducted to test students' perception of whether teacher competence impacted student performance. The aim of this study was to show the relationship between teacher competence and student achievement. After the study was conducted, the researcher noted that a well-trained and competent teacher greatly impact the learning outcome of the African American male student.

Possessing an advanced degree and having many years of experience doesn't make a teacher highly qualified. A study conducted by Goodwin (2010/2011), addressed the problem of having unqualified teachers in the classroom who were not adequately trained to teach students. The conclusion of this study suggests that there are certain notable qualities that make for an effective teacher. The researcher further concludes that students are as great as their assigned teacher.

A study conducted by Harris (2012) revealed that if we want to decrease the achievement gap in our nation's schools and regain America's position as the world's leading education system, states should be required that every classroom has a highly qualified teacher who sets high expectations for all his/her students. Another similar study done by Brophy (1983) concluded that while the impact of reduced teacher expectations is not considered widespread, it

can have a major impact on the path of some students' learning outcomes. Teachers are often not aware of the distinct expectations they have set for their students, not understanding the slight behavioral indicators that can negatively impact their students' achievement levels. Education leaders are strongly encouraged to make sure that teacher preparation and professional development programs provide the necessary instruction in helping teachers to recognize their own biases and learn how to involve themselves in teacher-student interactions that will allow all students to achieve academic success.

Teachers in low-performing schools are more than 50 percent more likely to leave their district than are teachers in high-performing and well-resourced schools and communities. Toldson (2008) concluded that there is also strong evidence that schools serving children placed at risk are particularly challenged to attract and retain teachers with desirable characteristics. The NEA Commission on Effective Teachers and Teaching report (2011) mentions six (6) commonly recognized traits that distinguish effective teachers. Particularly, effective teachers: (a) demonstrate a positive impact regarding student learning (b) knowledgeable of their content and how to teach it to a broad range of students (c) display the dispositions and aptitudes to work effectively with colleagues and students (d) have mastered a series of instructional strategies and know when to utilize each appropriately (e) plan instruction persistently and, (f) assess student learning outcomes.

Research conducted by Darling-Hammond (2000) list similar key qualities of effective teachers:

- Possess formal teacher preparation training.
- Maintain certification of some kind (standard, alternative, or provisional) and are certified within their fields.
- Have at least three years of teaching experience.

- Demonstrate a caring, fair, and respectful attitude.
- Maintain high expectations for themselves and their students.
- Devote extra time to reflect and prepare instructional lessons.
- Utilize instructional time wisely via effective classroom management and organization.
- Strengthen instruction by modifying instructional strategies, activities, and assignments.
- Engage students during the instructional process in a meaningful way that fosters understanding.
- Monitor students' learning by using pre- and post- assessments, providing timely and informative feedback, and reviewing material to students who did not achieve mastery.

Lee and Burkam (2003) asserted when considering the contributing factors regarding the dropout rate, curriculum and teacher-student relationship seem to have the most impact on students remaining in school. Darling-Hammond, (1999) concluded that the dynamic between students and their teachers can have a huge impact on those students- not just because of the ability of the teachers to shape the educational experience, but because teachers impact student progress. Furthermore, Tucker and Stronge (2005) argued that years of research on teacher quality support the fact that effective teachers not only make students feel good about school and learning, but also that their work results in increased student achievement.

Bergeron, Chouinard, and Janosz (2011) conducted a study that investigated if teacher-student relationships and achievement motivation were dropout predictors for low and high socio-economic status students. The researchers distributed a questionnaire which measured teacher-student relationship to 2,360 French Canadian secondary student ages ranging from 12 to 15. A hierarchal multiple regression model was used to see if interactions influenced the students' dropout intentions. The study concluded that most predictors of dropout acted comparably for both SES (social-economic status). It was noted that there were strong

competence beliefs that mathematics predicted low dropout intention for those students from the high SES. Additionally, it was noted realizing that low SES student dropout more than others, the homogeneous predictors did not explain exclusively the dropout phenomenon.

A similar study conducted by Bauman-Knight (2006) examined teacher credibility in working with the African American male student. This study was primarily dealing with strategies used in identifying problems in teacher/student relationships. The purpose of the research was to establish if there was a teacher-student bonding relationship in the classroom. The importance of this study implies that students aren't learning due to negative communications they sense from teachers. The researcher concluded that students would experience more academic success if teachers' attitudes were more positive toward them. Theoretically, better teacher attitudes will lead to an increase in academic success.

The Schott Foundation for Public Education (2015) noted that the state of Georgia had some of the lowest graduation rates in the nation. However, data from the Shott Foundation of Education for Public Education revealed that the graduation rate increased for all students during the 2012-13 graduating class in the Georgia's Cobb county school district. The Georgia's Cobb district believed that the increase in the graduating class was partly due to the increased academic standards by teachers, which were mandated by the district. Carter (1992) recommends that teachers must strategically take into consideration the cultural differences and differing needs of the African American male student, thus engaging them with substantial planning. In a study conducted by Thomas & Stevenson (2009) it was concluded that by placing emphasis of the relationship between African American males and their teachers and the extent to which perception shape interactions and model practice, placement, and promotion are important strides in initiating reform that increase academic performance for the African American male student.

Sundius and Forthergills (2010) conducted a study that concluded student- teacher relationship can significantly decrease the high school dropout rate. Furthermore, they contended that while almost all teachers believe they can impact student learning, they expressed much more frustration about their ability to affect student motivation. Based on another study conducted by Bridgeland, Dilulio and Morison (2006) concluded that the lack of motivation has serious consequences. For example, during a 2006 survey exploring the reasons students dropped out of school, 70% of the high school dropouts indicated they were unmotivated. Sundius et al, (2010) concluded that targeted intervention programs are very helpful in keeping students motivated, thus causing them to want to remain in school.

In a study conducted by Hamre and Pianta (2001) when teachers establish positive relationships with students, classrooms convert into a supportive environment in which students can participate in productive ways both academically and socially. Positive teacher-student relationships are categorized as possessing the presence of confidence, geniality, and positivity (Hamre & Pianta, 2001). Students who develop positive relationships with their teachers utilize them as a stable foundation from which they can study the classroom and school setting both scholastically and socially, to take on academic issues and work on social-emotional development (Hamre & Pianta, 2001). Through this stable relationship, students learn about socially appropriate behaviors as well as academic opportunities and how to achieve these opportunities (Hamre & Pianta, 2001).

Research conducted by Croninger and Lee (2001) concluded that other things being equal, school whose teachers are highly supportive seem to decrease the chances of students dropping out of school to a minimum. According to Lee and Burkam (2003) when considering the factors contributing to the dropout rate, curriculum and teacher-student relationship seem to have the most impact on students remaining in school. Darling-Hammond (1999) concludes

that the dynamic between students and their teachers can have an enormous impact on those students- not just because of the ability of the teachers to shape the educational experience, but because teachers impact student progress.

Kenyatta (2012) conducted a study to determine how teacher interaction impacts African American males' academic performance. Because of this research study, the researcher suggests some helpful teaching strategies used in the classroom that will promote academic success among the African American male students. This study is important because it gives teachers more tools to work more effectively with African American male students.

Many of our schools have already begun to implement additional programs that specifically address the high dropout rate. However, many of those programs need to be developed and reexamined to ascertain that the academic needs of students are being sufficiently met. Some official and personal obstacles were identified by Burke, Alder, and Linker (2008) that sought to develop a more student-centered curriculum. The researchers explored what measures could be obtained to upgrade the old curriculum that would assist in addressing the needs of those African American students who lived in the high impoverished educational locations. The results of the study supported the notion that teachers' creating relationships with their students was an effective strategy in facilitating the recovery of a failing curriculum. At the outcome of the study, several constructive measures were developed in modifying and improving the current curriculum. In another study conducted by Thomas and Stevenson (2009) it was concluded that by placing emphasis of the relationship between African American males and their teachers and the extent to which perception shape interactions and model practice, placement, and promotion are important strides in initiating reform that increase academic performance for the African American male student.

Teacher's Attitudes/Perceptions and Beliefs

Schwartz (2001) postulated that school climate is a concern that educators might focus on in executing strategies to promote student success. School climate entails attitudes, beliefs, and values that underlie students' academic success. School climate aids in shaping the communication between and among students, teachers, administrators, parents, and the community. The continuous endorsement of the expectation that diverse groups of students can be successful and the maintenance of a school climate conducive to academic efficiency are important advantages toward refining student achievement.

White (2009) hypothesized that there is much evidence found in the literature to support the belief that in-school-related elements such as teacher expectation/perceptions, the quality of teachers, lack of motivation, culturally responsive instruction, and inadequate school resources impact the academic achievement of African American males. In a study conducted by Bell (2009) concluded that the lack of teacher motivation in producing a "welcoming environment" significantly impact the academic success and the graduation rate of African American male students.

Although academic standards must improve in our schools, the way Black male students are viewed by some teachers must also be assessed (Bell, 2014). Research indicated that teacher attitudes and expectations could easily impact student achievement (Kober, 2001; Varlas, 2005). Chang (2011) postulated that in schools that were considered successful, teachers had consistently high "expectation for all students" (p. 199). This notion was supported by the idea that all students could and would learn (Chenoweth 2009; Tucker & Stronge, 2005).

Skiba (2002) asserted that teachers' perception shape practices in the classroom and the learning environment. Noguera (2003) contended that "students can be unjustly mistreated in

the way they are labeled by some teachers within our schools” (p. 442). Although academic standards must improve in our schools, the way Black male students are viewed by some educators must also be assessed (Bell, 2009). Research indicated that teacher attitudes and expectations could easily impact student achievement (Kober, 2001; Varlas, 2005). Cultural identification indicates how well African American males perform academically. Irving and Hudley (2008) conducted a study that assessed the relationship between intercultural perception, identity, and academic achievement among African American males. This study identified some of the factors that contribute to cultural mistrust among African American male students.

When I take a closer look at student behavior what’s considered appropriate or, inappropriate basically depends on the teacher view of behavior and not just the actual behavior of the student. Black and white American cultures are still somewhat different in that how teachers read behavior depends in part on the teacher’s race. Current research by Egalite, Kisida, and Winters (2015) revealed that black and white teachers offer very dissimilar assessments of behavior of black students. When a black student is taught by a black teacher that teacher is more prone to observe fewer behavioral problems than when the same black student has a white teacher. Current research by Wright (2016) supports the notion that black teachers have much less negative views of black student behavior than do white teachers. Wright initially considers the teacher evaluations of behavior, and then at data on school suspensions. When considering teacher evaluations, Wright utilized data from the Early Childhood Longitudinal Study to track the experience of more than 20,000 students in kindergarten, first, third, and fifth grade. During the elementary school years, teachers were requested to evaluate several non-cognitive skills. The measure of interest here is “externalizing problem behaviors,” which asked how often the student engaged in disruptive behavior. A measure of teacher perception was seen, rather than counts of disciplinary events.

Wright placed attention on externalizing behavior because this measure was notably linked with school suspensions.

Based on a study conducted by Horner, Fireman, and Wang (2010) it was concluded that among students who were considered as blatantly aggressive, African American male students tended to be disciplined more than any other group and gender. However, these acts of discipline varied based on the ethnicity of the teacher. In a study conducted by Downey & Pribesh, (2004) it was determined that once Black students and White students are both assigned to the same-race teachers, and are similar on the other covariates, Black students' classroom behavior is ranked more positively than the behavior of the White students. They are not the same as biases that a person might try to cover up because of their unpopularity or social flaws. It is believed by social scientists that implicit biases are learned as young as three years old and may be driven by stereotypes executed in the media, or beliefs transferred by parents, peers, and other community individuals.

Additionally, researchers suggest that it is beneficial to “refute” and “counter” the negative stereotypes that promote biases. Nosek (2007) postulated that implicit bias is profoundly embraces the stereotypical portrayal of African American youth— particularly males—as thoughtless, deceitful, and a threat to society. In a model world, teachers and other educators would be susceptible to these unconscious negative attitudes and biases concerning race. But, to the contrary, this is not the case. An example of this racial bias is documented in a 2003 study conducted by Neal, (2003) which concluded that students who presented a “black walking style” were perceived by their teachers as low achievers, very hostile and more prone to needing special education services.

Whiting (2006a) concluded that African- American males collectively encounter a disproportionate amount of school failure compared to Black females and White males. It was

noted that Black males have the highest rate of dropout, lowest test scores, and poorest achievement. The author further stated that African American males are exclusively under-represented in gifted classes and over-represented in the special education programs. Furthermore, the author believed that there were certain characteristics that attributed to the success of the African American male student. The article began with the author identifying some of the difficulties that African American males face and was concluded with some recommendations for educators to consider while working with that population of students.

Another study conducted by Muijs (2002) assessed the relationship between teacher beliefs and behaviors in determining student success in a mathematic class. 103 primary school teachers and 2,148 students in the UK participated in the study. Data collection included classroom observations, achievement tests, and questionnaires. After the study, the researcher determined that teacher behaviors had the greatest impact on student achievement.

Simms (2014) articulated a personal account as growing up as a poor, black, and deaf child. The author stated that the teachers' facial expressions gave implication that the author was not an intelligent student and was mentally handicapped. With the unceasing individual reinforcement from the author's father and 7th grade teacher, all negative perceptions received from others could be dismissed. The author contended stated that the 7th grade teacher continuously reinforced the word "CAN" in the author's vocabulary. Because of a sense of fortitude, determination and additional support systems, the author earned a Ph.D. in deaf education.

A research study conducted by Mattai, Wagle, and Williams (2010) examined how teacher perceive African American male students and their lack of cultural synchronization toward them. The researchers believed that the lack of cultural synchronization is often disregarded in the educational setting. The researchers felt that this study was noteworthy

because it implied that teacher perception could lead to inconsistent expectation, which is sometimes referred to as self-fulfilling prophecies. The study concluded that students will be more prone to experience academic success if they are encouraged by their teacher.

Teacher Sensitivity

Research has been conducted pertaining to teacher bias and academic achievement among African American male students. Simmons (2010) investigated how African American males from an urban community modify adjust to the interracial and intra-racial dimension of their experiences at the urban Jesuit high school. This study demonstrated how 10 African American males from an urban community attended a comparably positioned Jesuit high school on the East Coast of New Orleans. This research assessed the challenges with racist comments within the interracial context. The researcher concludes that school is often an arduous and challenging encounter for African American males. On many occasions, they fall behind their peers academically, receive lower grades, and failed to register for advanced placement courses- or even graduate from high school. The researcher stressed that these students are more prone to be victims of expulsion, or to be disciplined for various school-related violations.

Monroe (2006) conducted a study to investigate the high number of disciplinary referrals regarding African American males. This study was important because the researcher was searching for solutions to such an increasing problem. The researcher concluded that the disproportionate numbers of disciplinary referrals are generating a “discipline gap.” The researcher concluded that the problem may be accredited to the significant number of educators who may not be culturally attuned to the African American male student.

Davis (2003) concluded in his study that teachers can play a vital role in nurturing and helping African American male students experience academic success. The focus of this study was devoted to how culturally attuned teachers can engage African American male students in

experiencing academic success. A significant amount of research has been conducted on how culturally attuned teachers can make a positive impact in helping the African American male reach academic success. Based on the current research, some teachers just don't have the necessary skills and knowledge to understand the cultural background of their students.

Kahle (2004) asserted that the gains in reducing gender bias in education may dissipate with the requirements of high-stakes testing required by No Child Left Behind (NCLB). NCLB requires that states report academic achievement data in most social categories, except gender bias and less data that might reveal it. Continuous monitoring of gender bias is essential to reduce its impact on students' opportunities for learning and achievement. This may result in less consideration being placed on gender bias and less data that might uncover it.

Findings from a study conducted by Elias (2001) concluded that in viewing student behavior what's considered appropriate or inappropriate basically depends on the teacher view of behavior and not just the actual behavior of the student. Black and White American cultures are still somewhat different in that how teachers read behavior depends in part on the teacher's race. Current research revealed that black and white teachers offer very dissimilar assessments of behavior of black students. When a black student has a black teacher that teacher is more prone to observe fewer behavioral problems than when the identical black student has a white teacher. Another similar study conducted by Wright (2016) supported the notion that black teachers have much less negative views of black student behavior than do white teachers. Wright looked first at teacher evaluations of behavior, and then at data on school suspensions. When considering teacher evaluations, data were utilized from the Early Childhood Longitudinal Study to track the experience of more than 20,000 students in kindergarten, first, third, and fifth grade. During the elementary school years, teachers were requested to evaluate several non-cognitive skills. The measure of interest here is "externalizing problem behaviors,"

which asked how often the student engaged in disruptive behavior. A measure of teacher perception was seen, rather than counts of disciplinary events. Wright placed attention on externalizing behavior because this measure was notably linked with school suspensions.

Researchers (Stewart, 2008, Toldson, 2008) concluded that it is imperative that teachers start understanding the environment of the African American male student to become familiar with the individual. The results in this study showed the necessity for teachers to be mindful of African American male students' diverse experiences and environments. These results coincide with Klauke (1989) who indicated educational needs of diverse groups must be met by school officials. The lack of teacher sensitivity and understanding of the African American male academic development was perceived by many of the students. This conclusion is partially due to educators having a limited knowledge of the environment of the African American student. This limited understanding of African American students often causes teachers to assume that these students will be disruptive, and eventually will be removed from the learning environment. Participants perceived teachers need to incorporate alternative learning methods in the curriculum relevant to African American males' realities, and keep disruptive students involved in the learning process. Conclusions from the Advancement Project/Civil Rights Project (2000) and Skiba (2002) are consistent with prior research suggesting positive classroom management fosters positive classroom experiences. Positive classroom experiences include using different alternatives for expulsion and suspension of African American male student.

A report from the (NCES) National Center for Education Statistics (2007) revealed expulsions and suspensions resulted in absenteeism from the learning environment. Absenteeism has a negative effect on academic achievement and graduation rates. Consequently, these unfortunate practices result in the academic failure among the African

American male student. Therefore, being more vigilant and attentive to African American students being suspended or expelled, repeating grades, and dropping out of school before graduation and the relationship of these factors to poor academic performance should be top priority of America's and Georgia's public educators

Personal Values and Academic Performance

Values have also been connected to achievement motivation. Parsons and Goff (1980) disputed that teachers choose behavior compatible to the values they consider significant. Heckhausen (1967) postulated that achievement results have been proven to have little emotional effect on individuals if the achievement does not connect with their value system. Therefore, what one person deems as achievement may not necessarily be viewed that way by another person with different value preferences (1967).

A research study conducted by Cohen, Garcia, Purdie-Vaughns, Apfal and Brzustoski (2009) determined whether African American male middle school students' academic performance was improved by writing an essay to affirm their personal values. This study provided important information regarding the relationship between student personal values and improved academic success. Research conducted by Jerald (2007), implies that teachers should display a sense of responsibility in making sure that African American male students are being actively and adequately engaged in the educational setting.

Teacher's Role/Motivation/Student Engagement

Research has substantiated that teachers are the single most important influence regarding the academic success for students, especially the African American male student (Darling-Hammond, 1999; Hattie. 2003). Although much of the literature suggests that the high dropout rate is everyone's problem, teachers' play an important role is helping to motivate students to remain in school (Wells, 1989). In many cases, some teachers spend more time with students

than their parents. Since this is the case, teachers have a great influence on their students' lives as well as many of the choices they make. This does not negate or substitute the guidance and support students should be receiving at home from their parents.

The former Secretary of Education, Terrel Bell stated, "There are three things one should never forget about education. The first is motivation. The second is motivation. The third is motivation" (Maehr and Meyer, 1997, p. 372). Many early writers such as Shakespeare and Augustine were among early writers who talked incessantly about motivation. Research conducted by Martin (2006) contended that motivating students is one of the main challenges teachers experience daily. Conceptualized as students' energy and drive to engage, learn, work efficaciously, and achieve their potential at school, motivation and engagement play an important role in students' interest and excitement of school. Additionally, both play critical roles in academic achievement (Martin, 2006; Martin & Marsh, 2003). According to Fredricks, Blumenfeld, & Paris, (2004) those students who are motivated by and engaged in learning tend to perform significantly higher academically and demonstrate better behavior than unmotivated and un-engaged students. Hill and Rowe (1996) revealed that while a significant degree of motivation is critical to the student, teachers also play a crucial role in the motivation and engagement of their students. A significant number of student engagement and achievement has been explained by teacher- and classroom-level variables. Research conducted by Thijs and Verkuyten, (2009) suggested that student engagement is the tendency to be socially, emotionally, and intellectually involved in academic activities and is considered a key construct in motivation research. Therefore, compared to students who are less engaged, engaged students tended to put forth more effort, experience more positive emotions and are more attentive in the learning environment. (Fredricks, Blumenfeld, & Paris, 2004).

Furthermore, Connell, Spencer, and Aber, (1994) argued that engagement has also related to positive student outcomes, including higher grades and a decline in the dropout rate. The lack of motivation can be a leading factor that may cause students to drop out of school. Motivation of students can be portrayed by their eagerness to initiate learning activities and desire to complete any given task. Strydom, (2005) concludes that the most basic component which strengthens motivation is the ability of students to have a dream or a vision. It was further articulated that students with vision will attempt each day to take one small step towards reaching that goal.

Despite difficult barriers, many educators have succeeded in creating schools and classrooms that promote student engagement. Consider how Ron Berger, a teacher at Shutesbury Elementary School in Massachusetts, creates lessons in his classroom. Each year, Berger designs his class's lessons based on several themes, with students completing their projects centered around them. Berger and others contend that when students are afforded the opportunity to engage in such projects, an enthusiastic and passionate desire for learning is created, especially when curriculum and instruction is restricted to worksheets and textbooks (Brewster & Fager, 2000; White, 2000). Berger and others support the notion that as students engage in cooperative projects involving authenticated work, a deeper understanding of the subject matter is developed which enhance their problem-solving skills.

Though all professional working in the educational setting can strive to improve student achievement, teachers have a special ability to reach at-risk students on a more respective level. It is unfortunate that many teachers don't know how, or don't have the skills to help students remain motivated and interested in school. Some teachers believe that they should only be concerned with high school students being unmotivated and dropping out of school. Sadly, enough, students start on the path of encountering school problems much earlier. Much of the

literature supports the fact that teachers should be proactive in identifying some of the difficulties that their students are facing very early. By identifying these students early may prevent them from being unmotivated and experiencing academic failure. The teacher can be very instrumental in helping students reach academic success by taking a special interest in those who are experiencing difficulties. According to Blum, Yocum, and Allen (2005), teachers can address these issues by working to build the confidence of the struggling students. For the most part, when students know that teachers genuinely care, they will find the fortitude to persevere and graduate.

Although there still exist some gaps in the literature regarding the diverse roles that teachers play in helping to increase student achievement, many effective strategies are needed in executing effective strategies in increasing student achievement – many students continue to experience academic failure, and eventually dropping out of school (Kunjufu, 2002). Haycock (2004) postulated that to increase the achievement levels of minority and low-income students, we need to focus on what really matters: high standards, a challenging curriculum, and good teachers. Additionally, Rothstein (2004) speculated that the solutions are not going to come in the form of a magic curriculum or miraculous program, but in systemically connecting to the whole child and understanding that psychosocial well-being is an essential part of academic success.

While there is no simple remedy for the increase dropout rate and the low academic performance of African American male students, it is strongly believed that improvements can be made (Dynarski et al., 2008; Greene & Winters, 2006; Stanley & Plucker, 2008; Jerald, 2006). Regardless of the causes, it is imperative that early preventive measures are implemented as quickly as possible (Balfanz et al., 2007; Rumberger, 1987; Smink & Schargel,

2004). When the appropriate predictive models can identify these at-risk students, strategies and interventions can be employed for those who need it the most.

Evidence from past and current sources confirms that there is a gap in literature regarding supported reasons for the increasing low academic performance rate among African American students – males. The literature discusses a substantial number of environmental factors leading to the high of low performing African American male students. There is much that can be done on the state and national level in helping to resolve this important issue. Although many innovative strategies have been identified and implemented, there must be a collaborative effort from the home to the school to make sure this problem is being fully addressed. Although much has been done to strategically promote and further advance the academic efforts of the African American male student, there is still much work to be done. Not only should the school districts be held accountable for the success of our African American male students, but other stakeholders, such as the parent, church, community, local and state governmental officials should play their part.

Parent Involvement

Clark, 1993; Henderson, Mapp & Hill (2014) concluded that family involvement is one of the most crucial contributors to school completion and success. They further assert that the most accurate predictor of a child's academic success is the extent to which his/her family promotes learning. The Alliance for Excellent Education (2006) affirms that parents must also be held accountable for taking a more active role in the educational involvement of their children. This responsibility must be initiated very early in the child's life. If parents enrolled their children-especially African American children- in early childhood classes, such as Head Start, this would give them a more pleasant beginning and positive start.

Simon (2001) asserted that parental involvement in a child's education impacts academic success through higher test grade, higher grades, course, attendance, school enthusiasm, and behavior. A similar observation is noted by Brown and Fiester (2003) stating that students whose parents are involved, regardless of background, are more prone to earn higher grades and test scores, take advanced courses, be promoted, have better attendance rates, be better behaved, graduate and go on to college. Maton, Hrabowski, and Greif (1998) argued that parental school involvement that includes frequent school contacts, high expectations for education, rigid and supportive parenting skills leads to high educational results for the African American male child. Additionally, Wilson-Jones (2003) contends that when parents frequently collaborate with teachers, the results can be very rewarding, and the academic outcome can be very positive for student.

After a research study conducted by Hair, Ling and Cochran (2003), results indicated that family involvement is one of the most critical contributors to school completion and success. They further noted that the most accurate predictor of a student's school achievement is the extent to which his/her family promotes learning. Success is more probable if the family articulates high, yet durable, expectations for the student's education and future plans. They suggested that middle and high school students whose parents are actively involved tend to:

- make better transitions
- develop realistic plans for their future
- have higher graduation rates
- maintain the quality of their work, and
- advance to postsecondary education

Edgar and Johnson (1995) supported the idea that parents or caring adults can act as advocates for individualized discipline procedures and modification of school policies, such as

alternative to out-of-school suspension. Additionally, they felt that engaging students in the development and enforcement of school rules can assist them in learning various consequences.

There is much information regarding how parents can help their children become more academically challenged, however there is still much more parents can do to help their children become academically successful (Wells, 1989). According to Williams and Bost (2004) by eighth grade, 20% of all students with disabilities and 40% of Hispanics with disabilities have dropped out of school. This is evident that the parent's role in the educational process is a very much needed and necessary for the student to remain in school and experience academic success.

Society's Role

Bell (2014) argued that society places a lot of responsibility on the schools to make sure that students are being properly educated. Year after year, the dropout rate takes a horrific toll on our students, especially in low socioeconomic and poor communities. The costs for ignoring the problem is outweighing the costs of action. This problem will not vanish overnight, nor will it make drastic changes until all responsible parties in society take an active role in the solution.

Dennis Van Roekel, President of the (NEA) National Education Association (2008) contends that measures can be employed to help students to remain in school. It is his belief that the problem is deep-rooted and chronic and there is no excuse for inaction. Additionally, he stresses the fact that society can play a major role in helping to reduce to the dropout rate. Several suggestions were made because of his plea to reduce the dropout rate and close the achievement gap. They were as follows:

- provide preschools that would be free and available to all.
- provide a full- year kindergarten.
- provide smaller classroom size, especially in the early grades.

- target early interventions for struggling students.
- improve professional development for educators.

Ralph Ellison, renowned author articulated a very stimulating quote: “If you can show me how I can cling to that which is real to me, while teaching me a way into the larger society, then I will not only drop my defenses and my hostility, but I will sing your praise and help you make the desert bear fruit.

Marian Wright Edelman, president and founder of the Children’s Defense Fund (CDF) (2002) argued that American public education is a “community disaster and national disaster.” Further, it was asserted that Black boys are always at the bottom of the totem pole and that the story for American Black boys can have a different outcome if society concentrates its efforts on their education and development. Additionally, Sanchez (2011) contended that African American boys are likely to experience different outcomes as adults. Statistically, they face disproportionately higher rates of school-related issues, such as suspension, expulsion, and dropout from high school.

Summary

While there is no simple remedy for the increase dropout rate and the low academic performance of African American male students, it is strongly believed that improvements can be made (Dynarski et al., 2008; Greene & Winters, 2006; Stanley & Plucker, 2008; Jerald, 2006). Regardless of the causes, it is imperative that early preventive measures are implemented as quickly as possible (Balfanz et al., 2007; Rumberger, 1987; Smink & Schargel, 2004). When the appropriate predictive models can identify these at-risk students, strategies and interventions can be employed for those who need it the most.

Evidence from past and current sources confirms that there is a gap in literature regarding supported reasons for the increasing low academic performance rate among African American

students – males. The literature discusses a substantial number of environmental factors leading to the high of low performing African American male students. There is much that can be done on the state and national level in helping to resolve this important issue. Although many innovative strategies have been identified and implemented, there must be a collaborative effort from the home to the school to make sure this problem is being fully addressed. Although much has been done to strategically promote and further advance the academic efforts of the African American male student, there is still much work to be done. Not only should the school districts be held accountable for the success of our African American male students, but other stakeholders, such as the parent, church, community, local and state governmental officials should play their part.

CHAPTER THREE: METHODS

Overview

Chapter three will consist of the summary of the design, research questions, null hypotheses, participants and setting, instrumentation, procedures and data analysis.

Design

A nonexperimental correlational research design was used in this study to determine the relationship between teacher motivation and academic achievement among African American male students. The linear relationship between student achievement and the predictive variables were established individually using correlation analysis. The research design method that was used for this study is identified below, including research questions, research hypotheses, participants, setting, instrumentation, procedures, and data analysis.

A research gap of the relationship between teacher motivation and academic achievement among African American male students still exists (Bell, 2014). A nonexperimental correlational design for this study was suitable given that it was helpful in determining the degree and direction of the relationship between teacher motivation and academic achievement. Creswell (2013) suggested that there are fundamentally two reasons that researchers interested in statistical relationships between variables would choose to conduct a correlational study rather than an experimental research design. The first is that they do not believe that the statistical relationship is a causal one. For example, a researcher might evaluate the validity of a brief extraversion test by administering it to a large group of participants along with a longer extraversion test that has already been shown to be valid. This researcher might then check to see whether participants' scores on the brief test are strongly correlated with their scores on the longer one. Neither test score is thought to cause the other, so there is no independent variable

to manipulate. In fact, the terms independent variable and dependent variable do not apply to this kind of research.

The other reason that researchers would choose to use a correlational study rather than an experiment is that the statistical relationship of interest is thought to be causal, but the researcher cannot manipulate the independent variable because it is impossible, impractical, or unethical. Furthermore, Gall, Gall, & Borg (2007) suggested that two distinct advantages of a correlational design are the ability to provide information about the degree of the relationship between the variables, as well as the ability to evaluate the relationship among multiple variables. Additionally, Gall et al (2007) suggested that it would be inappropriate to make casual inferences regarding the statistically significant relationship obtained in a correlational study.

Research Question(s)

The following research questions were addressed in this study:

RQ1: Is there a relationship regarding the impact of teacher motivation on academic achievement among African American male students based on EOG (End-of grade) test scores?

RQ2: Is there a relationship regarding the impact of teacher motivation on academic achievement among African American male students based on disciplinary referrals?

RQ3 Is there a relationship regarding the impact of teacher motivation on academic achievement among African American male students based on the number of absences?

Participants and Setting

The participants for this nonexperimental correlational study were selected using a simple random sampling method of middle school African American male students located in the selected school district in northeast North Carolina during the fall semester of the 2015/2016

school year. The school district is a lower-to- middle income rural area close to the North Carolina and Virginia state-line. The setting of the study took place at the only middle school located in the district. The school district is considered one of the poorest school districts in North Carolina which consists of more than 2, 380 students who are served by four elementary schools, one middle school, three high schools, one alternative schools, one charter school, and three K-8, 6-12 theme schools. The student demographics for the entire school system reflect 78% African American, 12% Caucasian, 5% Hispanic, 3% identifying as two races, 0.88% other race, and 0% Asian. Eighty-nine percent of the students receive free and reduced- price lunches. The (SACS) Southern Association of Colleges and Schools accredits the school system and monitors each school's compliance with accreditation standards. Students will be randomly selected from the only middle school located in this school district.

The sample size was calculated using one school at 10 records for the previous year giving a sample size of 100 records. The study included the total sample size will be $N = 100$ records. The sample size was acceptable for a medium effect size with a .05 alpha level and the statistical power of 0.8 (Warner, 2012).

A sample of 100 middle school (seventh and eighth graders) African American male students was randomly drawn from 1 middle school in the northeastern part of North Carolina. For survey research, Sudman (1976) suggests a minimum of 100 participants in each major subgroup and 10 in each minor subgroup.

A total of 8 teachers participated in this study. Participants included 4 math, and 4 science teachers from the middle school selected in the study. There were 4 teachers from each subject area (math and science) from the selected middle school. These teachers were selected on a voluntary basis and will complete a self-efficacy survey. Science and math classes were selected because these are the two subject areas where African American students sometimes

encounter difficulties. The researcher was interested in knowing how much reinforcement is given to those students who are struggling academically in those two subject areas. The researcher withheld the teachers' identity using pseudonyms. Teacher participants' ages ranged from 25 to 60 with one to 30 years of teaching experience. The races presented in this study were White and African American teachers, both male and female. Most of the participants consisted of African American teachers. The participants were notified that they could terminate their participation at any time during the study without penalty.

Instrumentation

The Teacher Efficacy Scale (TES)

The Teacher Efficacy Scale (TES) designed by Gibson in 1984, is a 32-item rating scale which allows teachers to evaluate their personal efficacy, or their conviction that they can successfully execute behavior necessary to produce desired outcomes regarding bringing about a positive student changes (Gibson, 1984). The teachers participating in this study were administered the Teacher Efficacy Scale during the initial stage of the research study. The purpose of the Teacher Efficacy Scale was to measure teachers' attitude towards working with students. There are two versions of the scale – the long form (Gibson & Dembo, 1984) and the short form (Hoy, W. K. & Woollfolk, 1993). These are designed to take a sample from four broad areas that are said to play important roles in teacher effectiveness: alignment, inclusivity, and efficacy. The Teachers' self-efficacy scale consisted of 18 items and two independent dimensions while individual self-efficacy consists of 7 items and general teaching efficacy consisted of 9.

The Teacher Efficacy Scale is considered a reliable and valid instrument. Ranking from moderate to highly reliable for both the short and long form of the Teacher Efficacy Scale. Construct validity was examined by assessing the correlation with this new measure with other

measures in a study conducted by Kerlinger (1986). As expected, total scores on the TES were positively related to both the Rand items ($r = 0.35$ and 0.28 , $p < 0.01$) as well as to both the personal teaching efficacy (PTE) factor of the Gibson and Dembo measure ($r = 0.48$, $p < 0.01$) and the general teacher efficacy (GTE) factor ($r = 0.30$, $p < 0.01$). Using the responses from this study, a principal-axis factoring of the three teacher efficacy subscales (engagement, instruction, and management) revealed one strong factor with factor loadings ranging from 0.74 to 0.84.

According to the Kerlinger study, to further examine the appropriateness of calculating a total score for the 16 items, a principal-axis factor analysis specifying one factor was conducted. All 18 items loaded on this factor, with loading ranging from 0.48 to 0.70. The reliability for this 16-item scale was 0.95. In summary, the aim of this study was to determine if teacher motivation impact the academic achievement of African American male students. The researcher used the Teacher Efficacy Scale (TES) to analyze teachers' feelings and attitudes regarding students and themselves. Additionally, this instrument was used to gather data to answer research questions for this study.

Teachers' motivation was computed as the sum of the teachers' answers to questions 23-32 on the Teacher Efficacy Scale (see Appendix G). Each of the 10 questions was scored on a scale of 1 to 6, with 1 indicating "Strongly Agree" and 6 indicating "Strongly Disagree." Therefore, the original range of possible Teacher Motivation scores ranged from one to 60, with higher values indicating greater disagreement with the statements. Because the statements on the Teacher Efficacy Scale represent desirable attitudes, greater agreement with the statements indicates a higher level of motivation. To simplify interpretation of Teacher Motivation scores, scoring of the TES was reversed so that the higher scores would indicate greater agreement with the statements, and thus a higher level of motivation. The reversed scoring method involved

reversing the scoring of the TES items so that “Strongly Disagree” was scored as 1, Strongly Agree” was scored as 6, and so forth. With the revised scoring, the range of possible scores was 10 to 60, with higher score indicating a higher level of motivation.

Students’ Math and Reading achievement scores were ordinal data with four possible levels. Because the achievement scores were ordinal data, a Pearson correlation would not be appropriate.

Teachers’ motivation was computed as the sum of the teachers’ answers to questions 23-32 on the Teacher Efficacy Scale (see Appendix G). Each of the 10 questions was scored on a scale of 1 to 6, with 1 indicating “Strongly Agree” and 6 indicating “Strongly Disagree.” Therefore, the original range of possible Teacher Motivation scores ranged from one to 60, with higher values indicating greater disagreement with the statements. Because the statements on the Teacher Efficacy Scale represent desirable attitudes, greater agreement with the statements indicates a higher level of motivation. To simplify interpretation of Teacher Motivation scores, scoring of the TES was reversed so that the higher scores would indicate greater agreement with the statements, and thus a higher level of motivation. The reversed scoring method involved reversing the scoring of the TES items so that “Strongly Disagree” was scored as 1, Strongly Agree” was scored as 6, and so forth. With the revised scoring, the range of possible scores was 10 to 60, with higher score indicating a higher level of motivation.

Procedures

After receiving IRB approval and district approval, the researcher contacted the principal at the middle school located in the northeast area of North Carolina regarding the research project. The principal was informed of the purpose of study. The researcher asked the principal to provide a list of all math and science teachers in his school who teach African American male students. After the principal provided the list of teachers for his school, the researcher contacted

the potential participants by meeting with them individually during their planning period to further discuss their role in the research process. During this meeting, selected teachers were introduced to the Teacher Efficacy Scale (TES) as well as the researcher requested for them to participate in a focus group prior to the study.

The participants were asked to commit to a focus group discussion that may last between 45 minutes to an hour. As teachers indicated their willingness to participate in the study, the researcher scheduled the focus group discussion at a convenient time for the participants of the school. One session was scheduled at the assigned Middle (Pseudonym) out of convenience to the participants. A week prior to the focus group meeting, the participants were sent a Teacher Profile document that permitted each participant to discuss his or her views of their educational philosophy and beliefs regarding African -American males. As the focus group discussion progressed, the researcher recorded and collected notes to depict significant moments and points of emphasis

Additionally, teachers were given instructions regarding distributing the parental consent forms to 100 African American male students. Each potential student participant received an introduction letter from the researcher that explained the purpose of the study. The letter informed potential participants that their involvement in the study was strictly voluntary. The students were given two weeks to return the parental consent form. To ensure that all forms were returned in a timely fashion, the researcher provided a pizza party for the first class that turned in 100% of its forms.

The potential participants were informed of the steps that the researcher will take to protect their confidentiality.

- Participants were assigned numbers for easy access and quick identification.

- Envelopes were provided for students after they have completed and returned questionnaires to teachers.
- Access to completed questionnaires was at a minimum by concealment of content.
- Returned student questionnaires were sealed and returned to teacher.
- Returned questionnaires were collected and kept locked in secure file cabinet in the researcher's home.

Finally, the researcher requested a record of the End- of -Grade Math and Reading levels from the previous year, as well as all disciplinary referrals and attendance reports from the student management system. Teacher and student data were generated on a spreadsheet and coded by number to safeguard anonymity and to eliminate any identifying factors. The data on the spreadsheet included students' end-of-grade Math and Reading levels, disciplinary referrals, and attendance data from the Teacher Efficacy Scale (see Appendix G). After the data collection, the spreadsheet comprising of the Teacher Efficacy Scale was entered into SPSS for statistical analysis. Participants were randomly selected from a population of seventh and eighth grade African American male students who have scored a one or two on a 4-point scoring scale on the End-of-grade (EOG) test.

Data Analysis

The Pearson product-moment correlational coefficient (r) was used to analyze the data. The research question is as follows: Is there a relationship regarding the impact of teacher motivation on academic achievement among African American male students? This statistical procedure is consistent with the research question, hypothesis, and the data collection process of this study. According to the Gall, Gall, and Borg (2007) "the Pearson product-moment is the most widely used bivariate correlational technique because most educational measures yield

continuous scores and because r has a small standard error. In fact, r can be calculated for any two sets of scores in continuous form.

Research Question 1 concerned the relationship between teachers' motivation and the Math and Reading achievement scores of their students.

Students' Math and Reading achievement scores were reported by the school district as ordinal data with using the actual numbers of disciplinary referrals and absences and using 2-tailed probabilities. Hypothesis 1 was tested with a Pearson's correlation between Teacher Motivation and the two academic achievement tests, Reading and Math. Because the author hypothesized a negative directional relationship, the 2-tailed nondirectional probabilities were used.

Research question 2 concerned the relationship between teachers' motivation scores and the number of disciplinary referrals of their students. The relationship between motivation scores and referrals were tested with a Pearson correlation. Hypothesis 2 was tested with a Pearson correlation between teacher motivation and the number of disciplinary referrals of their African American male students. Because the author hypothesized a negative relationship, the 2-tailed nondirectional probabilities were used.

Research Question 3 concerned the correlational relationship between teachers' motivation scores and the number of absences of their students. The relationship between motivation scores and absences was tested with a Pearson correlation. Hypothesis 3 was tested with a Pearson correlation between Teacher Motivation and number of absences. Because the author hypothesized a negative relationship, the 2-tailed nondirectional probabilities were used.

Summary

The purpose of this quantitative study using correlation analyses was to support the basis for determining significant variables to develop a predictive model for identifying low-

performing seventh and eighth grade African - American male students in a school district in northeastern North Carolina. The methodology selected for this study was based on similar statistical analyses by Battin-Pearson et al. (2000), and Rumberger (1987, 1995). The predictor variables examined included EOG reading and Math levels, number of disciplinary referrals, number of absences and teacher motivation. These variables were identified in the literature as predictive of student achievement and were used in this study due to their availability through the school database.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this quantitative study was to examine the impact of teacher motivation and student achievement among African-American middle school male students at the assigned Middle School. Along with complementing the current body of literature on teacher motivation, this study also builds on assessing factors that influence academic achievement and motivation. The study was conducted using 100 (50 students per grade level) African-American male students enrolled in a 7th grade and 8th grade science and math courses in an urban middle school located in northeastern North Carolina. All participants were current students in the intact, classes created before the study because of scheduling by the assigned Middle School. This chapter presents results of data collected during the research study as it relates to the research questions and hypotheses discussed in chapters one and three and concludes with a summary of the results.

Research Question(s)

RQ1: Is there a relationship regarding the impact of teacher motivation on academic achievement among African American male students based on EOG (End-of grade) test scores?

RQ2: Is there a relationship regarding the impact of teacher motivation on academic achievement among African American male students based on disciplinary referrals?

RQ3 Is there a relationship regarding the impact of teacher motivation on academic achievement among African American male students based on the number of absences?

Null Hypotheses

The null hypotheses for this study are:

H01: There will be no statistically significant relationship regarding the impact of teacher motivation on academic achievement among African American male students based on EOG (End-of grade) test scores.

H02: There will be no statistically significant relationship regarding the impact of teacher motivation on academic achievement among African American male students based on disciplinary referrals.

H03 There will be no statistically significant relationship regarding the impact of teacher motivation on academic achievement among African American male students based on the number of absences.

Scoring of Variables

Teacher Motivation. The primary independent variable in this study was Teacher Motivation. According to Henson (2001) teacher motivation is defined as a teacher's "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (p. 7). Teacher Motivation was defined as the sum of the teacher's answers 23-32 on the Teacher Efficacy Scale (see Appendix G).

Each of the ten questions was scored on a scale of 1 to 6, with 1 indicating "Strongly Agree" and 6 indicating "Strongly Disagree." For use in the analysis the scoring of the questions was reversed so that higher values indicate greater agreement with the statements. Because the statements on the Teacher Efficacy Scale represent desirable attitudes, greater agreement with the statements indicates a higher level of motivation.

Teacher Motivation scores had a range of possible scores from 0 to 60 and were considered to be measured at an interval level of measurement.

Academic Achievement. Students' academic achievement was measured with end-of-grade (EOG) Math and Reading exam results. Thus, the Math and Reading achievement variables were measured on an ordinal level of measurement.

Absences. Students' absences reflected the number of absences recorded for each student.

Disciplinary Referrals. Students' disciplinary referrals reflected the number of disciplinary referrals recorded for each student.

Descriptive Statistics

Several types of descriptive data are described in this section. The participants for this study were 100 7th and 8th grade African American male students and 8 Math and Science teachers from a rural middle school located in the northeastern part of North Carolina.

Teachers were administered surveys during the 2016-2017 school year. The grade levels were evenly divided. Data pertaining to attendance, disciplinary referrals, and EOG scores were gathered on 100 African American male students.

Demographic Information- Teacher Characteristics

Table 1 below shows the distributions of the values of the measures of teacher characteristics.

<u>Teacher Variable</u>	Frequency	Percentage
Gender		
Female	6	75.0
Male	2	25.0
Race		
Non-African	3	37.5
African-American	5	62.5
Age		
31-40	3	37.5
41-51	3	37.5
52-62	1	12.5
63 and above	1	12.5
Years of Teaching Experience		
1-10	4	50.0
11-20	2	25.0
21-30	1	12.5
More than 30	1	12.5
Subject Taught		
Science	4	50.0
Math	4	50.0
Grade		
7 th Grade	4	50.0
8 th Grade	4	50.0
Teacher Motivation Score*		
54	1	12.5
55	2	25.0
56	2	25.0
57	1	12.5
58	1	12.5
59	1	12.5

Note. N=8

Mean = 56.3, SD = 1.67, Median = 56

Descriptive Statistics Describing Student Characteristics and Variables

Table 2 below summarizes the values of the variables describing the students whose data was used in the study.

<u>Student Variables</u>	Value	Frequency	Percentage
Absences ¹	0	63	63.0
	1	17	17.0
	2	8	8.0
	3	5	5.0
	4	7	7.0
Disciplinary Referrals ¹	0	66	66.0
	1	27	27.0
	2	6	6.0
	3	1	1.0
Reading EOG Proficiency ²	I - Limited	56	56.0
	II – Not Yet Proficient	27	27.0
	III – Proficient	6	6.0
	IV – Exceeds	11	11.0
	Expectations		
Math EOG Proficiency ²	I - Limited	55	55.0
	II – Not Yet Proficient	26	26.0
	III – Proficient	7	7.0
	IV – Exceeds	12	12.0
	Expectations		
Grade	7 th Grade	50	50.0
	8 th Grade	50	50.0

Note N = 100

¹Median number of Absences and of Referrals = 0.

²Median EOG proficiency level for Reading and for Math = 1 – Limited.

Results

A sample of 100 African American male students and were administered questionnaires to determine if there was a relationship among teacher motivation and academic achievement. The analyses found no statistically significant relationships among teacher motivation and academic achievement among African American male students. However, teachers who taught 8th grade, compared to teachers who taught 7th grade, were more likely to be male, and tended to be younger and have fewer years of experience.

Hypotheses

Research Question 1

RQ1: Is there a relationship regarding the impact of teacher motivation on academic achievement of African American male students based on EOG scores?

Null Hypothesis One

H₀1: There will be no statistically significant relationship regarding the impact of teacher motivation and the academic achievement of African American male students based on EOG scores.

Hypothesis 1 was tested with a Pearson's correlation between Teacher Motivation and the two academic achievement tests, Reading and Math. The results are shown in Table 3 below.

Table 3 **Correlations between Teacher Motivation and Academic Achievement**

Independent Variable	Dependent Variable	Correlation	Probability (2-tailed)
Teacher Motivation	EOG Reading Level	-.005	.961
	EOG Math Level	.060	.552

Note: N = 100 for both.

The non-significant correlation fails to reject H01; i.e., there was no evidence of a significant positive relationship between Teacher Motivation and EOG levels.

Research Question 2

RQ2: Is there a relationship regarding the impact of teacher motivation on academic achievement based on the disciplinary referrals of African American male students?

Null Hypothesis Two

H02: There will be no statistically significant relationship regarding a teacher's motivation and the number of disciplinary referrals of their African American male students.

Hypothesis 2 was tested with a Pearson correlation between teacher motivation and the number of disciplinary referrals. The correlation between teacher motivation and disciplinary referrals was non-significant: $r = .027$, $p(2\text{-tailed}) = .788$, $N = 100$. Thus, H02 was not rejected.

Research Question 3

RQ3: Is there a relationship regarding the impact of teacher motivation on academic achievement based on the number of absences of African American male students?

Null Hypothesis Three

H03: There will be no statistically significant relationship regarding the impact of teacher motivation on academic achievement based on the number of absences of African American male students.

Hypothesis 3 was tested with a Pearson correlation between Teacher Motivation and absences. The correlation was not significant: $r = .037$, $p(2\text{-tailed}) = .356$, $N = 100$. Thus, H03 was not rejected.

CHAPTER FIVE: CONCLUSIONS

Overview

The conclusions discussed in this chapter reexamined previous studies regarding the impact of teacher motivation on student performance among African American male students. Implications and limitations of the study were disclosed along with recommendations for further research.

Discussion

The purpose of this quantitative correlational study was to examine the relationship between teacher motivation and academic achievement among African American male students. This study was conducted due to the importance of identifying highly motivated teachers to help improve academic performance among African American male students. This study should provide stakeholders with valuable tools in helping the African American male reach academic success.

Research Question 1

Is there a statistically significant difference regarding the impact of teacher motivation on academic achievement among African American male students based on reading and math EOG (End of grade) test scores? This study hypothesized that there would be no significant difference regarding the impact of teacher motivation on academic achievement among African American male students based on the EOG (End of grade) reading and math test scores. Results of the study revealed that students with higher Math levels compared to students with lower Math levels, tended to have higher Reading levels and were less likely to have disciplinary referrals. Also, students with higher Reading levels, compared to students with lower Reading levels, tended to have higher Math levels and were less likely to have disciplinary referrals, and were less likely to have absences. Additionally, results from this study revealed that there was no

significant correlation between students' EOG levels (either Math or Reading) and their teacher motivation score. However, when we view findings based on the results from the TES, it was concluded that these correlations show that students' self-assessments of their math and English/reading skills are consistent with their tested level of achievement. Also, students' achievement in math and reading has a strong positive relationship with their assessment of the skill and motivation of their math and science teachers. (see table 5). Additionally, table 5 shows the questions that had significant correlations with EOG Math and Reading levels. There were no TES questions that had significant correlations with Math only or Reading only.

Research Question 2

Is there a statistically significant difference regarding the impact of teacher motivation on academic achievement among African American male students based on disciplinary referrals? This study hypothesized that there would be no significant difference regarding the impact of teacher motivation on academic achievement among African American male students based on the disciplinary referrals. Results from this study revealed that students who had disciplinary referrals, compared to students who did not have disciplinary referrals, tended to have lower Reading and Math levels and were likely to have absences. Monroe (2006) conducted a study to investigate the high number of disciplinary referrals regarding African American males. This study was important because the researcher was searching for solutions to such an increasing problem. The researcher concluded that the disproportionate numbers of disciplinary referrals are generating a "discipline gap." The researcher determined that the problem may be accredited to the significant number of educators who may not be culturally attuned to the African American male student. Additionally, results from this study concluded that there was significant correlation between students' number of disciplinary referrals and their teacher's motivation score.

Research Question 3

Is there a statistically significant difference regarding the impact of teacher motivation on academic achievement among African American male students based on attendance? This study hypothesized that there would be no significant difference regarding the impact of teacher motivation on academic achievement among African American male students based on the attendance record. Results from this study revealed that there was no significant correlation between students' number of absences and their teacher motivation score. A research study conducted by Tyler (2008) tends to contradict the hypothesis of this study. Tyler conducted a study examining the impact of school motivation on student attendance. In this study, it was hypothesized that those students with high attendance and achievement were successful not because they were given "tokens" for achieving academic success, but because a personal connection to their teachers was experienced. Additionally, the students felt they were an important part of the daily "life" of the school. Students were surveyed about what provoked those feelings of personal connection. Many students reported that when teachers gave more control to their students over their own learning objectives, they became more motivated to learn. The results of this study coincided with a 2001 report by the U. S. Department of Justice and Delinquency Prevention which concluded that students with higher truancy rates have the lowest academic achievement rates and are more likely to drop out of school which indicates that there is a relationship between student attendance and student achievement.

Implications

There is much to be attained from this study despite the failure to generalize this study to all schools across North Carolina. This study further expanded on the existing body of knowledge on the impact of teacher motivation on the academic achievement among African American male students. Some research argues that the parent must assume the role of being the

first individual to help motivate the child to become academically challenged. On the other hand, if the child does not get that “motivational” support at home, the school has to assume that responsibility. However, if students aren’t motivated, all school levels are still having to strategize ways to keep their students motivated and coming to school. Researchers believe that if a student lacks the motivation to succeed on their own, then schools must employ new strategies to foster high achievement. The data showed the programs are effective, which can provide educational leaders and stakeholders with pertinent information that either program can help students build positive peer relationships. The data clearly demonstrated the importance of having the African American male teacher in the classroom. Numerous research studies have shown the significant impact that the male teacher has on the African American male student. A recent study conducted by El-Mekki (2017) revealed that approximately 2 percent of the nation’s teachers are black men. In the Philadelphia School District, where 54 percent of students are black, the numbers are slightly better. Still, just under 5 percent of teachers, or fewer than 400, are black men. The urgent quest for more African American male teachers is crucial if we want to see the academic achievement level of the African American male student, (in particular) increase.

Limitations

This quantitative research study was limited to 1 school district and 1 middle school (which was the only middle school in the district) located in the northeastern section of North Carolina. A limitation of this study was that much of the information was provided by a selected group of educational authorities. This is hypothetically problematic because members of different groups have been found, on average, to perceive the African American child differently. (Fernandez, 1993; Tsui, Egan, & O'Reilly, 1992). There is a possibility, for example, that the African American view of teacher motivation is more optimistic about the academic

achievement of the African American student. Additional research from the African American perspectives is necessary to address current and future trends of teacher motivation when working with African American male students. Additionally, further research could also target African American female students to see if similar results are revealed. Additional research related to teacher motivation and student achievement among African American males will increase the understanding about the impact of teacher motivation efforts and provide invaluable feedback that will sanction future efforts in this area to more fully meet its envisioned goals and objectives.

Another limitation was the small number of teachers surveyed in this study. More teachers surveyed would have possibly shown stronger support to the outcome of the study. It is very difficult to get statistical difference with a small group.

Recommendations for Future Research

The researcher suggests the following recommendations for parents, potential educators, community leaders, school districts and state level administrators in both K-12 and post-secondary education. The suggested research studies will provide needed information in deciding how to identify the unexploited academic abilities of many African American male students.

1. Future research may explore African American males who did not experience success in their academics while in middle school. This study would help to determine the possible gap between perceptions of academically successful African American male students and unsuccessful African American middle school male students. Such characteristics as socio-economic background, family educational background, family values on education and students' involvement in extracurricular activities in the school and the community would be examined. This research could provide valuable

information on reasons why the dropout rate is high among African American male students.

2. Another recommendation for future researchers is to examine how teachers' negative perception of African American males' affect their academic success. A study of this type could provide valuable information on the impact of mental attitude and self-motivation among African American male students.
3. Further research may study the impact of African American male parents' involvement in the educational setting and parents' relationship with teachers and other school staff. Additionally, the study can investigate what it means to African American male students to have both parents involved in schooling practices. In cases where there is one parent present, a similar study could provide great information regarding the need for support from both parents.
4. The researcher recommends a research study to explore factors African American males consider affecting their academic success with factors White males consider influencing their academic success. This information could disclose the connection between academic attitudes and academic success among two ethnic groups.
5. Another recommendation for a research study is to assess the impacts of community involvement, and community mentors on the academic development of African American males. This information could provide support for community leaders to implement programs that will foster great support systems for African American males.
6. A research study conducted to examine how cultural sensitivity training impact the academic performance of African American males would be highly recommended. A study of this nature could also offer insight into how well educators understand the

diverse environments of African American males. This information will allow educators to organize activities and gather resources that will assist African American males in being more academically successful.

7. Finally, a qualitative study could also be conducted to further investigate how teacher motivation impact academic achievement among African-American female students.

REFERENCES

- Advancement Project/Civil Rights Project. (2000). *Opportunities suspended: The devastating consequences of zero tolerance and school discipline*. Cambridge, MA: Civil Rights Project.
- Agnew, R., T. Brezina, J.P. Wright and E.T. Cullen. (2002). Strain, personality traits, and delinquency: Extending general strain theory. *Criminology*, 40, 43–72.
- Alliance for Excellent Education (2006). *Who's Counted? Who's Counting? Understanding High School Graduation Rates*.
- Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodologies issues of the construct. *Psychology in the Schools*, 45(5), 369-386.
- Aron, A. & Aron, E. N. (2003). *Statistics for psychology*, 3rd edition. Upper Saddle River, NJ: Prentice Hall.
- Asifa, R. (2014). Teachers Motivation: A Study of the Psychological and Social Factors *International Journal of Education and Research* Vol. 2 No. 2 February 2014.
- Aud, S., Fox, M., & Kewal Ramani, S. (2010). Status and trends in education of racial and Ethnic groups, National Center for Educational Statistics, nces.ed.gov/pub2010.
- Balfanz, R., Herzog, L., & Iver, D. J. M. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist*, 42(4), 223-235. doi: 10.1080/00461520701621079
- Balfanz, R, Bridgeland, J, Bruce, M, Fox, J.H., & Horig (2013). *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic - 2013 Annual Update*. Washington, D.C.: America's Promise Alliance, Alliance for Excellent

- Education, Civic Enterprises, & Everyone Graduates Center. Retrieved from http://www.civicerprises.net/MediaLibrary/Docs/Building-A-Grad-Nation-Report-2013_Full_v1.pdf.
- Bali, V.A. & Alvarez, R.M. (2004). The race gap in student achievement scores: Longitudinal evidence from a racially diverse school district. *Policy Studies Journal*, 32(3), 393-415.
- Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory, *Journal of Clinical and Social Psychology*, 4, 359-373.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28, 117-148.
- Bandura, A. (1997). Self-efficacy and health behavior. In A. Baum, S. Newman, J. Wienman R. West & C. McManus (Eds.), *Cambridge handbook of psychology, health and Medicine* pp. 160-162). Cambridge: Cambridge University Press.
- Battin-Pearson, S., Newcomb, M. D., Abbott, R. D., Hill, K. G., Catalano, F. F., & Hawkins, J. D. (2000). Predictors of early high school dropout: A test of five theories. *Journal of Educational Psychology*, 92(3), 568-582.
- Bauman-Knight, A. (2006). *Teacher credibility: A tool for diagnosing problems in teacher/student relationships*. University of Oklahoma.
- Bell, E. E. (2009). *Impact of self-esteem and identification with academics on the academic achievement of African American students*. (Doctoral dissertation). Retrieved from <http://digitalcommons.liberty.edu/doctoral/266/>
- Bell, E. E. (2010a). *Letters and Lessons for Teachers*. Raleigh, NC: All About Children.
- Bell, E. E. (2011). *Black males in education*. Eric, Online Submission. Retrieved from <http://www.eric.ed.gov>

- Bell, E. E. (2014). Graduating Black males: A generic qualitative study. *The Qualitative Report*, 19(7), 1-10. Retrieved from <http://nsuworks.nova.edu/tqr/vol19/iss7/1>
- Bennett, L., & Kennedy, A. (2006). Urban adolescent mothers exposed to community, family, and partner violence. *Journal of Interpersonal Violence*, 2(6), Sage Publication 101177/0886260287314.
- Bergeron, J., Chouinard, R. & Janosz, M. (2011). Impact of teacher-student relationship and achievement motivation on students' intentions to dropout according to socio-economic status. *Educational Review*, 2B, p. 273.
- Biehler, R. F. & Snowman, J. (1997). *Psychology Applied to Teaching*, 8th ed. Houghton Mifflin Harcourt Publishing.
- Blum, H. T., Yocum, D. J., & Allen, T. (2005). Professional development: When teachers plan and deliver their own. *Education Quarterly*, 24(2), Spring 2005, 18-21.
- Boomer, F. A. (2010). To be young, gifted and African American male. *Gifted Child Today*, (32)2. Group Publishing Limited, (pp. 23-46).
- Brewster, C., & Fager, J. (2000, October). Increasing student engagement and motivation: From time-on-task to homework. Portland, OR: Northwest Regional Educational Laboratory.
- Bridgeland, J. M., Dilulio, J. J., & Morison, K. B. (2006, March) *The silent epidemic* Washington DC: Civic Enterprises, LLC.
- Brophy, J. E. (1983) "Research on the Self-Fulfilling Prophecy and Teacher Expectations," *Journal of Educational Psychology*, Vol. 75, No. 5 (1983): 631-661. 2. R. Rosenthal and L. Jacobson.
- Brown, P., & Fiester, L. (2003). *New song academy: Linking education and community development to build stronger families and neighborhoods*. Retrieved from <http://www.aecf.org/publications/data/ns-final.pdf>

- Bureau of Labor Statistics, U.S. Department of Labor, The Economics Daily, Median weekly by educational attainment in 2014 on the Internet at <https://www.bls.gov/opub/ted/2015/median-weekly-earnings-by-education-gender-race-and-ethnicity-in-2014.htm>
- Burke, C. J. F., Adler, M., & Linker, M. (2008). Resisting erasure: Cultivating opportunities for a humanizing curriculum. *Multicultural Perspectives*, 10(2), 65-72.
- Carter, E. (2000). *The transition handbook: Strategies that high school teachers use that work*. Baltimore: Paul H. Brookes Publishing Company.
- Chang, J. (2011). A Case Study of the “Pymalion Effect:” Teacher Expectations and Student Achievement. *International Education Studies*, 4(1), 198-201.
- Chapman, C., Laird, J., & KewalRamani, A. (2010). Trends in high school dropout and completion rates. Department of Labor, nces.ed.gov/pubs2012.5
- Chenoweth, K. (2009). *How it's being done: Urgent lessons from unexpected schools*. Cambridge, MA: Harvard Education Press.
- Children’s Defense Fund (CDF). (2002). *The Black Community Crusade for Children.* Children Defense Fund. <http://www.childrensdefense.org/bccc/>.
- Clark, R. M. (1993). Homework-focused parenting practices that positively affect student achievement. In N. F. Chavkin (Ed.), *Families and schools in a pluralistic society* (pp. 85-105). Albany, NY: State University of New York.
- Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., & Brustoski, P. (2009). Recursive processes in self-affirmation: Intervening to close the minority achievement gap. *Science*, 324(5925), 400-403.
- Coleman, J. (1966). Equality of educational opportunity. National Center for Educational Statistics, John Hopkins University, (p. 463), Washington, DC.

- Connell J. P., Spencer M. B., & Aber J. L. (1994). Educational risk and resilience in African-American youth: Context, self, action, and outcomes in school. *Child Development*, 65:493–506.
- Connell, J. P., & Wellborn, J. G. (1991). Competence, autonomy and relatedness: A motivational analysis of self-system processes. In M. Gunnar & L. A. Sroufe (Eds.), *Minnesota Symposium on Child Psychology: Vol. 23. Self processes in development* (pp. 43–77). Chicago: University of Chicago Press.
- Cooper, H. M., (1979). Pygmalion grows up: A model for teacher expectation communication and performance influence. *Review of Educational Research*, 49(3), 389-410.
- Creswell. J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications, Incorporated.
- Croninger, R. G., & Lee, V. E. (2001). Social capital and dropping out of high school: Benefits to at-risk students of teachers' support and guidance. *Teachers College Record*, 103, 548–581.
- Darling-Hammond, L. (in press, 1999). *Teacher quality and student achievement: A review of state policy evidence*. Seattle: Center for the Study of Teaching and Policy, University of Washington.
- Darling-Hammond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence*. Education Policy Analysis Archives, 8(1). Retrieved January 22, 2004
Alexandria, VA: Association for Supervision and Curriculum Development.
- Davis, J. E. (2003). Early schooling and academic achievement of African American males. *Urban Education*, 38, 515.
- Dee, T. (2004). Teachers, Race, and Student Achievement in a Randomized Experiment. *Review of Economics and Statistics*, 86(1). February 2004, p. 195-210.

- Dee, T. (2005). A Teacher like Me: Does Race, Ethnicity, or Gender Matter? *The American Economic Review*, 95(2), 158-165. Retrieved from <http://www.jstor.org/stable/4132809>
- Dika, S. L., & Singh, K. (2002). Applications of social capital in educational literature: A critical synthesis. *Review of Educational Research*, 72(1), 31-60
- Doll, J. J., Eslami, Z., & Walters, L. (2013). Understanding Why Students Drop Out of High School, According to Their Own Reports. *SAGE Open*, 3
- Downey, D., Pribesh, S. (2004). When Race Matters: Teachers' Evaluations of Students' Classroom Behavior. *Sociology of Education*, v77 n4, p267.
- Dulabaum, N. L. (2016). Barriers to Academic Success: A Qualitative Study of African American and Latino Male Students; *Innovative Showcase* 19(6). Retrieved From <https://www.league.org/innovation-showcase/barriers-academic-success-qualitative-study-african-american-and-latino-male>
- Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., Smink, J. Hallgreen, K., & Gill, B. (2008). Dropout prevention (NCEE 2008-4025). Washington, DC: National Center for Evaluation and Regional Assistance, United States Department of Education.
- Edgar, E., & Johnson, E. (1995). Relationship building and affiliation activities in school-based dropout prevention programs. Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- Edwards, S. W., & Edwards, R. (2007). The principal's Role in dropout prevention: Seven key principles. Clemson, SC: National Dropout Prevention Center.
- Egalite, A. J., Kisida, M., & Winters M. (2015) Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review* 4544-52. Online publication date: 1-Apr-2015.

- Elias, M. J. (2001, Winter). Middle school transition: It's harder than you think. Making the transition to middle school successful. *Middle Matters*, 1-2.
- El-Mekki, S. (2017) Having More Black Male Teachers Matters. *The Philadelphia Citizen*.
Thephiladelphiacitizen.org/author/sharif-el-mekki/
- Elwell, F. W. 2009. *Macrosociology: The Study of Sociocultural Systems*. Lewiston: Edwin Mellen Press
- Emerick, S., Hirsch, E., & Berry, B. (2004). Does highly qualified mean high-quality? Infobrief, 39. Association for Supervision and Curriculum Development.
- Economic Policy Institute, "Median Household Wealth, by Race and Ethnicity. (2015).
<http://www.stateofworkingamerica.org/chart/swa-wealth-figure-6e-median-household-wealth/>.
- Fernandez, J, P. (1993). *The Diversity Advantage*. N.Y.: Lexington Books.
- Finn, J. D. (1989). Withdrawing from school. *Review of Educational Research* 59(2), 117-142.
 doi: 10.3102/00346543059002117
- Finn, J. D. (1993). *School engagement and students at risk*. Buffalo, NY: U.S. Department of Education, National Center for Educational Statistics.
- Fredricks, J. Blumenfeld, P. & Paris, A. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74, 59-109
- Flink, C., Boggiano, A., & Barrett, M. (1990). Controlling Teaching Strategies: Undermining Children's Self-Determination and Performance. *Journal of Personality and Social Psychology* 1990, Vol. 59, No. 5, 916-924 Copyright 1990 by the American Psychological Association, Inc. 0022-3514/90/\$00.75 s
- Fredrick, J., Blumenfeld, P. & Paris, A. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, v74 n1 p59-109

- Gall, J. P., Gall, M.D., & Borg, W. R. (2007). *Applying educational research: A practical guide*, New York: Pearson.
- Gibson, S., & Dembo, M. 1984. Teacher efficacy: A construct validation. *Journal of Educational Psychology* 76, 569-582.
- Gilman, W. (2009). Gifted black males: Understanding and decreasing barriers to achievement and identity. *Roeper Review*, 31(4), p. 224-233.
- Gleason, P., & Dynarski, M. (2002). Do we know whom to serve? Issues in using risk factors to identify dropouts. *Journal of Education for Students Placed at Risk*, 7(1), 25-41. doi: 10.1207/S15327671ESPR0701_3
- Goddard, R. D., Hoy, W. K., & Woolfolk, A. (2000). Collective teacher efficacy: Its meaning, measure, and effect on student achievement. *American Education Research Journal*, 37(2), 479–507.
- Goodwin, B. (2010/2011). Research says: Good teachers may not fit the mold. *Educational Leadership*, 68(4), 79-80.
- Greene, J. P., & Winters, M. (2006). *Leaving boys behind: Public high school graduation and college readiness rate: 1991-2002*. New York, NY: Manhattan Institute for Policy Research.
- Greenspan, J. (2014). 10 Things You Should Know About Brown v Board of Education. <https://www.history.com/news/10-things-you-should-now-about-brown-v-board-of-education>
- Hair, E., Ling, T., & Cochran, S. W. (2003). Youth development programs and educationally disadvantaged older youths: A synthesis. Washington, D. C: Child Trends. Retrieved 6/19/2006, from www.childtrends.org/files/EducDisadvOlderYouth.pdf

- Hammond, C. Linton, D., Smink, J., Drew, S. (2007). Dropout risk factors and exemplary programs. Clemson, SC: Clemson University, National Dropout Prevention Center. Retrieved from ERIC database. (ED497057)
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72, 625-638.
- Han, J., Yin, H., & Wang, W. (2016). The effect of tertiary teachers' goal orientations for teaching on their commitment: the mediating role of teacher engagement. *Educational Psychology*, 36, 526–547.10.1080/01443410.2015.1044943
- Harris, D. (2012). "Varying Teacher Expectations and Standards: Curriculum Differentiation in the Age of Standards-Based Reform," *Education and Urban Society*, Vol. 44, No. 2, 128-150.
- Hattie, J. (2003, October). Teachers make a difference: What is the research evidence? Paper presented at the Australian Council for Educational Research Annual Conference on Building Teacher Quality, Melbourne.
- Haycock, K. (2001). Closing the achievement gap. *Educational Leadership*, 58(6), 6-11.
- Heckhausen, H. *The anatomy of achievement motivation*. New York: Academic Press, 1967.
- Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory. Retrieved 6/19/2006, from www.sedl.org/connections/resources/evidence.pdf
- Henson, R. K., (2001). *Teacher Self-Efficacy: Substantive Implications and Measurement Dilemmas*. Article presented at the annual meeting of the Educational Research Exchange, January 26, 2001, Texas A&M University, College Station, Texas.

- Hickman, G. P., Bartholomew, M., Mathwig, J., & Heinrich, R. S. (2008). Differential developmental pathways of high school dropouts and graduates.
- Hill, P., & Rowe, K. (1996). Multilevel modeling in school effectiveness research. *School Effectiveness and School Improvement*, 7, 1-34.
- Higher Education Opportunity Act (2008). www.congress.gov/bill/110/house-bill/4137
- Hopkins (2004). Recruiting and Retaining "Highly Qualified Teachers" for Hard-to-Staff Schools Volume: 88 Issue: 638, page(s): 5-27 Issue published: March 1, <https://doi.org/10.1177/019263650408863802>
- Horner, S. B., Fireman, G. D., & Wang, E. W. (2010). The relation of student behavior, peer status, race, and gender to decisions about school discipline using CHAID decision trees and regression modeling. *Journal of School Psychology*, 48(2), 135-161 *The Journal of Educational Research*, 102(1), 3-12. doi: 10.3200/JOER.102.1.3-14
- Hoy, W. K. & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *The Elementary School Journal*, 93,356-372
- Hughes, R. L. (2010). Engaging African American males for educational success. *Gifted Child Today*, 33(2), 55-60.
- Irvin, J. L. (2007). *Taking Action on Adolescent Literacy: An Implementation guide for School Leaders*.
- Irving, M. A., & Hudley, C. (2008). Cultural identification and academic achievement among African American males. *Journal of Advanced Academics*. 19, 676-698.
- Janosz, M., LeBlanc, M., Boulerice, B., & Tremblay, R. E. (1997). Disentangling the weight of school dropout predictors: A test on two longitudinal samples.

- Journal of Youth and Adolescence, 26(6), 171-190. doi: 10.1023/A:1022300826371 Jerald, C. D. (2006, June). Identifying potential dropouts: Key lessons for building an early warning data system. Retrieved from America Diploma Project Network website: http://www.achieve.org/files/FINAL-dropouts_0.pdf
- Jerald, C. (2007). Believing and achieving. Issue Brief. Retrieved February 9, 2007, from www.centerforcsri.org
- Jimerson, S. R., Anderson, G. E., & Whipple, A. D. (2002). Winning the battle and losing the war: Examining the relation between grade retention and dropping out of high school. *Psychology in Schools*, 39(3) 441-457.
- Jordan, H.R., Mendro, R., & Weerasinghe, D. (1997) Teacher effects on longitudinal student achievement: A preliminary report on research on teacher effectiveness. Paper presented at the National Evaluation Institute, Indianapolis, IN
- Kahle, J. K., (2004). Will girls be left behind? Gender difference and accountability. *Journal of Research in Science Teaching*, 41(10): 961-969.
- Kenyatta, C. (2012). From perception to practice: How teacher-student interactions affects African American male achievement. *Journal of Urban, Teaching, and Research*, 8, 36-44.
- Kewal Ramani, A., Gilbertson, L., Fox, M., and Provasnik, S. (2007). Status and Trends in the Education of Racial and Ethnic Minorities (NCES 2007-039). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC
- Kerlinger, F.N. (1986) Foundations of Behavioral Research. 3rd Edition, Holt, Rinehart and Winston, New York.

- Klauke, A. (1989). Coping with changing demographics. Retrieved from ERIC database.
(ED315865)
- Kober, N. (2001). It takes more than testing: Closing the achievement gap. A report of the center on education policy. Washington, D.C.: Center on Educational Policy.
- Kontos, S., Wilcox, A. (1997). Teachers' Interaction with Children: Why Are They So Important. *Young Children*, v53 n2, p4-12.
- Kosidou K, Dalman C, Fredlund P, Lee BK, Galanti R, et al. (2013) School performance and the risk of suicide attempts in young adults: a longitudinal population-based study. *Psychology Med* 24: 1–9
- Kunjufu, J. (2002) *Black Students: Middle Class Teachers*. Chicago: African American
- Lamm, A., Harder, A., Lamm, D., Rose, H., Rask, G. (2005, August). Risk factors affecting high school dropout rates and 4-H Teen program planning. *Journal of Extension*, 43(4),
<http://www.joe.org/joe/2005august/rb6.shtml>
- Lee, V., & Burkam, D. (2003). Dropping out of high school: The role of school organization and structure. *American Educational Research Journal*, 40, 353–393.
- Leigh, A. &, and Ryan, C. (2006). *How and Why Has Teacher Quality Changed in Australia?* Canberra: Australian National University. Centre for Economic Policy Research Discussion Paper 534.
- Lozier, F. V. (2013). *Black Male Students' Perceptions of Effective Teachers: A Qualitative Study of Compton Middle Schools*. UCLA: Education. Retrieved from:
<http://escholarship.org/uc/item/6v4017gq>
- Maehr, M. L., & Meyer, H. A. (1997). Understanding motivation and schooling: Where we've been, where we are, and where we need to go. *Educational Psychology*, 9(4), 371-409.
<http://hdl.handle.net/20274.2/44456>

- Mandel, H. P., & Gavin, D. (1991). Correlations between MAI scales and both intelligence and academic performance in a high school sample. Unpublished study, Institute on Achievement and Motivation, York University, Toronto
- Mapp, K. (2004). Family engagement. In F. P. Schargel & J. Smink (Eds.), *Helping students graduate: A strategic approach to dropout prevention* (pp. 99-113). Larchmont, NY: Eye on Education.
- Mapp, K. L., Henderson, A. T., & Hill, N. E. (2014, May). Does family engagement matter? The truth and half-truths about parent involvement. Retrieved from <http://www.ncpie.org/>
- Martin, A. (2006). The relationship between teachers' perceptions of student motivation and engagement and teachers' enjoyment of and confidence in teaching. *Asia-Pacific Journal of Teacher Education*, 34(1), 73-93.
- Martin, A., & Marsh, H. (2003). Fear of failure: Friend or foe? *Australian Psychologist*, 38, 31-38.
- Maton, K., Hrabowski, F., & Greif, G. L. (1998). Preparing the way: A qualitative study of high achieving African American males and the role of the family. *American Journal of Community Psychology*, 26(4), 639-668.
- Mattai, R., Wagle, A., & Williams, J. (2010). An often-neglected issue in consideration of gifted African American millennial students, *Gifted Child*, 32(2).
- McNeal, R.B. (1995). Extracurricular activities and high school dropouts. *Sociology of Education*, 68, 62-80.
- Messacar, D., & Oreopoulos, P. (2013). "Staying in School: A Proposal for Raising High-School Graduation Rates." *Issues in Science and Technology* 29, no. 2 (Winter 2013).
- Michaelowa, K. (2002). Teacher Job Satisfaction, Student Achievement, and the Cost of Primary.

- Education in Francophone Sub-Saharan Africa. Discussion Paper 188, Hamburg Institute of International Economics, 2002.
- Milner, H. R. & Hoy, A. W. (2003). Teaching and Teacher Education 19 (2003) 263–276.
- Monroe, C. (2006). African American boys and the discipline gap: Balancing educators' uneven hand. *Educational Horizon*, 84(2), 102-111.
- Morsy, L., & Rothstein, R. (2015). Why Schools Alone Can't Close Gaps. Economic Policy Institute Report: June 10, 2015 Five Social Disadvantages that Depress Students.
- Muijs, D., Reynolds, D. (2002). Teachers' beliefs and behaviors: What really matters? *Journal of Classroom Interaction*, 37(2), 3-15.
- Muller, C., Katz, S. R., & Dance, L. J. (1999). Investing in teaching and learning dynamics of the teacher-student relationship from each actor's perspective. *Urban Education*, 34(3), 292-337.
- The National Black Caucus of State Legislators (2001). website:
www.federalregister.gov/documents/2002/09/27/02
- National Center for Education Statistics. (2007)). Status and trends in the education of racial and ethnic minorities. Retrieved from <http://nces.ed.gov/pubs2007/minoritytrends/>
- National Center for Education Statistics. (2016). Status and trends in the education of racial and ethnic minorities. Retrieved from <http://nces.ed.gov/pubs2007/minoritytrends/>
- The National Coalition on School Diversity (NCSD) (2015). www.school-diversity.org
 WordPress & Atahualpa.
- NEA – Letter from NEA President Dennis Van Roekel (2008). www.nea.org/home129935.htm
 National Educational Association.
- National Education Association (2011). Teacher Evaluation: A Resource Guide for National Education Association Leaders and Staff. Washington, DC: Author National Research

- Council on Education (2003). Washington, DC: The National Academies, Press:
<https://doi.org/10.17226/13158>
- Neal, L. V. I., McCray, A. D., Webb-Johnson, G., & Bridgest, S. T. (2003). The effects of African American movement styles on teachers' perceptions and reactions. *The Journal of Special Education*, 37(1), 49-57. Accessed at:
<http://coedpages.uncc.edu/cpobrie/African-Americans,bias,%20movement.pdf>
- Neild, C., Balfanz, R., & Herzog, L. (2007). An early warning system. *Educational Leadership*. 65(2), 28-33.
- NCLB Act of 2001 (2001). Washington State Office of Public Instruction. www.k12.wa.us
- N. C. Department of Public Instruction (2004). Data & Reports, Public Schools of North Carolina, www.ncpublicschools.org/fbs/resourcesdata
- N. C. Department of Public Instruction (2011). Data & Reports, Public Schools of North Carolina, www.ncpublicschools.org/fbs/resourcesdata
- N. C. Department of Public Instruction (2014). Data & Reports, Public Schools of North Carolina, www.ncpublicschools.org/fbs/resourcesdata
- Noguera, P. (2003). The trouble with black boys: The role and influence of environmental and cultural factors on the academic performance of African American males. *Urban Education*, 38(4), 431-459.
- Nosek, B. (2007). Implicit-explicit relations. *Current Directions in Psychological Science*, 16, 65-69.
- Oko, F. (2014). Impact of Teacher Motivation on the Academic Performance of Students: Implications for School Administration. www.academia.edu/26555826.
- Olson, L. (2006). Opening doors. *Education Week*. 25(41), 23-30.
- Orfield, G. (2011). Schools more separate: Consequences of a decade of re-segregation.

Cambridge, MA: The Civil Rights Project, Harvard University.

- Pallas, A. M. (1984). The determinants of high school dropout. (Unpublished doctoral Dissertation). John Hopkins University, Baltimore, MD.
- Pallas, A. M. (1987). School dropouts in the United States. Washington, D. C. Department of Education.
- Parsons, J. E., & Goff, S. B. (1980). Achievement motivation and values: An alternative perspective. In L. J. Fyans (Ed.), *Achievement motivation: Recent trends in theory and research* (pp. 439-327). New York, NY: Plenum Press. http://dx.doi.org/10.1007/978-1-4757-8997-3_15
- Perry, T., Steele, C., & Hilliard, A. (2003). *To be young, gifted, and black: Promoting high achievement*. Educators, Beacon Press, Boston, MA.
- Raj, P. S. (2012, April 20). Sedentary lifestyle: It's time to unplug and play. *New Straits Times*, Retrieved June 10, 2013, from <http://www.nst.com.my/opinion/letters-to-the-editor/sedentary-lifestyle-it-s-time-to-unplug-and-play-1.75817>.
- Reyes, M. R., Brackett, M. A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom emotional climate, student engagement, and academic achievement. *Journal of Educational Psychology*, 104 (3), 700-712.
- Roderick, M., & Camburn, E. (1999). Risk and recovery from course failure in the early years of high school. *American Educational Research Journal*, 36, 303–344.
- Rothstein, R. (2004) *Class and Schools: Using Social, Economic, and Social Reform to Close the Black-White Achievement Gap*. Washington, DC: Education Policy Institute.
- Rothstein, R. (2014). The Racial Achievement Gap, Segregated Schools, and Segregated Neighborhoods – A Constitutional Insult. *Race and Social Problems* 6 (4), December 2014.

- Rumberger, R. W. (1987). High school dropouts: A review of issues and evidence. *Review of Educational Research*, 57(2), 101-121. doi: 10.3102/00346543057002101
- Rumberger, R. W. (1995). Dropping out of middle school: A multilevel analysis of students and schools. *American Educational Research Journal*, 32(3), 583-625. doi: 10.3102/00028312032003583
- Rumberger, R. W. (2001). Who drops out of school and why. In A. Beatty, U. Neisser.
- Sanchez, B. (2011). The role of race, ethnicity and culture in youth mentoring. Presentation at the 2011 National Youth Mentoring Conference, Auckland, New Zealand.
- Sanders, W., & Rivers, J. (1996). Cumulative and Residual Effects of Teachers on Future Student Achievement. University of Tennessee Value Research Center, Knoxville, TN.
- The Schott Foundation of Public Education (2010). The Schott education inequality index. Cambridge, MA: Author.
- The Schott Foundation of Public Education (2015). The Schott education inequality index. Cambridge, MA: Author.
- Schwartz, W. (2001). Closing the achievement gap: Principles for improving the educational success of all students. *ERIC Digest*, 1-7. Retrieved from ERIC database. (ED4601
- Shannon, G., & Bylsma, P. (2006). Helping students finish school: Why students drop out and how to help them graduate. Retrieved from Washington Office of Superintendent of Public Instruction website: <http://www.k12.wa.us/research/pubdocs/dropoutreport2006.PDF>
- Simmons, R. W. (2010). Exploring how African American males from an urban community navigate the interracial and intra-racial dimension of their experiences at an urban Jesuit high school. *Journal of Urban Learning, Teaching and Research*, v8, p. 4-12.
- Simms, L. (2014). The power of expectations: Two stories, *Odyssey: New Direction in*

- Deaf Education, p. 14-16.
- Simon, B. S. (2001). Family involvement in high school: Predictors and effects. *National Association of Secondary School Principals, NASSP Bulletin*, 85(627), 8-19.
- Skiba, R. (2002). The Color of Discipline: Sources of racial and gender disproportionality in school punishment. *The Urban Review*, 34(4), 317-342.
- Skiba, R.J., & Rausch, M.K. (2006). Zero tolerance, suspension, and expulsion: Questions of equity and effectiveness. In C.M. Evertson & C.S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 1063-1089). Mahwah, NJ: Lawrence Erlbaum Associates.
- Smink, J., & Schargel, F. P. (2004). *Helping students graduate: A strategic approach to dropout prevention*. Larchmont, NY: Eye on Education. prevention. Larchmont, NY: Eye on Education.
- Smith, R. A. (2005). Building a positive future for black boys. *American School Board Journal*, 192(9), 26-28. Retrieved from <http://www.schottfoundation.org/publications/Saving%20Black%20Boys%20AS>
- Somers, C. L., Owens, D., & Piliawsky, M. (2009). A study of high school dropout prevention. *Education*, v130, n2, p. 348-.
- Stanley, K. R., & Plucker, J. A. (2008). *Improving high school graduation rates*. Bloomington, IN: Indiana University, Center for Evaluation and Education Policy. Retrieved from ERIC database. (ED503864)
- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613-629
- Sternberg, R. J. (2005). *Unity in psychology: Possibility or pipedream?* (1st ed.). Washington, DC: American Psychological Association

- Stewart, E. B. (2008). Individual and school structural effects on African American high school students' academic achievement. *High School Journal*, 91(2), 16-34.
- Strauss, V. (2014) How, after 60 years, *Brown v. Board of Education* succeeded — and didn't. Article from Washington Post in 2014.
- Strayhorn, T. (2008). Teacher expectations and urban black males' Success in school: implications for academic leaders. *Academic Leadership*, 16(2). Retrieved on September 24, 2008 from http://www.academicleadership.org/empirical_research/Teacher_Expectations_and_Urban_Black_Males_Success_in_School_Implications_for_Academic_Leaders.shtml implications for academic leaders. *Academic Leadership*, 16(2).
- Stronge, J. H., & Tucker, P. D. (2003). *Handbook on teacher evaluation: Assessing and improving performance*. Larchmont, NY: Eye on Education.
- Stroup, A. L., & Robbins, L. N. (1972). Elementary school predictors of high school dropout among Black males. *Sociology of Education*, 45, 212-222.
- Strydom, P. D. (2005). *Work and employment in the information economy*. *South African Journal of Economics*, 71(1), p. 1-20.
- Sudman, S. (1976). *Applied Sampling*. New York: Academic Press.
- Sundius, J., & Fothergill, S. (2010). Baltimore's rapid response strategy to increase graduation rates. [PowerPoint slides]. From America's Promise Alliance Grad Nation Spring Training. Retrieved from http://www.americaspromise.org/Our_Work/GradNation/~/_media/Files/Our%20Work/Dropout%20Prevention/Spring%20Trainng%20Materials/Sue%20Fothergill%20-%20national%20summit.ashx
- Tatum, B. D. (2007). *Can we talk about race? and other conversations in an era of school resegregation*. Boston: Beacon.
- Teven, J., & McCroskey, J. (1997). *The relationship of perceived teacher caring with student*

- learning and teacher evaluation. *Communication Education*, 46, 1-9.
- Thijs, J. & Verkuyten, M. (2009). Students' anticipated situational engagement: the roles of teacher behavior, personal engagement, and gender. *Sep*;170(3):268-86. doi: 10.1080/00221320903218323.
- Thomas, D. E., & Stevenson, H. C. (2009). Gender risks and education: The particular classroom challenges for urban low-income African-American boys. *Review of Research in Education*, 33, 160-180
- Toldson, I. A. (2008). *Breaking barriers: Plotting the path to academic success for school-age African-American males*. Washington: Congressional Black Caucus Foundation.
- Tsui, A-S., Egan, T. D., & O'Reilly III, C. A. (1992). Being different: Relational demography and organizational attachment. *Administrative Science Quarterly*. 37, 549-579.
- Tucker, P. D., Stronge, J. H., & Gareis, C. R. (2002). *Handbook on teacher portfolios: For evaluation and professional development*. Larchmont, NY: Eye On Education
- Tucker, P. D., & Stronge, J. H. (2005). *Linking teacher evaluation and student learning*. Alexandria, VA: Association for Supervision and Curriculum Development. Note: translated and published in Chinese, 2006, published in Portuguese, 2007.
- Tyler, D. (2008). Motivating students for success. *Learning & Leading With Technology*, 36(1), 36-37.
- Tyler, J. H., & Lofstrom, M. (2009). Finishing high school alternative pathways and dropout recovery. *Future Child*, Spring, eric.ed.gov/?id=EJ871669
- The United States Department of Education (2004). *No More Excuses*. Washington, DC: Author.
- University of Tübingen. (2017, May 8). Parents' motivation influences students' academic outcomes. *ScienceDaily*. Retrieved January 29, 2018 from www.sciencedaily.com/

release/2017/05/170508083417.htm

U.S. Department of Justice (2001). Truancy reduction: Keeping students in school. Office of Justice Programs. Office of Juvenile Delinquency Prevention.

The U.S. Government Accountability Office (GAO) (2016). GAO study: Segregation worsening in U.S. schools. www.usatoday.com/story/news/2016/05/17/gao-study.

Varlas, L., (2005). Bridging the Gap: Raising the Achievement of Black Boys. Vol.47, No. 8.

Viadero, D. & Johnnton, R. (2005). Lifting Minority Achievement: Complex Answers. The Achievement Gap. Education Week, v19 n30.

Warner, R. M. (2012). Applied Statistics: From Bivariate Through Multivariate Techniques. (2nd ed.). Thousand Oaks, CA: Sage Publications

Wells, A. S. (1989). Middle school education—The critical link in dropout prevention. Gilbert, AZ: adoption.com. Retrieved 6/19/2006, from <http://library.adoption.com/Child-Development/Middle-School-Education-The-Critical-Link-in-Dropout-Prevention/article/4306/1.html>

Wells-Wilbon, R. (2001). Social learning theory and the influence of male role models on African American Children in Project 2000. The Qualitative Report, 6(4), 41-45.

Wentzel, K. R. (2003). Sociometric status and adjustment in middle school: A longitudinal study. The Journal of Early Adolescence, 23(1), 5-28.

Whitaker, T. (2002). Dealing with difficult teachers. Lachmont, N.Y.: Eye on Education.

White. H. E. (2009). Increasing the Achievement of African American Males. Department of Research, Evaluation, and Assessment. 9 (1).

White, W., & Kelly, J. (2010). Alcohol/Drug substance abuse: The history and (hopeful) demise of a pernicious label, (pp 1-4). Washington, D.C.

Whiting, G. W. (2006a). Promoting a scholar identity among African American males:

- Implications for gifted education. *Gifted Education Press Quarterly*, 20(3), 2-6.
- Williams, N. (2012). Racial and ethnic disproportionality in suspension and expulsion. In A. L. Noltemeyer & C. S. Mcloughlin (Eds.), *Disproportionality in education and special education* (pp. 89-118). Springfield, IL: Charles C. Thomas Publisher, Ltd
- Williams, R., & Bost, L. (2004). Helping students with disabilities graduate: Effective strategies for parents. Paper presented at "From School to Life—Lessons Learned," a 2004 Transition Institute sponsored by the National Technical Assistance Alliance for Parent Centers, New York.
- Wilson-Jones, L. (2003). Factors that promote and inhibit the academic achievement of rural elementary African American males in a Mississippi school: A qualitative study. Retrieved from ERIC database. (ED482459)
- Winters, A., & Greene, J. (2006). *Leaving Boys Behind: Public High School Graduation Rates*. Education: Pre-K – 12. Education, NYC
- Woods, E. G. (1995). Reducing the dropout rate. Retrieved from School Improvement Research Series website: <http://www.nwrel.org/scpd/sirs/9/c017.html>
- Wright, A. (2016). Teachers' Perception of Students' Disruptive Behavior: The Effect of Racial Congruence and Consequences for School Suspension. Department of Economics, University of California, Santa Barbara. <https://www.brookings.edu/blog/brown-center-chalkboard/2016/02/22/teacher-perceptions-and-race/>

APPENDICES

- Appendix A Participation Consent Form
- Appendix B Letter of IRB Approval
- Appendix C Permission Letter from Cooperating District
- Appendix D Permission Letter from Cooperating School
- Appendix E Assent of Participant Consent Form
- Appendix F Permission to use Teacher Efficacy Scale (TES)

Appendix A

PARTICIPATION CONSENT FORM

PARENT/GUARDIAN CONSENT FORM

The Impact of Teacher Motivation on
Academic Achievement among African American Male Students

Erroll Leigh Royal

Liberty University

School of Education

Your son is invited to be in a research study of the impact of teacher motivation on academic achievement among African American male students. The purpose of this study is to examine the impact of teacher motivation on student achievement among African American male students. Your son was selected as a possible participant because of his EOG (End-of-grade) math and Reading levels. The researcher feels very strongly about the importance of teacher motivation in promoting academic excellence in the classroom; particularly with the African American male student. I ask that you read this form and ask any questions you may have before agreeing to allow him to be in the study.

Erroll Leigh Royal, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: This study will examine the relationship between teacher motivation and academic achievement among African American male students. EOG (End-of-grade) math and Reading levels, number of absences and disciplinary referrals will be used as criteria for your son's participation.

Procedures: If you agree to allow your son to be in this study, I would ask him to do the following things:

1. Complete a questionnaire, which should take about thirty minutes.
2. Return the questionnaire in a sealed envelope to school within five school days.

The researcher will request information regarding your son's EOG (End-of -grade) reading and Math levels, attendance record and disciplinary referral (s) from the school district.

Risks and Benefits of being in the Study: The risks involved in this study are minimal, no more than your son would encounter in everyday life. There are no direct benefits to your son for participating in this study.

This study will provide additional research to help school districts create innovative strategies to retain and motivate more teachers. It is believed that if teachers are highly motivated, their motivation will increase student learning.

Compensation: Your child/student will not be compensated for participating in this study.

Confidentiality: The records of this study will be kept private. In any sort of report, I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. The name of your son or his personal data will not be revealed. Each student will be assigned a number to help the researcher identify the student.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to allow your son to participate will not affect his future relations with Liberty University or [REDACTED] Schools. If you decide to allow your son to participate, he is free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If your son chooses to withdraw from the study, you or your son should contact the researcher at the email address/phone number included in the next paragraph. Should your son choose to withdraw, data collected from him, apart from focus group data, will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but his contributions to the focus group will not be included in the study if he chooses to withdraw.

Contacts and Questions: The researcher conducting this study is Erroll L. Royal. You may ask any questions you have now. If you have questions later, you are encouraged to contact him at ([REDACTED] 4452. You may also contact the researcher’s faculty advisor, [REDACTED], at [REDACTED]@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher[s], you are encouraged to contact the Institutional Review Board, 1971 University Blvd, Green Hall 1887, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information to keep for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to allow my son to participate in the study.

(NOTE: DO NOT AGREE TO ALLOW YOUR CHILD/STUDENT TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT).

Signature of Parent _____ Date _____

Signature of Investigator _____ Date _____

Appendix B

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

LETTER OF IRB APPROVAL

August 31, 2017

Erroll Royal

IRB Approval 2957.083117: The Impact of Teacher Motivation in Promoting Academic Achievement Among African American Male Students

Dear Erroll Royal,

We are pleased to inform you that your study has been approved by the Liberty University IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

██████████, MA, CIP

Administrative Chair of Institutional Research
The Graduate School

LIBERTY
UNIVERSITY.

Liberty University | Training Champions for Christ since 1971

Appendix C

PERMISSION LETTER FROM COOPERATING DISTRICT

██████████ COUNTY SCHOOLS

██████████ Lane

Post Office Box ██████
██████████, NC ██████

Phone: ██████████

Fax: ██████████

www. ██████████

August 2, 2017

Office of Academic Research Liberty University
1971 University Blvd. Lynchburg, VA 24515

Dear IRB Committee,

After reviewing the proposed study, "The Impact of Teacher Motivation in Promoting Academic Achievement Among African American Male Students", presented by Mr. Erroll Royal, I have granted authorization for Mr. Royal to conduct research at ██████████ School. Mr. Royal will conduct the following research activity: contacting and recruiting teachers and students to participate in the study and conducting research via surveys. It is understood that the research should be completed no later than October 30, 2017.

I have indicated to Mr. Royal that the school will assume the responsibility for allowing the following research activities: providing participants willing to participate time to complete the surveys and /or interviews. The anonymity of the school system, its personnel and students must be protected at all times and research cannot interfere nor disrupt the instructional time of students and teachers. This letter serves as assurance that the district complies with requirements of the Family Educational Rights and Privacy Act and the Protection of Pupil Rights Amendment. There will be no financial requirements for the district, as Mr. Royal will be funding the cost of the surveys.

To ensure the participants are protected, Mr. Royal has agreed to provide to me a copy of any Liberty University IRB-approved, consent document before he recruits participants at ██████████ Middle School. Mr. Royal has agreed to provide a copy of the study results, in aggregate, to our district. If the IRB has any concerns about the permission being granted by this letter, please contact ██████████ at the phone number listed above.

Sincerely yours,

██████████, Superintendent

██████████ Schools

Appendix D

PERMISSION LETTER FROM COOPERATING SCHOOL

██████████ School

Title I

██████████, Principal ██████████, Assistant Principal

August 3, 2017

Dear Mr. Royal:

It is my distinct pleasure to inform you that the ██████████ School District has approved you to conduct research at the ██████████ School.

As you well know, our major focus in the school system is to raise the level of student achievement, therefore, you are expected to adhere to the following criteria:

1. There must be an anonymity of the school system personnel that may be used in the research.
2. You cannot interfere nor take away any institutional time of students and teachers.
3. A completed copy of your research should be filed with my office. Please let me know if I can be of further help.

██████████

Principal

██████████ Drive

██████████, NC ██████████

Telephone: ██████████

Fax: ██████████

Appendix E

ASSENT OF PARTICIPANT CONSENT FORM

ASSENT OF CHILD TO PARTICIPATE IN A RESEARCH STUDY

What is the name of the study and who is doing the study?

The Impact of Teacher Motivation in Promoting Academic Achievement Among African American Male Students. Erroll Leigh Royal will be conducting the study

Why are we doing this study?

We are interested in studying how teacher motivation may impact student learning among African American male students.

Why are we asking you to be in this study?

You are being asked to be in this research study because you are an African American male in seventh or eighth grade. By participating, you will provide important information regarding the impact of teacher motivation on student learning. Additionally, effective strategies will be identified to help the African American male reach academic success.

If you agree, what will happen?

If you agree to be in this study, you will be asked to take a 30-minute questionnaire.

Do you have to be in this study?

No, you do not have to be in this study. If you want to be in this study, then tell the researcher. If you don't want to, it's OK to say no. The researcher will not be angry. You can say yes now and change your mind later. It's up to you.

Do you have any questions?

You can ask questions any time. You can ask now. You can ask later. You can talk to the researcher. If you do not understand something, please ask the researcher to explain it to you again.

Signing your name below means that you want to be in the study.

Signature of Child

Date

Erroll Leigh Royal

elroyal@liberty.edu

Advisor [REDACTED]

[REDACTED]@liberty.edu

Liberty University Institutional Review Board,
1971 University Blvd, Green Hall 1887, Lynchburg, VA 24515
or email at irb@liberty.edu

Appendix F

PERMISSION TO USE TEACHER EFFICACY SCALE



Professor
Psychological Studies in
Education

March 23, 2017

Dear Erroll L. Royal

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research.
A copy the scoring instructions can be found at:
<http://u.osu.edu/hcy.1/research/instruments/>

Best wishes in your work,



College of Education
29 West Woodruff Avenue
Columbus, Ohio 43210-1177

www.coe.ohio-state.edu/hcy

Phone 614-292-3774
FAX 614-292-7900
Hcy.17@osu.edu