TEACHERS' YEARS OF EXPERIENCE, RACE/ETHNICITY, AND GENDER AS

PREDICTORS OF THEIR CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT

SELF-EFFICACY BELIEFS: A CORRELATIONAL STUDY

by

Faye Marshall-Sterling

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

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ABSTRACT

The purpose of this quantitative, predictive correlational study is to determine how accurately

teachers' culturally responsive classroom management self-efficacy beliefs can be predicted from a

linear combination of teachers' years of experience, race/ethnicity, and gender. The problem related

to the proposed quantitative study is that discipline disparities exist in the school milieu, whereby

the root cause could be teacher-related variables such as years of experience, race/ethnicity, and

gender. The current study used a convenience sample of 103 teachers from social media teacher

groups. Critical race theory and Bandura's (1977) self-efficacy theory provide a theoretical lens

from which teachers' efficacy in providing culturally responsive teaching practices for their

students can be examined. The null hypothesis states that there will be no significant predictive

relationship between the criterion variable and the linear combination of the predictor variables.

The Culturally Responsive Classroom Management Self-Efficacy (CRCMSE) Scale and a

demographic questionnaire were utilized for data collection. A multiple linear regression analysis

revealed that the variables collectively predicted teachers' CRCMSE, F (3, 99) = 3.235, p = .026,

$adj. R^2$ = .062. A Pearson Correlations matrix indicated that teachers' years of experience is the

best predictor variable of the criterion variable, teachers' CRCMSE scores, r (101) = -.277, p <

.001. Race and gender were not found to be significantly related to teachers' CRCMSE scores.

Results, limitations, findings, and implications for further research are discussed.

Keywords: classroom management, culturally responsive teaching, culturally responsive

classroom management, teacher self-efficacy

Copyright Page (Optional)

Dedication

I dedicate this dissertation to my parents, Owen and Patrick Marshall, but especially to my beloved Mom, Owen Marshall, who passed on but will forever live in my heart because she always led with love. Mommy, thank you for always encouraging me to pursue my dreams and reinforcing wonder and joy in seeking truth and answers. I will always miss you. To my amazing family and loving siblings, Collin Marshall, Gregory Marshall, and Floyd Marshall, though we all lost our beloved mother, you inspire me with your resilience, audaciousness, and determination to persevere. To my beautiful children, Justin, Sydney, and Jason, who graciously accepted my commitment to the doctoral program and, without reproach, allowed me to have the time and the space needed to thrive. You are everything that is both precious and priceless. Finally, my partner, Rich, helped me by constantly listening and sharing insights while loving me through the hurdles and reassuring me that I am capable when I felt that I was not. You are my safe place.

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List of Abbreviations

Critical Race Theory (CRT)

Culturally Responsive Teaching Efficacy Scale (CRTSE)

Office of Civil Rights (OCR)

Civil Rights Data Collection (CRDC)

Office Disciplinary Referral (ODR)

Department of Education Office of Civil Rights Report (DEOCRR)

School to Prison Pipeline (STPP)

Self-Efficacy (SE)

Self-Efficacy Theory (SET)

National Center for Education Statistics (NCES)

Culturally Responsive Classroom Management (CRCM)

Culturally Responsive Classroom Management Self-Efficacy (CRCMSE)

Teacher Self-Efficacy (TSE)

Culturally Responsive Teaching (CRT)

CHAPTER ONE: INTRODUCTION

Overview

The purpose of this quantitative, predictive correlational study is to determine

if there is a relationship between teachers' years of experience, race/ethnicity, and gender and their

perceived self-efficacy to navigate culturally responsive classroom management practices. Chapter

one provides a background for teachers' culturally responsive classroom management self-efficacy,

years of teaching experience, and race/ethnicity. Additionally, the background provides an

overview of critical race theory and Bandura's Self-Efficacy Theory as the theoretical frameworks

for this study. The problem statement examines the scope of the recent literature pertinent to this

study. The significance of the study follows the purpose of this study. Finally, the research

question, hypothesis, and definitions relevant to this study are provided.

Background

Historical Overview

Culturally responsive teaching is a pedagogy that recognizes the importance of

incorporating the culture of students into all aspects of learning to inform their academic and social

progress in the educative setting. Given that some students are persistently over-represented in

discipline disparity statistics, it is essential to measure teachers' confidence or lack thereof in using

culturally responsive classroom management practices. According to data from the U. S

Department of Education Office of Civil Rights Report (2019), minority students, especially

African-American boys received one or more in-school suspensions (31.4%) and one or more out-

of-school suspensions (38.2%) at rates that were more than twice their share of total student

enrollment (15.1%). Black boys received both in-school suspensions (20.1%) and out-of-school

suspensions (24.9%) at rates more than three times their share of total student enrollment (7.7%) the

most significant disparity across all race/ethnicity and gender demographic (Department of Education Office of Civil Rights Report, 2019). As such, educational stakeholders seeking to better understand the conditions that likely cause, sustain and exacerbate persistent over-representation of African-American male students for office discipline referrals (Amiot et al., 2019; Winkler et al., 2017).

Preliminary research unequivocally indicates that discipline disproportionality exists (Gregory et al., 2017; Warren, 2018). However, more studies are needed to investigate causation. In *The Dream keepers: Successful Teaching of African American Students*, Ladson-Billings (1994) specifically re-imagined teachers' culturally responsive classroom management practices as a panacea to combat institutional racism, implicit bias, and cultural misunderstandings that might create and perpetuate disparities. Researchers opined that all educational stakeholders should issue a clarion call for educational stakeholders and institutions to become culturally responsive to the diverse students they educate (Gonzales et al., 2018; Green, 2020; Walker & Hutchinson, 2021). Ladson-Billings (1994) defined culturally responsive teaching as "teaching that empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to convey knowledge, to impart skills, and to change attitudes" (Ladson-Billings, 1994, p. 13). Culturally responsive teaching empowers students towards academic achievement by affirming students' cultural identities and encouraging critical analysis and perspectives of the societal inequities embedded in the educational spaces. Ladson-Billings (1994) argued that educators who utilize culturally responsive teaching support student learning by consciously creating social interactions to facilitate learning spaces in which all students meet and exceed the criteria of academic success, cultural competence, and critical consciousness.

Although some researchers asserted that culturally responsive teaching can positively affect student outcomes, few have examined the impact of teachers' self-efficacy or confidence in implementing culturally responsive teaching practices in the classroom. Bandura's (1977) self-efficacy theory provided a lens to understand how teachers' self-efficacy beliefs can impact their willingness to implement culturally responsive teaching practices. An increasing body of research indicates that educators who successfully implement culturally responsive teaching can act as agents of change within their schools. As agents, they can challenge systemic disparities and promote equitable educational experiences for all students, especially the students from racial and socio-economically disenfranchised communities (Cherfas et al., 2018; Cruz, 2020; Gais et al., 2019; Gutek, 2011; Pas et al., 2016).

According to Souto-Manning (2019), the goal of culturally responsive teaching is to acknowledge, celebrate, and affirm cultural diversity and to promote a commitment to the values of parity, justice, and democracy in a diverse educational system. As such, educators and educational institutions should ensure that educators receive practical culturally responsive teaching training to be confident in their ability to successfully implement culturally responsive teaching practices that acknowledge and validate all students' cultural and ethnic identities (Ndemanu & Jordan, 2018). According to Hollie (2019), culturally responsive teachers do not interact with students "negatively, punitively, or consequentially" (p. 44). Instead, Hollie (2019) elaborated, these educators "demonstrate understanding, sensitivity, and empathy" and utilize opportunities "to build rapport and relationships with the students" (p.44).

From a historical lens, critical race theory also provides an interpretative lens to analyze and challenge pervasive disparities embedded in educational institutions that manifest in the over-representation of African-American boys for ODRs persists in educative settings (Gregory et al.,

2017; Warren, 2018). Critical race theory (CRT) is a theory deeply rooted in critical thought and consideration of how to erase years of oppressive systems from students' educational trajectories, especially students from historically marginalized communities (Freire, 1968; Gay, 2018; Gregory et al., 2017; Ladson-Billings, 1994). Ramirez and Castañeda (1974) and Ladson-Billings (1994) were early pioneers of critical race theory as we currently know it. Ramirez and Castañeda (1974) stated that students are held to unfamiliar behavioral, academic, and social standards and expectations that positions them as chronic outliers in learning institutions that are likely unfamiliar with critical aspects of students' cultural identities. CRT theorists postulate that the education system is a vehicle for oppressive agendas that maintains oppression that traps historically oppressed students in a permanent state of disparities and lack of agency to transform their realities.

Social

Teacher Culturally Responsive Teaching Self-Efficacy

First conceived by Bandura (1977), self-efficacy is defined as individuals' judgment of how well or poorly they can cope with a given situation based on their skills and the circumstances they face. Self-efficacy is an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977). Culturally responsive teaching self-efficacy is defined as teachers' confidence level to implement core tenets of culturally responsive practices in their classrooms (Cruz et al., 2020; Eddy et al., 2020; Lustick, 2017; Simmons, 2019; Valtierra et al., 2021). Teachers' culturally responsive pedagogy efficacy in implementing culturally responsive teaching practices may be related to the number of office disciplinary referrals initiated for African-American male students in the classroom. Existing research suggests that teachers must be able to access training and gain meaningful experience regarding the successful implementation of culturally responsive pedagogy to use culturally responsive teaching effectively.

This would include culturally responsive teaching models (Acquah et al., 2020), toolkits, and strategies to increase teachers' culturally responsive teaching self-efficacy to utilize culturally responsive teaching in their classrooms (Barrio, 2020; Hollie, 2019; Johnson et al., 2017; Johnson et al., 2018). Bottiani et al. (2018) posited that educators with higher culturally responsive teaching self-efficacy beliefs have been more confident in working with students whose cultural beliefs and behaviors differ from their own.

Research suggests that if teachers lack the confidence to implement culturally responsive teaching practices, they will fail to develop critical consciousness to understand and address the needs of their diverse students (Jackson & Knight-Manual, 2019; James-Gallaway, 2018). This failure to address the cultural needs of diverse students can lead to a steady proliferation and perpetuation of deficit beliefs (Amemiya et al., 2020; Johnson et al., 2018) about students and their families and further fuels educational disparities (Barrio, 2020; Basile, 2021; Baysu et al., 2021).

Teachers' Race and Classroom Management Practices

Similarly, teachers' race may also be associated with the level of culturally responsive classroom management practices. According to Martinez (2020), discussing racial differences/identities in historical and social contexts is important because race is a social construction with no biological basis. The racial differences discussed in this study are not explained by the innate characteristics of teachers identifying as White, Black, or Hispanic. Instead, they are defined by the context in which teachers are socialized and trained in society. Given that the public-school system is becoming progressively diverse, educational stakeholders have to meet the needs of scores of students from mixed-gender, racial, and cultural backgrounds (Anyon et al., 2018; Griffin et al., 2020; Lindsay et al., 2017; Kunemund, 2020; Rasheed et al., 2020). It is

important to note that the national teacher demographic is overwhelmingly White, middle class, and female (La Salle et al., 2020).

Furthermore, some scholars postulated that teacher implicit bias and cultural misunderstanding may increase students' likelihood of receiving ODRs (Quinn et al., 2019; Rasheed et al., 2020). Quinn et al. (2019) posited that racial mismatch might affect classroom disciplinary outcomes. The research indicates that when African-American educators teach African-American students, these students receive fewer ODRs compared to when they are taught by Caucasian educators (Ladson-Billings, 2018; Anyon et al., 2018; Rasheed, 2020). Moreover, Quinn et al. (2019) revealed that White teachers are more likely than African-American educators to rate African-American students' classroom behaviors as disruptive, insubordinate, or argumentative. Similarly, Hilaski (2020) expanded on Quinn et al., (2019) by suggesting that some educators are prone to accepting stereotypes that classroom behaviors as dangerous or threatening. This notion is also supported by Walker and Hutchison (2021). The researchers asserted that White educators may misinterpret certain classroom behaviors as combative due to cultural differences in communication between teachers and students (Walker and Hutchison (2021). Thus, more studies that examine the effectiveness of culturally responsive classroom management practices are urgently needed (Ladson-Billings, 2018; Quin et al., 2019; Walker & Hutchinson, 2021).

Teachers' Years of Experience and Classroom Management

The research also indicates that preschool through high school educators with more years of classroom experience reported a heightened sense of self-efficacy in navigating negative classroom events (Cooper, 2019; Cruz et al., 2020; Infurna et al., 2018; Thiel et al., 2020). Bottiani et al. (2018) defined experienced or veteran teachers as educators with more than three years of teaching experience; inexperienced or novice teachers are educators with less than three years of classroom

experience. Some researchers asserted that teachers' sense of efficacy tends to increase with their years of experience and, therefore, may be inversely related to the number of discipline referrals in the learning environment (Cruz et al., 2020; Fiorilli et al., 2020; Jeon et al., 2016). Similarly, Cooper (2019) conducted a study that demonstrated that educators with eight or more years of classroom experience had the highest overall self-efficacy in navigating adverse classroom events. The researcher also indicated that teachers with 4–7 and 1–3 years of experience exhibited lower self-efficacy in navigating adverse classroom events**.**

Consequently, years of experience may be related to increased levels of teacher burnout and thus may increase the likelihood of increased teacher use of ODRs due to lack of knowledge and frustration in navigating adverse classroom events (Cruz et al., 2020; Wolff et al., 2020). Accordingly, teaching years of experience may affect teachers' perceptions of their teaching abilities (Bottiani et al., 2018), how they perceive their students (Gregory & Roberts, 2017; Wandix-White, 2020; Warren, 2018), as well as their classroom decision-making process (Hirsch et al., 2019). This may indicate that teachers' years of experience may be associated with the number of referrals that those teachers generate, and further research would need to establish that assertion (Gregory & Roberts, 2017).

Teachers' Gender and Classroom Management

Teachers' gender may also influence their way of education, including their roles in society. Abdzadeh and Baker (2020) revealed a significant difference between classroom management approaches of female and male teachers. Studies on the differences between classroom management and gender among the dimensions reveal a significant difference between teaching and managing classroom behaviors in favor of male teachers (Opie et al., 2019). The researchers indicated that teachers' tendency to classroom management is suitable for an interventionist approach rather than

a transactional approach (Opie et al., 2019). Newly graduated teachers' and male teachers' classroom management approaches have tended to be more intrusive, and female teachers' approaches are more intrusive than male teachers' approaches. Various results were obtained from studies throughout the literature comparing classroom management skills and competencies of teachers who are compared according to their genders. Some studies reveal that teachers' perceptions and opinions regarding their classroom management skills and competencies have been affected by their gender (Ahmed et al., 2018).

Theoretical

Critical Race Theory

Critical race theory guides, inform and advance the literature that examines discipline disproportionality by considering how racial identities are determined by structural economic, social, and political disparities within changing historical contexts (Joseph et al., 2020; Joseph-Salisbury, 2021). Delgado and Stefancic (2001) defined critical race theory (CRT) as a lens that seeks to understand the interconnectedness of race, racism, and power in institutions and institutional practices that perpetuate oppression among marginalized groups in society. CRT has six fundamental tenets connected to the social justice goal of combating racism in education, including 1) the permanence of racism; 2) whiteness as property; 3) the importance of counter-narratives and counter stories; 4) the critique of liberalism; 5) importance of interest convergence; and 6) intersectionality (Bell, 1992; Crenshaw et al. 1995; Delgado & Stefancic; 2001). Critical race theory provides a focused lens from which the relationship between the teacher variables and their confidence to navigate classroom incidents can be analyzed. This theoretical lens is a powerful explanatory tool to understand that schools can be structurally inequitable institutions where the social construct of race creates a plethora of obstacles that disengages and disempowers students

from historically marginalized groups in ways that are highly dynamic and consequential (Bell, 1992; Crenshaw et al. 1995). Two keys aspects of CRT that are pertinent to the current study are the permanence of racism, which asserts that racial inequality is essentially permanently embedded in institutions; and that reforms that offer small, incremental changes ultimately give rise to the same racialized oppression in a more subtle (but no less oppressive) form of racism (Bell, 1992).

Thus, applying CRT to educational policy and practice analyses is helpful in identifying the underlying factors that cause and maintain disproportionate disciplinary practices in educational spaces (Wilson et al., 2018). Therefore, CRT connects to the current study because it is instructive to comprehend the possible drivers of persistent discipline disparities and how educational gatekeepers might take purposeful and intentional steps to dismantle structural inequality.

Bandura's Self Efficacy Theory (SET)

In the same vein as CRT, Bandura's (2012) self-efficacy theory (SET) also provides a lens to comprehend teachers' willingness to implement culturally responsive teaching professional training in their classrooms. The construct of self-efficacy originated from Bandura's work on social behavior theory (Bandura, 1977). Bandura (1977) defined self-efficacy as an individual's belief in their capacity to execute classroom behaviors necessary to achieve specific performance. Bandura (1977) hypothesized that a strong sense of efficacy is required to undertake a task such as implementing acquired pedagogical skills successfully. Studies demonstrate that while most teachers may agree, ideologically, with the usefulness of culturally responsive teaching to increase the classroom behavioral outcomes for students from historically marginalized groups, many educators lack the efficacy to implement the tenets of culturally responsive teaching into their classroom practices (Hodge & Collins, 2018; 2019; Liu & Li, 2019; Underwood & Mensah, 2018). Brown, Lee, and Collins (2015) proposed that "Teachers with a high sense of teaching efficacy are

likely to view a challenging situation as a challenge to be overcome, whereas a teacher with low efficacy will see it as a roadblock" (p. 78). One of the major functions of teacher preparation courses should be to develop the belief in teachers' ability to implement effective teaching and learning strategies for their students. Thus, Bandura's (2012) SET theory connects to the current study in that it is instructive for educational stakeholders to understand the importance of delivering comprehensive, effective CRT professional development training to ensure that teachers are comfortable and confident in their efficacy in executing culturally responsive teaching tenets in the classroom.

Problem Statement

This quantitative non-experimental, predictive, correlational research design will determine how accurately teachers' culturally responsive classroom management self-efficacy can be predicted from a linear combination of teachers' years of experience, race/ethnicity, and gender. Given that public school students are becoming increasingly diverse, advocates in the educational field have issued a collective call for culturally responsive pedagogy to meet the needs of all students. As such, frameworks for culturally responsive classroom management have emerged. However, little attention has been given to systematically measuring teacher-related variables and how they might impact teachers' sense of efficacy in implementing culturally responsive classroom management practices (Gais et al., 2019). The problem related to the proposed quantitative study is persistent discipline disparities in the learning milieu, whereby the root causes could be a teacher's sense of efficacy in navigating culturally responsive classroom management practices (Gais et al., 2019). Critical race theory theorists maintain that the broad problem is that educational inequity and its intersection with gender, class, and race in the educational setting affect students' ability to attain academic proficiency and future professional success (Kunesh & Noltemeyer, 2019; McCarter et

al., 2020). Past research demonstrates that discipline disparities are linked to a plethora of adverse outcomes, including loss of instruction time (Anyon et al., 2018; Grace & Nelson, 2019) and overall negative academic and social trajectories (Cherfas, 2018; Gay, 2018; Merolla & Jackson, 2019).

While most researchers agreed that discipline disparities persist (Gay, 2018; Gregory & Roberts, 2017; Merolla & Jackson, 2019), there is tension in the research regarding root causes (Hollie, 2019; Wolff et al., 2021) as well as effective remedies (Anyon et al., 2018; Starck et al., 2020; Yada et al., 2019). Bandura (1977) hypothesized that a strong sense of efficacy is required to undertake a task such as implementing acquired pedagogical skills successfully. Several researchers recommended that future studies examine the relationship between teacher-related variables and their perceived self-efficacy to utilize culturally responsive classroom management practices as a possible root cause of discipline disparities (Ashbrook, 2020; Gais et al., 2019). Khan et al., (2020) asserted that it is not enough that teachers have classroom management competence; they must have culturally responsive classroom management competence. Kunemund et al., (2020) concurred with Khan et al., (2020) by suggesting that low teacher culturally responsive classroom management self-efficacy significantly predicted teachers' more significant perceived conflict with students. The researchers recommended that more studies focus on factors driving teachers' self-efficacy to improve student/teacher relationships (Chuang et al., 2020; Hodge & Collins, 2018; 2019; Murray, 2021).

The problem is that, given the negative consequences associated with classroom management practices leading to disparities, the literature has not fully examined the relationship between teachers' years of experience, race/ethnicity, and gender and their perceived efficacy to implement culturally responsive classroom management practices as possible root causes (Khan et

al., 2020; Kunemund et al., 2020; Walker & Hutchison, 2021). This study is different from previous studies because it will address the gap in the literature.

Purpose Statement

The purpose of this quantitative, predictive correlational study is to determine how accurately teachers' culturally responsive classroom management self-efficacy beliefs can be predicted from a linear combination of teachers' years of experience, race/ethnicity, and gender. The criterion variable is the teachers' culturally responsive classroom management self-efficacy. The predictor variables are the teachers' years of experience, race/ethnicity, and gender (Thomas et al., 2020). Teachers' confidence in implementing culturally responsive classroom practices is defined as teachers' perceptions of their ability to execute specific teaching practices associated with culturally responsive teaching (Cruz et al., 2020).

The data obtained from a convenience sample of approximately 100 teachers from the social media teacher groups will be utilized to investigate each predictor variable as potential causation of the criterion variable. Given the persistence of racial discipline gaps, an increasingly diverse student demographic, and a teacher workforce that is overwhelmingly Caucasian, female, and middle class, educational leaders strive to examine the relationship between certain teacher-related variables and their perceived self-efficacy to deliver culturally responsive classroom management practices to students (Anyon et al., 2017). The purpose of this study is to fill an existing gap in the research by investigating if there is a statistically significant relationship between a teacher's sense of efficacy in navigating culturally responsive classroom management practices and their years of experience, race/ethnicity, and gender.

Significance of the Study

This study is significant because it will contribute to the existing literature that examines the years of experience, race/ethnicity, and gender as possible predictors of teachers' perceived self-efficacy to navigate culturally responsive classroom practices. Few studies have examined the relationship between teachers' culturally responsive classroom management self-efficacy and the three predictor variables addressed in this study. Gay (2018) stated that many schools have spearheaded culturally responsive teaching in districts. However, limited data exist to ascertain the relationship between educators' culturally responsive classroom management self-efficacy and the teacher-related variables outlined in the current study. Hollie (2018) concurred with Gay (2018) and opined that culturally responsive teaching practices effectively address discipline disproportionality by reducing classroom infractions. Similarly, Cruz (2020) asserted that teachers' culturally responsive classroom management confidence may also relate to increased levels of burnout and thus correlate to an increased likelihood of increased teacher referrals due to novice teachers' unfamiliarity in navigating classroom events in ways that are culturally constructive for students' academic and social outcomes (Martinez, 2020; Wolff et al., 2021).

Furthermore, current research indicates that teacher-student racial differences can influence how teachers evaluate classroom incidents and discipline students (Griffins et al., 2020; Hilaski, 2020), their expectations of students (Capers, 2019; Gregory & Roberts, 2017; Gregory et al., 2017), and their overall treatment of and interactions with students (Gay, 218; Gilbert, 2019; LaSalle et al., 2020; Lindsay & Hart, 2020). Martinez (2020) posited that given the importance of "teachers in the development of students, any systemic bias in the teacher-student relationship is important to investigate and, if necessary, mediate" (p. 994). For teachers with less than three years of service, consequences are framed by how teachers perceive and interpret the relevance of

classroom management events and the implications of those perceptions on teachers' responses to classroom incidents (Hajrulla & Harizaj, 2018). Similarly, Wolff et al. (2021) maintained that educators with less sense of efficacy in navigating classroom incidents often miss the signals and events that more efficacious teachers find meaningful, constructive, and informative to build relationships with students and avoid student suspensions (Brinkworth et al., 2018; Farber & Penney; 2020). Moreover, this study is significant because it examines teachers' sense of efficacy and the plethora of adverse educational outcomes of discipline disproportionality (Gay, 2018; Gregory & Roberts, 2017). Also, this study is significant because it seeks to determine if there is a significant statistical relationship between teacher-related variables and their self-efficacy to navigate culturally responsive classroom management practices. Kunemund et al. (2020) suggested that Caucasian teachers report greater problems with classroom behaviors and conflict in relationships with their African-American students than White students. However, past research studies have rarely empirically investigated potential causal factors such as the relationship between teachers' culturally responsive classroom management beliefs and the teacher-related variables. This study is significant because it could lead to interventions, policies, and transformative pedagogical practices that could increase teachers' sense of efficacy which would decrease classroom management issues and reduce the number of classroom disruptions leading to loss of instructional time and school suspension written for all students, especially those students from diverse cultural backgrounds.

Research Question

RQ: How accurately can teachers' culturally responsive classroom management self-efficacy scores be predicted from a linear combination of teachers' years of experience, race/ethnicity, and gender?

Definitions

1. *Absent*- Not present during the school day for class (Skiba et al., 2002).

2. *Attendance*- The total number of students in school on a given day (Skiba et al., 2002).

3. *Critical Race Theory (CRT)* - The belief that teaching should challenge learners to examine power structures and patterns of inequality within the status quo (Ladson-Billings, 1995).

4. *Cross-cultural communication*- Refers to the interaction of people from different cultural groups to create understanding (Mitra, 2020).

5. *Culturally Responsive Classroom Management (CRCM)* - is an approach to running classrooms with all children, not simply for racial/ethnic minority children, in a culturally responsive way. Culturally responsive classroom management also refers to strategies that focus on developing a classroom for all students, such as educators' use of cultural awareness to guide management decisions about students and classroom incidents (Ladson-Billings, 1995).

6. *Culturally Responsive teaching Self-Efficacy* - The extent to which individuals believe they can affect student performance according to the core tenets of culturally responsive pedagogy (Cruz, 2020).

7. *Cultural Competence* - The teachers' practice of continually introspective on how their own culture and biases are reflected in their interaction and engagement with their

students (Banks & Banks, 2010). Cultural competency refers to the skills, mindsets, and practices aligned with valuing diversity, being culturally self-aware, understanding the dynamics of cultural interactions, and designing curricula that incorporate students' lives (Banks & Banks, 2010).

8. *Cultural Mismatch* - An unawareness of the cultural tactics, rules, nuances, and idiosyncrasies between teachers and their students (Amos, 2017).

9. *Culturally Responsive Teaching* - Teaching practices empower students intellectually, socially, emotionally, and politically by using cultural and historical referents to convey knowledge, impart skills, and change attitudes (Ladson-Billings, 1994, p. 13). Culturally responsive teaching uses cultural awareness, previous experiences, points of reference, and cultural expressions to make learning more relevant and equitable for ethnically diverse children (Gay, 2018).

10. *Culture*- Culture consists of the derivatives of experience, more or less organized, learned, or created by the individuals of a population, including those images or encodements and their interpretations (meanings) transmitted from past generations, from contemporaries, or formed by individuals (Spencer-Oatey (2012).

11. *Discipline Disproportionality*- Represent discipline outcomes for individuals based on gender, racial/ethnic background, and sexual minorities due to cultural stigma, lack of access to care, discrimination, and awareness exceeds expectations for that group or differs substantially from the representation of others in that category (Ladson-Billings, 2006).

12. *Disparities*- Represent poor outcomes for groups of individuals based on gender, racial/ethnic background, and sexual minorities due to cultural stigma, lack of access to care, discrimination, and awareness (American Psychiatric Association, n.d.)

13. *Implicit Bias*- The attitudes or stereotypes that unconsciously and unintentionally influence human behavior positively or negatively that sometimes do not reflect one's explicit or endorsed beliefs and values (Gay, 2018).

14. *Infraction*: A specific classroom behavior that violates the educational institution's code of conduct for students (Wilson, 2006).

15. *Intersectionality*-The examination of race, gender, class, national origin, sexual orientation, and how their combination plays out in various institutional settings (Delgado & Stefancic, 2001).

16. *Micro-aggression*- The daily intentional or unintentional acts that communicate negative, hostile, or derogatory messages to targeted individuals based on their membership in a marginalized group (Sue & Sue, 2013).

17. *National Center for Education Statistics (NCES)*- The primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations

18. *Office Disciplinary Referral (ODR)* – The written form used to alert administrators of a student offense and needs administrative attention (Sugai et al., 2000).

19. *Race* - A social construction with no biological basis (Martinez, 2020). The racial differences found in this study should not be explained by the innate characteristics of those identifying as White, Black, or Hispanic. Rather, they should be explained by the context in which teachers are socialized and trained.

20. *Suspension-* The temporary removal of a child from the school setting for a violation of the code of conduct (Owens, 2017).

21. *Self-Efficacy* - An individual's belief in their capacity to execute classroom behaviors necessary to produce specific performance attainment (Bandura, 1977).

22. *Teacher Efficacy Beliefs* - Refers to teachers' perceptions of their overall effectiveness as a teacher– in their ability to handle difficult students and situations and impact students' learning and relationships (Bandura, 1977; Tschannen-Moran & Hoy, 2001).

23. *Years of Teaching Experience-* refers to the years a teacher has spent regularly teaching in a classroom (Bottiani et al., 2018).

CHAPTER TWO: LITERATURE REVIEW

Overview

This literature review will examine current literature that investigates if teachers' culturally responsive classroom management self-efficacy can be predicted from a linear combination of teachers' years of experience, race/ethnicity, and gender. Critical race theory and theoretical self-efficacy frameworks are utilized to examine current and future research. Additionally, this review synthesizes relevant literature regarding specific teacher-related demographics and their' sense of efficacy in navigating classroom management decisions and practices. Further, this literature review explores how educators might empower students intellectually, socially, and emotionally by using cultural and historical referents to convey knowledge, impart skills, and change attitudes. Finally, this literature review will identify gaps in the research and indicate how this current study addresses some of these gaps.

Theoretical Framework

Critical Race Theory (switch with SET)

Bandura's (2012) self-efficacy theory (SET) also provides a lens to comprehend teachers' willingness to implement culturally responsive teaching professional training in their classrooms. Bandura (1977) defined self-efficacy as an individual's belief in their capacity to execute classroom behaviors necessary to achieve a specific performance. Bandura (1977) hypothesized that a strong sense of efficacy is required to undertake a task such as implementing acquired pedagogical skills successfully. Studies demonstrate that while most teachers may agree, ideologically, with the usefulness of culturally responsive teaching to increase the classroom behavioral outcomes for students from historically marginalized groups, many educators lack the efficacy to implement the tenets of culturally responsive teaching into their classroom practices (Hodge & Collins, 2018;

2019; Liu & Li, 2019; Underwood & Mensah, 2018). This suggests that teachers, like most individuals, will choose to engage in activities that are confident of successful outcomes and avoid activities in which they anticipate less successful results. This aligns with Bandura's (2012) SET, which asserts that individuals are less inclined to engage in activities if they are less confident about practicing their skills with fidelity. Thus, while teachers might recognize the benefits of culturally responsive teaching on an ideological level, they may lack the confidence to implement the core tenets of culturally responsive teaching in the classroom (Bonner et al., 2018; Simmons, 2019), which research demonstrates might be impactful for African-American students' classroom behavioral and academic trajectories (Gay, 2018; Mun et al., 2020). Thus, Bandura's (2012) SET theory connects to the current study in that it is instructive for educational stakeholders to understand the importance of delivering comprehensive, effective CRT professional development training to ensure that teachers are comfortable and confident in their efficacy in executing culturally responsive teaching tenets in the classroom.

Bandura's Self-Efficacy Theory

In the same vein as Bandura's (1977) self-efficacy theory, the current study is guided by critical race theory (CRT), which emerged from legal scholarship and epistemological origins to challenge racial hegemony in the United States by asserting that race is a social construct and the fundamental axis upon which society functions and is assembled (Bell, 1992; Crenshaw et al., 1995; Omi & Winant, 1994; Ladson-Billings & Tate 1995). CRT was later adopted by Ladson-Billings (1995) as a critical philosophical lens to illuminate how educational beliefs, practices, mindsets, and policies sustain educational racism and disparities and provide a pathway toward creating equitable learning experiences for underserved students. Critical race theory is a critical frame for the current study because research holds that worldviews held by members of various

racial groups frequently lead to cultural biases (Boone et al., 2021; Migliarini & Stinson, 2021), which cause those group members to judge others based on the adopted explicit and implicit cultural biases (Appling & Robinson, 2021). Therefore, CRT is relevant for examining some teachers' cultural beliefs, biases, and mindsets (Conus & Fahrni, 2019) that may influence teachers' decision-making and perceptions of student behavior in classroom management incidents (Anyon et al., 2018; Bryan, 2020; Migliorini & Chelsea, 2021).

A core of CRT is the belief that institutional policies and resulting practices favor, support, and benefit one racial group over all others (Delgado and Stefancic 2001). Ladson-Billings (2001) and other researchers expanded this point by suggesting that schools are microcosms of the larger society that reflect, perpetuate, and reinforce societal disparities (Appling & Robinson, 2021; Migliorini & Chelsea, 2021). Moreover, Ladson-Billings (2001) posited that CRT guides, informs, and advances the literature that examines discipline disproportionality by considering how racial identities are determined by structural economic, social, and political disparities within changing historical landscape. Consequently, all students of all racial identities are conditioned to recognize Whiteness as desirable, deserving, and valuable (Green, 2020; Zembylas. 2018). Schools then become the location of social lessons and consequences about non-White racial conformity, which are sustained and enforced by alleged colorblind policies and practices in classroom management decisions and practices (Anderson et al., 2019; Crewe & Gourdine, 2019; Crowley; Desai, 2019; Diamond et al., 2019; Enumah, 2021).

In thinking about teachers' culturally responsive teaching self-efficacy, levels of experience, race, and their role regarding rates of discipline disproportionality, CRT provides a lens that examines why African-American boys are persistently overrepresented for often subjective and arbitrary ODRs (Girvan et al., 2017; Gregory & Fergus, 2017; Gregory & Roberts, 2017). Thus, a

significant amount of scholarship suggests that educational spaces can operate as racialized institutions in terms of policy and pedagogical practices that shape and sustain discipline disparities (Aguayo, 2019; Anyon et al., 2018; Harrison et al., 2021; Pendharkar, 2021) that disadvantage students from historically marginalized groups, resulting in social (Voevoda, 2020; Warnick& Scribner, 2020), educational (Vaughans, 2021; Whitaker, 2019), and future professional harm (Hirschfield, 2018; Weisburst, 2019). The current study utilizes a CRT lens to explore teachers' sense of efficacy around culturally responsive classroom management practices as possible root causes of discipline disparities to highlight and draw attention to patterns that appear to reflect broader institutional policies that may produce disparities across learning environments.

Related Literature

Racial Gaps in Discipline

Given the ubiquitous presence of discipline disparities, underpinned by race, in the educative setting (Gay, 2018; Gregory & Roberts, 2019; Heriot & Somin, 2018; Wilson et al., 2020; Young et al., 2018), educational stakeholders are currently trying to identify and understand causation of disparities and how to mitigate them (Welsh & Little, 2018; Byars-Winston et al., 2020) and ensure equity and success for all students in a 21st-century society. Many studies have conclusively indicated that discipline disparities not only exist but persist at alarming rates for students from diverse backgrounds (Barrio, 2020; Brown et al., 2017; Cook et al., 2018; Gregory & Roberts, 2017; Green, 2020; Latimore et al., 2018; Winkler et al., 2017). The research indicates that African-American male students are three times more likely to face disciplinary actions than their peers, even at the elementary levels (Anyon et al., 2018; Gay, 2018; Gregory & Roberts, 2017; Kunesh & Noltemeyer, 2019).

Research maintains that essential steps forward are necessary for determining the extent of the relationship between discipline gaps (Basile, 2021; Heriot & Somin, 2018), achievement gaps (Girvan et al., 2017), and persistent disparities (Goyer et al., 2019; Shewark et al., 2018). Gopalan (2019) added to the growing body of scholarship that advocates for more research on this issue by clarifying that a "descriptive analysis of patterns and trends in racial/ethnic discipline gaps across the nation will help generate hypotheses regarding the antecedents and potential causal factors that may drive racial/ethnic inequality" (p. 3). Moreover, Gopalan (2019) argued that a substantial heterogeneity in racial/ethnic discipline gaps across the United States adds to the growing evidence of inequality in education underpinned by race (Bryson & Childs, 2018; Egalite & Kisisda, 2018; Gadsden, 2017; Gay, 2018; Griffins et al., 2020).

Moreover, similar scholarship indicated that parents of minority students have limited resources (Robinson & Norton, 2019; Sanders et al., 2020; Shores et al., 2020; Shiffman, 2019) and are given fewer opportunities by school officials to challenge exclusionary discipline decisions (D'Haem & Griswold 2017; Riley; 2019; Spence, 2020; Syeda & Dresens, 2020). Consequently, many students' biggest advocates, their parents, are not equipped nor given the same opportunities to challenge these decisions and therefore lack the cultural capital to negotiate the school milieu in defense of their children (Marchand et al., 2019). At the same time, these families are assigned blame for discipline problems, often resulting in the disengagement and alienation of the child and parent from school. The research also indicates that national, district, and school-level initiatives, policies, measures, and practices warrant further study of how these initiatives contribute to the growing schism between discipline disproportionality (Valdebenito et al., 2019; Warnick & Scribner, 2020; Wegmann & Smith, 2019; Welsh et al., 2018) and overall achievement rate for

African-American male students (McCarter et al., 2020; Merolla & Jackson, 2019; Valtierra & Whitaker, 2021).

Overall Negative Impact of Discipline Disparities

     A growing body of scholarship argues that exclusionary discipline practices such as excessive ODRs for African-American male students leading to in and out-of-school suspensions are particularly important targets for research efforts because these educational practices are associated with an increased likelihood of a plethora of negative short and long-term student outcomes (Eddy et al., 2020; Mowen & Brent, 2016; Shattuck et al., 2020; Shores et al., 2020; Vaughans, 2021) that necessitate urgent, effective, school-based remedies (Anyon et al., 2018; Grace & Nelson, 2019; Merolla & Jackson, 2019).

Further, discipline disparities as a result of classroom management decisions can upend educators' instructional and interpersonal interactions with their students (Baker, 2019; Barrio, 2020; Baysu et al., 2021; Griffin et al., 2020; Yassine et al., 2020) and increase students' risk of dropping out (Losen & Whitaker 2017; Tan et al., 2021). Furthermore, disparities increase students' absences and disengagement from learning milieus (Gregory & Fergus 2017), increase their involvement in the justice system (Grace, 2019; Tan et al., 2021), and introduce social and emotional trauma to students' lived experiences (Gregory & Fergus, 2017; Losen & Whitaker, 2017). Additionally, the gap between suspension rates of African-American and White students persists and is negatively correlated with overall student achievement, lower feelings of safety (Huang & Cornell, 2021), and long-term professional success (Cook et al., 2018; Gregory & Roberts, 2017; Kunesh & Noltemeyer, 2019; Walker & Hutchison, 2021).

Moreover, the research also demonstrates that students who are suspended or expelled as a result of classroom management incidents are more likely to be involved with the juvenile justice

system compared with students who are not subject to ODRs and exclusionary discipline (Mizel et al., 2016; Sanders et al., 2020; Shores et al., 2020; Spence, 2020; Sun & Valenzuela, 2021). Mizel et al., (2016) assert that this predictive relationship holds even after controlling for gender, race, and socio-economic status. Additionally, discipline disproportionately creates a gateway to low academic achievement (Fisher et al., 2020), grade retention (Ngugen & Ngugen, 2020), and higher dropout rates (Phillips, 2019; Gregory & Fergus, 2017) in high school settings. Inevitably, ODRs leading to suspension and expulsion are theorized to damage students' trust in school leaders (Byrd, 2017; Gasser et al., 2018) interfere with the development of positive relationships with school leadership (Redding, 2019; Thomas et al., 2020; Wandix-White, 2020), and lead to permanent student alienation from the educative setting (Fisher et al., 2020). As such more research is needed to assess the relationship between teachers' variables and their ability to navigate classroom management practices which can result in discipline disparities (Byrd, 2017; Kunesh & Noltemeyer, 2019; Walker & Hutchison, 2021).

Role of Cultural Miscommunication in Classroom Management Practices

Cultural miscommunication is another area that researchers posited may contribute to classroom management incidents (Voevoda, 2020). The subjective nature of teachers' ODRs for African-American male students' infractions (Anderson, 2018; LaSalle et al., 2020; Marcucci, 2020) might suggest a difference between classroom behavioral expectations and social-cultural norms predominantly Caucasian educators and the increasingly diverse student body. Additionally, nascent research indicates that one of the consequences of demographic differences is the possibility of cultural misunderstandings in educational spaces that can lead to discipline and, inevitably, achievement gaps between diverse students and their White counterparts (Assari et al.,

2021; Conus & Fahrni, 2019; Merolla & Jackson, 2019; James-Gallaway, 2018; Shores et al., 2020).

Some researchers have claimed that African-American students' perceived characteristics, such as having physically active learning styles, are sometimes interpreted as disruptive or insubordinate (Anderson, 2018; Call-Cummings & Martinez, 2017; Hamilton & DeThorne, 2021). However, these perceived group characteristics as indicators of insubordination have been debunked as fallacious (Kunesh & Noltemeyer, 2019). Often, historically marginalized students experience a multitude of intersecting oppressive practices, systems, and structures that introduce cultural misunderstandings and influence their behavior in the learning milieu (Call-Cummings & Martinez, 2017; Voevoda, 2020) as well as educators' response to students' classroom behaviors due to their lack of efficacy to navigate those behaviors (Abdzadeh & Baker, 2020; NeMoyer et al., 2020; Conus & Fahrni, 2019; D'Haem & Griswold, 2017).

Moreover, teacher responses to their students' classroom behaviors are often punitive and result in cultural miscommunication and harsh consequences (Hazel & Mortensen, 2017; Warnick & Scribner, 2020) that yield adverse outcomes for many students. Tosolt (2020) postulates that most teachers have good intentions when interacting with students from diverse backgrounds regardless of the identities of their learners. However, Tosolt (2020) deduces that because authentic pedagogy and learning cannot exist in a vacuum absent the diverse cultural identities of learners, decontextualized good intentions often result in colorblind teaching practices, mindsets, and approaches (Crowley, 2019), which only serve to perpetuate further cultural inequalities that are ubiquitous in the larger societal context for marginalized students (Boone et al., 2019; Bottiani et al., 2018; Cherfas et al., 2018; Crewe Gourdine, 2019). Therefore, educators who teach in diverse race and class educational settings should be required to learn the contextual and cultural influences

on their students' cognition and classroom behaviors as part of teacher preparation to avoid cultural misunderstanding.

Additionally, researchers indicated that if educators are cognizant of this fact, it can significantly contribute to fewer classroom management infractions (Correa & Wilkinson, 2017; Delale-O'Connor et al., 2017; Shattuck et al., 2020), cultivate productive, positive student-teacher relationships (Baysu et al., 2021;2020; Brinkworth et al., 2018; Farber & Penney, 2020; Luby, 2021; Thijs et al., 2019), and produce constructive classroom behaviors (NeMoyer et al., 2020; Kiramba et al., 2021). Therefore, further investigation regarding the relationship between teacher-related variables and their culturally responsive classroom management self-efficacy beliefs is warranted to gain a deeper understanding of how cultural miscommunication can lead to classroom management decisions that contribute to educational disparities (Shibata, 2020).

Teachers' Years of Experience and Classroom Management Decisions

Given that the student population is becoming increasingly diverse, the myriad issues that students bring into the classroom can be equally complex, challenging, and demanding (Berger et al., 2018; Bettini & Park, 2021; Burkhauser, 2017; Harmsen et al., 2018; Roorda & Koomen, 2021). As such, teachers' response to classroom incidents and the subsequent decision-making process about whether to write ODRs, may be associated with the years of teaching experience that educators bring to the classroom (Kwok, 2017; Martin et al., 2020; Rahmani, 2017; Thomas et al., 2020; Vinopal & Holt, 2019; Wolff et al., 2021).

Teachers' years of teaching experience are defined as the years a teacher has spent regularly teaching in a classroom (Bottini et al., 2018; Karakaya & Tufan, 2018). Research indicates that teachers' years of classroom experience can determine how and to what level they respond to classroom events, maintain an ongoing awareness of classroom situations, and make decisions to

address those decisions made (Berger et al., 2018; Burkhauser, 2017; Hyry-Beihammer et al., 2019; Pressley et al., 2020; Taylor et al., 2019; Wolff et al., 2021). Additionally, the research indicates that some teachers with less than three years of experience might be constrained by their limited classroom experience (Bettini & Park, 2021; Smith et al., 2020; Yassine et al., 2020), hindering their ability to differentiate between relevant and non-relevant classroom management incidents that might lead to teacher ODRs (Daniels et al., 2017; Wolff et al., 2021). Therefore, teachers' years of teaching experience may also influence their decisions about when and how to act in response to classroom events (George et al., 2018).

Previous research focuses on teachers' classroom experience regarding classroom management. Still, few studies seek to determine the extent to which teachers' years of experience may influence their decisions about writing ODRs for students and African-American boys in particular (Fackler et al., 2021; Mukeredzi & Nyachowe, 2018). Some researchers maintained that veteran and novice teachers' processing of classroom events differs in several ways (Smolkowski et al., 2016; Wolff et al., 2021). Prior research has documented that diverse schools often present educators with more demanding working conditions for several reasons (Mirra & Rogers, 2020; Lee et al., 2020; Ngwenya, 2021). Despite efforts to ensure equitable school funding through Title 1, urban schools are often underfunded (Harrell et al., 2019), and lack adequate resources (Bettini & Park, 2021; Swati & Sukhjeet, 2020), and lack highly qualified teachers (Ushomirsky & Williams, 2015). As such, teachers in urban schools may be assigned overwhelming workloads without the necessary resources to fulfill their responsibilities (Farinde-Wu & Fitchett et al., 2018; McCarthy et al., 2020; Shirrell & Reiniger, 2017).

Prior research indicates that classroom management issues are a leading cause of teachers' decisions to initiate ODRs for students (Bryan & Childs, 2018; Burkhauser, 2017; Caldera et al.,

2020). Furthermore, poor classroom management practices can harm students by diminishing classroom instructional time (Campos-Manzo et al., 2020). Academic gatekeepers should strive to reframe classroom management skillsets and toolkits to help demystify common classroom behaviors and reinforce efficient restorative strategies that work to foster empathy, avoid common mistakes, and improve their teacher-student relationships (Brinkworth et al., 2018; Roberts-Young, 2018; Roorda & Koomen, 2021; Scherzinger & Wettstein, 2019) and find alternatives to punitive measures that removes students from classrooms (Cook et al., 2018). Moreover, the research suggests that differences in the quality and depth of teachers' knowledge are linked to differences in how expert and novice teachers represent and process classroom management events (Fitchett et al., 2018; Poulou et al., 2019; Wolff et al., 2021). Teachers' experience may also provide teachers with a better repertoire of effective classroom techniques to manage disruptive behaviors (Beck et al., 2020; Hepburn et al., 2021; Hirsch et al., 2019; Wolff et al., 2021).

Hepburn et al., (2021) hypothesize that novice teacher should be supported regarding their navigation of classroom management issues and events by providing teachers with culturally responsive classroom management strategies to alleviate classroom incidents that might lead to discipline referrals. Hepburn et al., (2021) assert that interventions should include processes that operate through a cultural lens to regulate the teachers' sense of efficacy and responses by increasing teachers' awareness of their behaviors, mindsets, and reactions to classroom events. The researchers found that teachers self-reported needing supportive measures to manage perceived stress, subjective wellbeing, burnout, and job-related affective wellbeing (Hepburn et al., 2021; Taylor et al., 2019). The results demonstrate the need for educational administrators to provide novice teachers, indeed all educators, with supportive, culturally responsive interventions that

promote positive interactions between teachers and students (Bjørndal et al., 2021; Cooper, 2019; Hepburn et al., 2021).

Not surprisingly, prior scholarship demonstrates that teachers' teaching experiences increase with their perceived self-efficacy and ability to do all aspects of their job, including successful classroom management (Bay, 2020; Berger et al., 2019; Facker et al., 2021; Kwok, 2017), positive teacher-student relationships (Scherzinger & Wettstein, 2019), and student achievement (Shewark et al., 2018; Wolff et al., 2021). Some research studies evince disruptive students in poorly managed classrooms experience less engaged instruction time, tend to have lower grades, and perform worse on standardized assessments compared to students in classrooms with effective teacher classroom management styles (Berger et al., 2018; Wolff et al., 2021) and emotional competence (Yassine et al., 2020; Valente et al., 2019).

As such, teachers' years of classroom experience in diverse school settings are an important research area that continues to be under-studied (Eddy et al., 2020; Shewark et al., 2018). Most notably, more research is needed to explore differences in novice and veteran teachers' experiences and interactions with students from diverse, historically marginalized groups and the implications of those differences for teachers' decision-making process and navigation of classroom events (Eddy et al., 2020; Shewark et al., 2018). Given the pervasiveness of discipline disparities for African-American male students and the negative consequences associated with the classroom management practices leading to disparities, a gap exists in the research to examine the relationship between teacher-related variables and their sense of efficacy to navigate culturally responsive classroom management practices as possible root causes of discipline disparities (Eddy et al., 2020; Shewark et al., 2018; Diamond & Lewis, 2019).

Teachers' Race/Ethnicity and Classroom Management Practices

Teachers' race and years of experience, and classroom racial composition have been linked with teachers' classroom management practices (Deckman, 2017; Call-Cummings & Martinez, 2017). Although there is no evidence to suggest that teachers' race is associated with their use of more traditional classroom management techniques, nascent research does indicate teachers' race is likely related to their confidence to utilize culturally responsive practices, especially with their diverse students (Anyon et al., 2018; Aronson, 2020; Assari et al., 2021; Bay, 2020). In fact, research suggests that teachers of color are more likely to report higher use of culturally responsive practices and be perceived as experts in addressing issues of culture and race within the educational setting (Crewe & Gourdine, 2019; Desai, 2019; Diamond & Lewis, 2019). Moreover, recent attempts by educational stakeholders to capture the nuances and subtleties of racism and race within the academic milieu continues unabated. Aguayo (2018) defines racism as an interwoven system of structures, ideologies, and identities that assert one racial group's dominance over another. The researcher challenged the beliefs and behaviors of educators that create and sustain dominant–oppressive systems and mindsets that disadvantage students from historically disenfranchised communities (Acuff, 2018; Aguayo, 2018; Alvarez & Milner, 2018; Grace et al., 2019).

This study employs a CRT lens to probe more deeply into the tentacles of race and racism in education and its influence on discipline disproportionality for underserved students. The research is conclusive that African-American male students are the recipients of ODRs at alarmingly high rates compared to their peers from all other demographic groups (Basile, 2021; Coles et al., 2020; Gay, 2018; Girvan et al., 2017; Gregory & Roberts 2017; Ladson-Billings, 1994). Given that a majority of educators are female, White, and middle class (U.S. Department of Education, 2020), empirical research on discipline disproportionality indicates that discipline disparities may be a

function of teachers' racial bias (Bal et al., 2019; Jackson & Knight-Manuel, 2019; Luke, 2017; Syeda & Dresens, 2020; Watson & Stevenson, 2020). Further, in an ethnographic study of disciplinary practices, Baker (2019) propounds that the results indicate that the seemingly unconscious process of racial stereotypes and preconceived notions may contribute to higher rates of punitive measures for African-American male students. This suggests that while many people, in general, realize that they all hold some degree of stereotypical thinking, they do not necessarily comprehend how these beliefs influence their behaviors. Furthermore, these factors may play a role in teachers' decisions regarding the level of disciplinary consequences they administer to certain students (Kunemund et al., 2020; Noltemeyer et al., 2021; Sevon et al., 2021; Starck et al., 2020). Other researchers posited that the unfamiliarity of White teachers with the interactional cultural norms of African-American male students may cause some teachers to interpret these students' classroom behaviors and interactions as combative or argumentative (Anderson, 2018; Anderson et al., 2019; Baker, 2019; Van Bergen et al., 2020; Lan & Moscardino, 2019).

Additionally, although little empirical evidence suggests that teachers' race is associated with their use of culturally responsive teaching, teacher race is highly correlated to the use of culturally responsive teaching (Vidwans & Faez, 2019). Moreover, research suggests that teachers of color are more likely to report higher culturally responsive practices within their classrooms (Bradshaw et al., 2018; Gay, 2018; Hajisoteriou et al., 2018; Luke, 2017; Smith-Kondo, 2019). This might be a function of those teachers' personal experiences of being underserved within the school setting as students. Prior research indicates that the racial mismatch between students and their teachers may shape teaching dynamics in ways that negatively impact African-American students in general and specifically African-American male students (Nguyen & Nguyen, 2020; Rasheed et al., 2020; Redding, 2019; Roberts-Young, 2018; Toms et al., 2019). There is strong evidence in the research to

suggest that African-American students score higher on achievement tests when interacting with African-American teachers (Amos, 2017; McCarthy et al., 2020). Other researchers expanded on this argument by suggesting that teacher-student racial matching can result in differential student experiences, including negative teacher expectations (Downs et al., 2019; Martinez, 2020; Lindsay & Hart, 2017) and academic outcomes (Nguyen & Nguyen, 2020; Redding, 2019) across racial groups although some researchers indicated that teachers are, more often than not, well-intentioned in their attitudes and actions towards their students (Egalite & Kisida, 2018; Rasheed et al., 2020).

Furthermore, Capers (2019) postulates that African-American and Latinx teachers in de facto segregated school districts implement discipline policies and practices more equitably than educators in desegregated school districts. They suggest that White teachers in de facto segregated and desegregated school districts do not differ substantively in their implementation of discipline policies (Capers, 2019). This research holds implications for understanding how teachers' classroom management decisions contribute to persistent discipline disproportionality (Capers, 2019; Haenni Hoti et al., 2019; McCarthy et al., 2020). According to La Salle et al., (2020), this situation results in a cultural mismatch between educators and students. Cultural mismatch refers to an unawareness of the cultural tactics, nuances, and idiosyncrasies between teachers and their diverse students (Egalite & Kisida, 2018; La Salle et al., 2020; Wright et al., 2017). La Salle et al., (2020) proclaim that cultural mismatch can create cultural misunderstanding between educators and students. This suggests that a cultural mismatch may also lower teachers' efficacy in implementing culturally responsive teaching, especially validation and affirming cultures that teachers may be unfamiliar with and uncomfortable addressing.

Hilaski (2020) posited that exploring the relationship between race and teacher efficacy in navigating classroom management incidents may provide crucial information about what approaches

could be most effective in reducing classroom incidents and erasing discipline disparities. Interventions like culturally responsive teaching promote awareness of racial biases and cultural competence in disciplinary practices may help to reduce discipline disparity (Lynch & Rata, 2018; Lundqvist & Larsdotter, 2021). Researchers argued that since most public-school students are from historically marginalized racial and cultural communities (Gay, 2018; Walker & Hutchinson, 2021), teachers may not possess a profound, necessary understanding of their economically and ethnically diverse students (Anyon et al., 2018; Bottiani et al., 2018; Girvan et al., 2017; Hilaski, 2020; La Salle et al., 2020). However, due to limited research, potential root causes remain unclear to uncover the nuances involved in teachers' school and classroom-level decisions that result in persistently high disciple disparities rates for students, especially African-American boys. Teacher beliefs and practices related to discipline have gained little attention, and most disciplinary action is initiated in the classroom (Skiba et al., 2002). Yet, little is known about how teachers conceptualize race and culture concerning why discipline problems arise (Hines & Wilmot, 2018). Teachers' understanding of race impacts their participation in the production, maintenance, and interruption of remnants of racism in the field of education (Skiba et al., 2002). As such, a better understanding is needed of the role that teachers' racial bias may or may not contribute to their classroom management strategies, and disciplinary decisions and disparities could guide district and school-level policies, practices, and interventions.

Teachers' Gender and Classroom Management

The classroom milieu is a product of perceptions and mindsets and social and cultural interaction among teachers and students, which influence perceptions and evaluation of students and classroom incidents (Abdzadeh & Baker, 2020; Ahmed et al., 2018; Sibiya et al., 2019). Additionally, Ahmed et al., (2018) state that most public school teachers are female, so there is a

need to investigate the role that gender may play in how classroom management decisions are made and how strategies are executed in the educational context. Studies on identifying the differences between classroom management and gender among the dimensions reveal that there is a significant difference between managing teaching and managing classroom behaviors in favor of male teachers (Deckman, 2017; Bradshaw et al., 2018; Chiquito et al., 2020; Gregory & Roberts, 2017 Liu, 2021). Although several studies have been carried out in order to investigate the link between teachers' gender and classroom management, the role that gender plays in teachers' sense of efficacy in navigating classroom management practices remains vague (Reinke et al., 2020; Sibiya et al., 2019).

Gender is defined as a broader concept, having a social bearing and essential characteristics in addition to the mere idea of masculinity and femininity (Reinke et al., 2020). Gender covers socially constructed and ethnically based roles of women and men with a view to understanding how unequal power relations are shaped and operate (Lopes & Oliveira, 2022; Reinke et al., 2020). Moreover, Ahmed et al., (2018) postulated that effective classroom management practices have been associated with student achievement, productivity, decreases in disruptive classroom behavior, higher levels of classroom engagement and attention, and more prosocial behavior and positive peer relationships among students. As such, the researcher suggested that teacher variables such as gender need to be examined to determine if there is an association between teachers' sense of efficacy in navigating culturally responsive classroom management and the teachers' gender (Ahmed et al., 2018; Karakaya et al., 2018; Lopes & Oliveira, 2022; Sibiya et al., 2019). The current study addresses that gap in the research by providing a deeper understanding of teachers' gender and their sense of efficacy in navigating culturally responsive classroom management practices.

Culturally Responsiveness and Pre-service Teacher Education Programs

According to Siwatu (2007), the lack of exposure for prospective teachers may influence the development of their self-efficacy beliefs. The research indicates a significant gap between the teacher education curriculum and schools' actual fabric in culturally responsive teaching, classroom management, and assessment. Some concerted measures should be planned to bridge the gap between theories and practice (Moreno, 2021; Siwatu, 2007; Siwatu et al., 2017). Siwatu et al., (2017) indicate that preservice teachers attributed their lack of knowledge regarding student diversity and culturally responsive pedagogy to inadequate exposure to culturally responsive teaching topics and models.

Given the national push to improve teacher preparation through focused coursework that orient future teachers to students' diverse experiences and how to navigate those students' lived experiences, it is imperative to prepare pre-service teachers with curricula that orient them to the nuances of teaching a diverse student to foster students' academic and social achievement (Acosta & Duggins, 2021; Bennett et al., 2019; Brown et al., 2021; Hu et al., 2021; Nash, 2018). Research suggests that the K-12 teacher population is overwhelmingly White, female, and middle-class (Acosta & Duggins, 2021; Acquah et al., 2020; Goldhaber, 2019) and because teachers are on the frontline of classroom infractions (Gay, 2018; Ladson-Billings., 2018; Souto-Manning, 2019), it behooves educational gatekeepers of teacher education programs to implement culturally responsive teaching professional training (Lambeth & Smith, 2016; Polat et al., 2019; Simmons, 2019; Tanguay et al., 2018; Thomas et al., 2020) into Teacher Program Curricula. Siwatu et al., (2017) noted that because efforts to prepare culturally responsive educators are relatively recent, there is a possibility that many prospective teachers graduated without being exposed to culturally responsive teaching (Siwatu, 2017).

These measurements would prepare future educators to deliver robust, purposeful, culturally responsive teaching to diverse students (Aronson, 2020; Boone et al., 2019; Shah & Coles, 2020; Thiel et al., 2020; Whitford & Emerson, 2019) and build relationships between students and teachers (Thijs et al., 2019; Yassine et al., 2020). Researchers propounded that existing Eurocentric curricula, culture, and societal norms operate in concert to perpetuate Eurocentric ideologies, policies, and institutional norms that students from historically marginalized communities are judged against, which inevitably disadvantages them (Enumah, 2021; Lambeth & Smith, 2016; Tan & Hillen, 2021; Young et al., 2018) and may even contribute to students' trauma that results in obstinate classroom behaviors (Amemiya et al., 2020; Yoon, 2019).

Moreover, while some researchers indicated that some teacher preparation programs are increasingly committing to teaching about race and racism (Bryan, 2018), other researchers insisted many of these programs continue to face challenges in preparing justice-oriented educators (Calabrese-Barton & Tan, 2020). Instead of offering rigorous, robust intervention, program directors often train pre-service teachers to expect a right to comfort when they encounter racial disparities in the learning environment (Enumah, 2021; Joseph et al., 2020; Tosolt, 2020). Bennett et al., (2019) define the right to comfort as white individuals' belief that their discomfort with the discourse around issues of race, racism, and power should be prioritized over the lived experiences of marginalized people. Enumah (2021) asserts that notions of Euro-centric norms are upheld in teacher education and that White comfort and fragility are, thus, institutionally protected in ways that exacerbate harm to affected demographics through the promotion of ideas that freedoms are equitability applied and have been historically protective of everyone (Bennett et al., 2019; Crewe & Gourdine 2019).

CRT scholars provide a lens to examine and understand how these notions might manifest. CRT theorists opine that racism is endemic in institutions and structured in ways that promote inequality and impose privileged norms of behavior on minority students (Delgado & Stefancic 2001). Furthermore, CRT theorists in education argue that schools are racialized institutions in which power and privilege are enacted and mediate educational access and opportunity for students from marginalized communities (Gay, 2018; Ladson-Billings, 1994). Most notably, Crowley (2019) explored the concept of whiteness as property with economic, political, and social value, which is one of the key aspects of CRT. Crowley (2019) and Joseph et al., (2020) argued that the concept of whiteness as an education property right was linked to educators and the mindsets of educators.

Along a similar vein, Acquah et al., (2020) opine that modeling culturally responsive teaching is a promising strategy to shape future teachers' learning experiences by providing preservice teachers with opportunities to self-reflect, critique, and connect their own learning experiences (Bal et al., 2018; Polat et al., 2019; Souto-Manning, 2019; Thiel et al., 2020) to their classroom practices. Hamilton & O'Dwyer (2018) steadfastly maintain that providing pre-service teachers with time to collaborate and support each other can increase their efficacy to implement culturally responsive teaching tenets once they arrive in the learning environment. The researcher evinced that critical opportunities exist for significant collaborative learning and appreciation of differences by structuring greater integration and opportunities for productive discourse and collaboration among diverse pre-service educators. Similarly, Toms et al., (2019) concur with Hamilton and Dwyer (2018) by positing that given the changing demographics of American schools, future educators must be prepared to teach, interact, and support students and families whose cultures, beliefs, and lifestyles may differ from their own. After conducting a pre-service

teacher college study, Toms et al., (2019) concluded that a shortage of diversity-related programs exists at many institutions.

Hence, this suggests that program stakeholders should not only attend to embedding diversity courses into their curricula (Bottiani et al., 2018; Cook-Sather & Des-Ogugua; Infurna, 2018; Murkeredzi & Nyachowe, 2018), but they should also closely scrutinize what courses are taught, how courses are taught, and even where optimal learning for inclusive pedagogy occurs (Enumah, 2021; Thiel et al., 2020; Walton & Rusznyak, 2017). This means that conceptual and contextual considerations are critical pieces when designing inclusion pedagogy to be impactful for future educators' role in eradicating disparities once they enter classrooms. Therefore, educational stakeholders must be intentional about preparing teachers with cultural competence, mindsets, and skillsets necessary to help them unpack the nuances and complexities of institutional bias to engage in transformational pedagogy and learning in educational spaces.

As such, teachers should enter the profession equipped with high levels of cultural competence necessary to facilitate the needs of all students, especially those from diverse cultural and socioeconomic contexts (Acquah et al., 2020; Valente et al., 2019; Warren, 2018). A clear path to understanding how to educate underserved students or eradicate educational disparities is inconceivable if there is no acknowledgment or comprehension of the daily systemic impediments that marginalized students encounter in and out of the classroom (McManimon et al., 2018; Welsh & Little, 2018).

Thus, stakeholders of teacher preparation programs should teach future educators how to advocate for their diverse students and cultivate mindsets that promote transformative pedagogy that raise students' efficacy and agency in ways that alter their social and academic realities (Hu et al., 2021; Tanase, 2022; Wilcoxen et al., 2021). Thus, given the pervasiveness of discipline

disparities for students and the negative consequences associated with the classroom management practices leading to disparities, stakeholders of teacher education programs should adopt curricula that would increase future educators' sense of self-efficacy to implement culturally responsive teaching and utilize culturally responsive classroom management practices.

Self-Efficacy

Self-efficacy is defined as an individual's belief in their capacity to execute classroom behaviors necessary to produce specific performance attainments (Bandura, 1977). Self-efficacy reflects confidence in the ability to exert control over one's motivation, behavior, and social environment. Bandura (1977) opined that self-efficacy affects an individual's choice of effort, activities, and persistence. Individuals who experience low self-efficacy for accomplishing a specific task may avoid those tasks and individuals who believe they are capable of completing a task with success are more likely to initial and execute that particular task (Bandura, 1977). Moreover, individuals who feel efficacious are hypothesized to expend more resilience, effort, and persistence when faced with adversities than those individuals who lack confidence in their abilities (Bandura, 1977).

The tendency for efficacious people to expend more effort and persist longer is of particular importance because most personal success requires persistent effort. As such, low self-efficacy can become a self-limiting process. Additionally, Bandura (1977) posited that perceived self-efficacy influences what coping behavior is initiated when an individual is met with stress and challenges, along with determining how much effort will be expended to reach one's goals and for how long those goals will be pursued. Thus, in order to succeed, individuals need a strong sense of task-specific self-efficacy, such as culturally responsive efficacy, operating in concert with resilience to meet the inevitable obstacles associated with life (An et al., 2021; Braksiek, 2022; Koca, 2018;

Kotluk & Kocakaya, 2020; Yada et al., 2018). This is important to note when educational stakeholders are considering choices for teacher professional development opportunities, especially professional development opportunities that are culturally responsive (Kotluk & Kocakaya, 2020). Additionally, future research should delve a bit more deeply into teachers' self-efficacy beliefs given the impact self-efficacy belief can have on students' academic achievement, engagement, and classroom management (Bosman et al., 2021; Hajovsky et al., 2020; Koca, 2018; Kunemund et al., 2020).

Teachers' Culturally Responsive Self-Efficacy

Self-efficacy, theoretically grounded in Bandura's (1977) social cognitive theory, refers to individuals' belief in their ability to organize and execute actions needed to produce desired outcomes. This theory provides a theoretical lens to evaluate teachers' confidence, knowledge, and willingness to implement tenets of culturally responsive teaching practices (Bandura, 1977, 1991). In the educative environment, self-efficacy refers to educators' belief that they can promote and affect student learning in a particular realm (Bandura, 2007; Dembo & Gibson, 1985), and it has been shown to deeply influence teachers' classroom actions and performance (Bandura, 2007; Cruz et al., 2021; Chen & Gay, 2020; Kunemund et al., 2020; Liu & Li, 2019). Simply stated, self-efficacy is expressed when individuals feel confident to accomplish a goal, finish a job, or pass an exam. Teacher efficacy has proved to be powerfully related to many meaningful educational outcomes, such as teachers' persistence, enthusiasm, commitment, and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs (Bonner et al., 2018; Chahar & Mahali, 2021; Cruz et al., 2020; Siwatu et al., 2017). Thus, it is imperative for educational stakeholders to examine the ways in which teachers' perceived self-efficacy can be increased (Siwatu et al., 2017).

While educational gatekeepers are understandably concerned about delivering professional knowledge and skills to teachers, results from self-efficacy scholarship suggest that simply possessing knowledge and skills does not ensure that educators will be motivated to apply them (Cruz et al., 2020; Fiorilli et al., 2020; Guidetti et al., 2018; Siwatu et al., 2017; Warren, 2018). Instead, educators need both the skill and the confidence to function within the different culturally responsive domains (Lundqvist & Larsdotter, 2021; Shepard, 2019) successfully. In fact, much of the research suggests that teachers' perceptions of confidence, such as their self-efficacy beliefs, may more accurately predict their motivation and future academic choices than actual competence (Bandura, 1977). Therefore, Bandura (1977) and others have suggested that educational administrators should strive to implement culturally responsive instructional practices that foster culturally responsive knowledge and skill attainment and promote the development of the necessary accompanying culturally responsive confidence and self-efficacy (Hajovsky et al., 2020; Koca, 2018).

Looking through the lens of Bandura's self-efficacy theory in the field of education provides a better understanding that teachers' personal feelings about their ability to teach students a specific culturally responsive curriculum or lesson might be related to their confidence in delivering lesson plans or curricula (Bandura, 1977). An overwhelming number of scholarships suggest that educators' level of culturally responsive teaching efficacy may influence their use of culturally responsive teaching in the classroom and the number of ODRs that they initiate for students (Anderson & Aronson, 2020; Aronson, 2020; Cook-Sather & Des-Ogugua, 2019; Mbura, 2022). As public schools become increasingly diverse, there has been a clarion call among educational gatekeepers for teachers' use of culturally responsive teaching in the learning environment (Cooper, 2019; Eddy et al., 2020; Fiorilli et al., 2020; Guidetti et al., 2018; Warren, 2018). According to

Ladson-Billings (1995) and Gay (2010), culturally responsive teaching is teaching practices that empower students intellectually, socially, emotionally, and politically by utilizing cultural and historical references to convey knowledge, impart skills, and change mindsets attitudes. Culturally responsive teaching recognizes that students' experiences, prior knowledge, and personal narratives are pertinent to teaching and learning. In doing so, educators engage in a strength-based pedagogical approach that places diverse students' cultural knowledge, lived experiences, and socio-political-historical contexts at the center of teaching and learning (Cruz et al., 2020; Joseph et al., 2020; Murray, 2021).

Early proponents of culturally responsive teaching stated that it is valuable to use the cultural knowledge, frames of reference, and prior knowledge of ethnically diverse students to make learning more relevant to and effective for them (Ladson-Billings, 1995; Gay, 2010; Hollie, 2012). As such, teachers who employ culturally responsive teaching in their classrooms strive to perpetuate and sustain cultural pluralism as part of the democratic project of learning and education as a necessary response to demographic and social shifts in society (Bryan, 2018; Quinn & Stewart; 2019). CRT theorists challenge the applicability of conventional mainstream teaching and assert that the racial past exerts contemporary effects on racial contexts. Furthermore, if educators ignore the importance of race and racism in educational policy, then the ostensible race-neutral policies and practices (Cadenas et al., 2021; Crewe & Gourdine, 2019; Crowley, 2019) will undermine the educational needs of students from historically marginalized communities (Ladson-Billings, 1995; Gay, 2010). Culturally responsive teaching advocates seek to enhance teachers' mindsets, understandings, attitudes, knowledge, and skillset to teach in diverse contexts to ensure that educators are adequately responding to the litany of learning apparatus that students bring into the

learning milieu (Calabrese & Tan, 2020; Cruz et al., 2020; Lundqvist & Larsdotter, 2021; Shepard, 2019).

Culturally responsive teaching methods have developed out of multicultural ideologies in response to persistent gaps in achievement and graduation gaps among different demographic of students (Aronson, 2020; Bal et al., 2019; Barrio, 2020; Bonner et al., 2018; Gay, 2017; Walker & Hutchison, 2021). Some researchers hypothesized that incorporating an explicit focus on cultural responsiveness into the culture of the classroom may effectively promote academic (Cook et al., 2018; Daniels, 2017; Girvan et al., 2017; Mukminin et al., 2019) and classroom behavioral functioning (Tan et al., 2021; Sugai et al., 2000) for students. A synthesis of research findings indicated that effective educators of diverse students were proficient in infusing their students' culture throughout the teaching and learning process, which is the very definition of culturally responsive teaching (Gay, 2018; Siwatu, 2007; Siwatu et al., 2017). As such, culturally responsive classroom management practices may reduce chronic discipline disproportionality in the learning environment (Bottiani et al., 2028; Gay 2018; Gregory et al., 2017; Bonner et al., 2018; Simmons, 2019; Valente et al., 2019). Culturally responsive teaching positions educators to be more aware of students' cultural identities by leveraging them to meet students where they are and bring them to where they need to be academically (Hollie, 2019).

Warren and Talley (2017) concur that culturally responsive teaching addresses the diverse needs of students. However, they argue that some educators struggle with adequately transitioning culturally responsive teaching theory and ideology into effective classroom practices (Acuff, 2018). Moreover, other researchers opined that some teachers may lack self-efficacy to deliver culturally responsive practices in the classroom (An et al., 2021; Barrio, 2020; Bonner et al., 2018; Bottiani et al., 2018; Cruz et al., 2020; Delale-O'Connor et al., 2017; Donnor, 2021; Enumah, 2021; Green,

2020). Researchers viewed this as missed opportunities to enhance students' learning experiences because culturally responsive teaching may proactively mitigate the need for ODRs by addressing unconstructive classroom behavioral events (Bay, 2020; Tanguay et al., 2018; Lustick, 2017; Warren & Talley, 2017) and ineffective classroom management (Liu & Li, 2019; Lundqvist & Larsdotter, 2021).

While a few past scholarships have celebrated culturally responsive teaching as a panacea to decrease classroom referrals, improve achievement, and promote student engagement (Barrio, 2020; Gregory et al., 2017; Gay, 2018; Guenther et al., 2021; Hilaski, 2020), other researchers asseverated against culturally responsive teaching's effectiveness to decrease teacher referrals and increase achievement (Anyon et al., 2018; Kunesh & Noltemeyer, 2019). Most notably, Anyon et al., (2018) argued that students from minority racial groups were no more likely than their White counterparts to experience disparities in the classroom and suggest that researchers examined the role of systemic bias (Gay, 2018; Merolla & Jackson, 2019) embedded in school policies, teacher attitudes, and efficacy towards inclusive pedagogy.

Chen and Gay (2020) conducted a study to explore the effectiveness of culturally responsive teaching practices. The researchers indicated that while most teachers are aware of the need to address the challenges that students face and that culturally responsive teaching could meet those challenges, they assert that culturally responsive teaching approaches were rarely implemented in any meaningful way (Cavendish et al., 2020; Day & Beard, 2019; Umutlu & Kim, 2020). Moreover, teachers argued that many districts still lacked effective communication styles, multicultural curriculum design, and culturally congruent teaching professional development to successfully implement culturally responsive teaching models (Chen & Gay, 2020; Cavendish et al., 2021).

Hollie (2019) concurred with Chen and Gay (2020) by asserting that while culturally responsive teaching is practical, culturally responsive teaching effectiveness depends on the depth of educators' implementation of culturally responsive teaching in the learning environment. Similarly, other researchers advanced this argument by suggesting that although officials discuss culturally responsive teaching in teacher education programs, teachers often feel unprepared and uncertain about how to implement and respond to cultural diversity in the educational setting (Acquah et al., 2020; Day & Beard, 2019; Kunesh & Noltemeyer, 2019). Research suggests that effective modeling of culturally responsive teaching and professional training can be instrumental springboard levels of teachers' culturally responsive teaching efficacy and future pedagogical practices in the classroom (Acquah et al., 2020; Hollie, 2019; Tanguay et al., 2018).

Yada et al., (2019) posited that "irrespective of gender or teaching experience, increases in self-efficacy, including culturally responsive teaching efficacy, are likely to promote positive teacher attitudes and classroom practices" (p. 34). Thusly, the research indicates a correlation between teachers with more culturally responsive teaching experience and efficacy to avert and alleviate potentially disruptive classroom events that may lead to students' ODRs. Despite the positive effects of teacher self-efficacy in general, little research has examined the extent to which teachers feel competent, specifically in their ability to implement culturally responsive teaching. This connects to Bandura's (1977) self-efficacy theory in that individuals who lack the confidence to complete a specific task will not be inclined even to attempt those tasks. Therefore, teachers with high efficacy beliefs are more likely to use their students' cultural backgrounds to make learning meaningful. In contrast, the opposite is more likely for teachers with low self-efficacy beliefs. The level of teachers' self-efficacy beliefs can have positive or negative behavioral, academic, and social outcomes for their students. More research studies are needed to ascertain the level of

influence that teachers' sense of efficacy and its relationship with teachers' related variables and their self-efficacy to implement culturally responsive classroom management practices (Gay, 2018; Roberts-Young, 2018; Walker & Hutchison, 2021; Whitaker, 2019).

Culturally Responsive Classroom Management

Effective classroom management strategies have been correlated with students' classroom behavioral and academic outcomes (Chahar & Sevigny, 2021; Karakaya & Tufan, 2018), but some questions have been raised regarding the degree to which current classroom management strategies are responsive to the cultural backgrounds of students from historically marginalized communities in the educative setting (Chao et al., 2017; Daniel & Burgin, 2021; Gaias et al., 2019; Moreno, 2021). Classroom management practices capture the variety of strategies educators utilize to build a favorable classroom milieu that is structured, engaging, and productive and encourages all students' learning, agency, and growth. Some researchers and educational stakeholders asserted that the values and expectations of the current education system tend to reflect the cultural norms of White students and their families (Koca, 2018; Kotluk & Kocakaya, 2020). Thus, the need for classroom practices that are particularly responsive to the backgrounds of non-White students, above and beyond generally effective classroom management, is apparent (Kwok & Svajda-Hardy, 2021; Kwpk et al., 2021; McKenney et al., 2017; Cavendish et al., 2021; Pickens, 2021; Wilcoxen et al., 2021). According to Gay (2010), "Culturally responsive teaching is a means for unleashing the higher learning potentials of ethnically diverse students by simultaneously cultivating their academic and psychosocial abilities" (p. 21). Although classroom management research has helped teachers understand how to design a classroom environment to maximize learning, researchers have not adequately addressed issues specific to navigating classrooms populated by students from diverse cultural and linguistic backgrounds (Kiwatu et al., 2017; Tanase, 2022).

With our nation's classrooms becoming increasingly diverse, this issue must be addressed as challenges around classroom management and discipline are likely compounded by inadequate preparation in working with diverse learners (Aronson, 2020; Assari et al., 2021; Gladney et al., 2021; Kwok et al., 2021; Larson et al., 2018). Therefore, the field of education requires evidence-based interventions to address persistent racial inequities in school discipline as both novice and veteran educators strive to create strategies to make their classrooms more effective, engaging, and welcoming (Caldera et al., 2020; Capers, 2019; Chahar & Sevigny, 2021). As such, teachers must develop classroom management strategies that honor and respect students from various cultures and backgrounds (Kwok et al., 2021; Kwok, A., & Svajda-Hardy, 2021). Culturally responsive classroom management (CRCM) refers to strategies that focus on developing a classroom for all students, such as educators using cultural awareness to guide classroom management decisions about their students and classroom incidents (Bay, 2020; Moreno, 2021; Siwatu et al., 2017). Educators who utilize CRCM practices consider students' backgrounds, cultures, lived experiences, learning styles, and past experiences to create opportunities for all students' academic and social achievement (Baker, 2019; Bay, 2020; Gladney et al., 2021; Siwatu et al., 2017).

In addition, some research indicates that teachers may not be aware of inequities in their decisions and actions toward students, leading to the disproportionate use of the exclusionary discipline (Bal et al., 2018; Bay, 2020; Cavendish et al., 2021; Moreno, 2021; Pickens, 2021). One way in which implicit bias may affect judgment is how teachers define what classroom behaviors are acceptable and unacceptable (Amemiya et al., 2020; Chin et al., 2020; Daniel & Burgin, 2021). The problem is that these definitions may categorize some classroom behaviors from diverse students as "inappropriate" in an educational environment, whereas it may be an acceptable way of demonstrating values such as safety, respect, or responsibility outside of school (Baysu et al., 2021;

Daniel & Burgin, 2021; Larson et al., 2018; Martin, 2021). Increasingly researchers have suggested

utilizing existing proven culturally responsive classroom-based innovations while simultaneously

adapting elements to improve awareness may be an effective strategy for improving equity for

African American students (Gladney et al., 2021; Iotti et al., 2020; Tanase, 2022). One effective

classroom-based intervention for improving classroom environmental outcomes is the double-check

coaching of classroom teachers (DCC) (Bradshaw et al., 2018). Critical elements of the DCC model

are motivational interviewing, teacher implementation of evidence-based classroom management

strategies, such as explicitly teaching expectations, specific acknowledgment of prosocial

behaviors, and ongoing visual performance feedback to teachers.

Siwatu et al., (2017) assert that the differential administration of classroom discipline

among students from historically marginalized groups may be attributed, in part, to educators who

do not comprehend the cultural context of classroom behavior and lack awareness and knowledge

regarding how to manage the classroom incidents in culturally responsive ways that yield

productive outcomes. Additionally, researchers suggested that further exploration of teachers' self-

efficacy to implement culturally responsive classroom management practices is necessary to

support academic and social achievement for all students, especially those students from

historically marginalized communities (Acuff, 2018; Bradshaw et al., 2018; Goddard et al., 2017;

Griffin et al., 2020; Martin, 2021).

Summary

The current study sought to determine if there is a significant statistical relationship

between teacher-related variables such as years of experience, race/ethnicity, and gender and their

perceived self-efficacy to navigate culturally responsive classroom practices. However, despite the

urgent need to understand and address the overrepresentation of African-American boys for teacher

ODRs leading to out-of-school suspension, disciplinary disproportionality remains understudied and pervasive (Bal et al., 2019; Basile, 2021; Gay, 2018; Gregory & Roberts, 2017; Nguyen et al., 2019) and reasons for causation remains elusive. Therefore, there is much tension in the research regarding possible root causes of persistent discipline disparities for students in the learning milieu. While most researchers agreed that racial discipline disparities due to classroom management issues exist (Cook-Sather & Des-Ogugua, 2019), many researchers differed about possible causation (Rasheed et al., 2020; Yussof & Sun, 2020) as well as sustainable, effective remedies for discipline disproportionately (Hollie, 2019).

Hollie (2018) proffered that "culturally responsive teaching supports increasing educator's understanding, awareness, and acceptance, meaning that teachers are asked to utilize instructional activities that specifically validate and affirm cultural and linguistic behaviors that schools as institutions have historically invalidated and not affirmed" (p.55). Bandura's (1977) self-efficacy theory (SET) also provides a lens to comprehend the impact of teachers' willingness/unwillingness to implement culturally responsive teaching professional training in their classrooms. Bandura's (21977) SET theory connects to the current study. It is instructive for educational stakeholders to understand the importance of delivering comprehensive, effective CRT professional development training to ensure that teachers are efficacious about their ability to execute culturally responsive teaching tenets in the classroom.

The existing literature does convey a consensus among researchers that educational stakeholders should implement sustainable professional development to raise teachers' culturally responsive classroom management self-efficacy beliefs to embed core tenets of culturally responsive classroom management in their classroom management decisions and practices (Gregory et al., 2017; Hilaski, 2020; Johnson et al., 2018; Kiramba et al., 2021). Additionally, a review of the

literature that teachers' implicit bias and belief systems may influence the high rate of discipline disproportionality for African-American male students (Gay, 2018; Gregory & Roberts, 2017; Martinez, 2020). Furthermore, the literature demonstrates that discipline disproportionality severely affects student-teacher relationships (Walker & Graham, 2021; Williams et al., 2020) and overall achievement within and beyond the educative milieu (Fisher et al., 2020; Gay, 2018; Gregory et al., 2017). When examining outcomes associated with ODRs and exclusionary discipline, Welsh and Little (2018) surmised that exclusionary disciplinary practices as a result of classroom infractions are unfavorably related to short-term educational effects and detrimental to students' long-term life outcomes.

More specifically, their review overwhelmingly indicated that current disciplinary trends stemming from classroom incidents are strongly correlated to diminished educational achievements, lower scores on standardized tests, reduced graduation rates, decreased school attendance, and lower rates of academic matriculation (Coles & Powell, 2020; Correa & Wilkinson, 2017; Cruz & Rodl, 2018; Welsh & Little, 2018). Moreover, research suggests that implicit racial processing has more impact on punitive disciplinary decisions over rehabilitative ones (Bal et al., 2019; Crewe & Gourdine, 2019; Marcucci, 2020). A substantive review of the existing literature reveals inadequate rigorous research evidence to answer the critical question of how the relationships between teachers' related variables and their self-efficacy to navigate culturally responsive classroom management practices might inform disciplinary outcomes.

The research demonstrates that punitive school discipline practices such as ODRs, and inevitably, suspension and expulsion contribute to poor academic outcomes (Gay 2018; Gravlee, 2020; Gregory et al., 2017; Gregory & Roberts, 2017) and an overall abysmal social and academic trajectory for these students (Johnson et al., 2018). As educational frontline workers who initiate

ODRs, educators' perceptions regarding what constitutes classroom infractions are critical to address as well as mitigate discipline disproportionality because teachers are continuously deciding how and the extent to which they respond to classroom behavioral events (Gregory & Roberts, 2017; Guidetti et al., 2018; Pickens, 2021; Sevon et al., 2021). This decision-making process is crucial to eradicating inequalities for vulnerable students in the educative setting. However, the literature reveals a gap in current research regarding the nuanced relationship between a teacher's sense of efficacy and their culturally responsive classroom management practices in educative spaces (Reinke et al., 2020). Lopes and Oliveira (2022) posited that teachers are constantly making classroom management decisions regarding which students are considered disciplinary problems, what drives the problem, and how to intervene (Chao et al., 2017; Kwok, 2021; Sibiya et al., 2019). Finally, this study adds to the growing body of literature on promising classroom-based interventions and their association with teacher variables that might exacerbate rates of discipline disproportionality.

The present research study adds to the existing literature as it investigates if there is a relationship between teacher-related variables and their sense of efficacy in navigating culturally responsive classroom management practices. Most importantly, the current study fills a gap in the research by providing a deeper understanding of a pernicious and ubiquitous educational issue of navigating classroom management which may contribute to a widening academic, social, and behavioral schism among students. Additionally, this study may potentially galvanize school-level stakeholders to design more efficacious policies to address discipline disparities by delivering culturally responsive professional development to educators and provide an impetus for stakeholders to reflect on the ramifications of explicit and implicit pedagogical perceptions, mindsets, and practices for all students in the educational milieu. In sum, given the pervasiveness of

discipline disparities and the negative consequences associated with the classroom management

practices leading to discipline disparities, more research is needed to provide a deeper

understanding of the relationship between teacher-related variables and their' sense of self-efficacy

to implement culturally responsive classroom management practices (Lopes and Oliveira, 2022).

CHAPTER THREE: METHODS

Overview

The purpose of this quantitative, predictive correlational study is to determine how accurately teachers' culturally responsive classroom management self-efficacy beliefs can be predicted from a linear combination of teachers' years of experience, race/ethnicity, and gender. Chapter three begins by introducing the study's design, including complete definitions of all variables, followed by the research question, null hypothesis, and the instrumentation of the study. The research question and hypothesis will be utilized to determine if there is a statistically significant relationship between the variables identified. The participants, setting, procedures, and data analysis are also presented.

Design

A quantitative, predictive correlational design is appropriate for the current study because it provides a deeper understanding of the relationship between teachers' years of experience, race/ethnicity, and gender and their sense of efficacy to navigate culturally responsive classroom management practices. (Gall et al., 2007; Warner, 2013). A predictive correctional design is appropriate for the proposed study because this design investigates relationships, not causality, between variables without the researcher controlling or manipulating the criterion or predictor variables under investigation (Gall et al., 2007; Warner, 2013). Gall et al., (2007) posited that a correlational research design measures variables without intervention followed by an evaluation of the relationship between or the mean difference among variables. Moreover, correlational research does not describe the nature of the relationship as descriptive research and cannot determine causation as in experimental research (Gall et al., 2007; Warner, 2013). The variables then become the premise of statistical analysis, determining if a significant difference or relationship exists among variables (Gall et al., 2007; Warner, 2013).

One advantage of a predictive correlational design is that the relationship is observed in a more natural environment and provides broad but meaningful empirical observations and great insight (Gall & Gall, 2007). One disadvantage of the predictive correlational design is that it does not establish causation because the researcher had no knowledge about the direction of the cause and cannot guarantee that another variable is not influencing the existing relationship between the variables under study (Gall & Gall, 2007). However, although a correlational study cannot demonstrate causation on its own, with carefully collected and analyzed data, it can strongly support a causal hypothesis, which can be tested in controlled experiments (Gall & Gall, 2007; Warner, 2013). Another disadvantage of the correlational design is the researcher is unable to manipulate the variable under study and directly measure the outcome, as is the case of an experimental design (Gall & Gall, 2007).

The current study seeks to determine if there is a relationship between a teacher's years of experience, race/ethnicity, and gender and their sense of efficacy to navigate culturally responsive classroom management practices. According to Warner (2013), a predictive correlational research design is utilized to determine whether a relationship between variables exists, to what extent the variables are related, or to gain insight into the factors related to a complex variable. This study will measure the relationship between the criterion variable teachers' culturally responsive classroom management self-efficacy and the three predictor variables, years of experience, race/ethnicity, and gender. The predictor variable, years of teaching experience, is defined as the years a teacher has spent regularly teaching in a classroom (Bottiani et al., 2018). Race ethnicity is defined as a social construction with no biological basis (Martinez, 2020). The racial differences found in this study should not be explained by the innate characteristics of those identifying as White, Black, or Hispanic. Rather, they should be explained by the context in which teachers are socialized and trained. Gender is defined as either of the two sexes (male and female), especially when considered with reference to social and

cultural differences rather than biological ones (Reich-Shapiro et al., 2021; Sibiya et al., 2019). It is important to note that correlational research does not indicate causation between variables; instead, a high correlation suggests a more robust relationship exists between the variables (Gall et al., 2007; Warner, 2013). This design is consistent with the proposed research question, hypothesis, and procedures described in this study.

Research Question

RQ1: How accurately can teachers' culturally responsive classroom management self-efficacy be predicted from a linear combination of their years of experience, race/ethnicity, and gender?

Null Hypothesis

$H_0 1$: There will be no significant predictive relationship between the criterion variable teachers' culturally responsive classroom management self-efficacy beliefs and the linear combination of predictor variables teachers' years of experience, race/ethnicity, and gender.

Participants and Setting

This section will provide a cogent description of the population, the participants, the sampling technique, and the sample size of the present study. The section concludes with a description of the setting.

Population

The participants for the study will be drawn from a convenient sample of teachers from online social media forums like Teacher Supports Teachers, a Facebook professional forum comprise of over 5,000 educators from all over the United States. For this study, the number of teacher participants sampled was 103, which exceeds the 66 samples required minimum when assuming a medium effect

size with a statistical power of .7 at the .05 alpha level (Gall et al., 2007). The teachers who complete the Culturally Responsive Classroom Management Self-Efficacy Scale will be the participants of this study.

Participants

Over 100 teachers were invited to participate in the current research study. The 103 participants of this study were drawn from a convenient sample of teachers from online social media forums, such as Teacher Supports Teachers, a Facebook professional forum comprised of over 5,000 educators from all over the United States. The participants in this study take the culturally responsive classroom management self-efficacy survey to determine if there will be a significant, predictive relationship between the criterion variable (teachers' culturally responsive classroom management self-efficacy scores) and the linear combination of predictor variables teachers' years of experience, race/ethnicity, and gender.

The sample will represent teachers whose students are the group that nationally are overrepresented for discipline disparities. Therefore, a breakdown of demographic data for the sample is critical to understanding the nation's disproportionate discipline conundrum (Participant demographic information can be found in Table 1- 6). The teacher sample (n=103) comprised (71.8%) of females and (28.2%) of males. The sample demographic based on race/ethnicity included African-American-15.5%, Caucasian-60.2%, Latino-4.9, and other-6.8%. The sample consisted of 87.4% of the teachers who held a Master's Degree, 6.8% held a doctorate degree and 5.8% other. The demographic questionnaire asked the sample to self-report regarding the number of discipline referrals they wrote for the 2021-2022 school year. 9.7% of the sample reported that they wrote 11-15 referrals for the 2021-2022 school year; 73.8% 1-5, 13.6% 6-10 referrals, and 2.9% wrote 16+ referrals.

Table 2 reflects the descriptive statistics for the demographic descriptors.

Table 1

Demographic years of experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	21	20.4	20.4	20.4
	11-15	9	8.7	8.7	29.1
	16-20+	56	54.4	54.4	83.5
	6-10	17	16.5	16.5	100.0
	Total	103	100.0	100.0	

Table 2

Demographic race/ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Non-White	29	28.2	28.2	28.2
	White	74	71.8	71.8	100.0
	Total	103	100.0	100.0	

Table 3

Demographic gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	74	71.8	71.8	71.8
	Male	29	28.2	28.2	100.0
	Total	103	100.0	100.0	

Table 4

Demographic level of experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masters	96	93.2	93.2	93.2
	PhD	7	6.8	6.8	100.0
	Total	103	100.0	100.0	

Table 5

Demographic referrals written for the 2021-2022 school year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	83	80.6	80.6	80.6
	11-15	3	2.9	2.9	83.5
	16-20+	3	2.9	2.9	86.4
	6-10	14	13.6	13.6	100.0
	Total	103	100.0	100.0	

Table 6

Demographic age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-30	11	10.7	10.7	10.7
	31-40	22	21.4	21.4	32.0
	41-50	31	30.1	30.1	62.1
	50+	39	37.9	37.9	100.0
	Total	103	100.0	100.0	

The researcher will use convenience sampling to select a sample from social media teacher group

forms. A convenience sample is appropriate for this study due to the ease of collecting data online and

the availability of potential participants (Gall et al., 2007; Warner, 2013). While simple random

sampling, for example, can be advantageous because it eliminates sample bias and describes the method

of selecting the research variables, convenience sampling provides ease in research because it speeds up

the research process, helping the researcher to save time and funds (Gall et al., 2007; Warner, 2013).

Additionally, convenience sampling facilitates a large amount of data from the research sample (Gall et

al., 2007; Warner, 2013). Descriptive statistics regarding the three teacher-related demographics under

study will be calculated and compared to the CRCMSE scores to determine if there is a relationship

between teachers' years of experience, race/ethnicity, and gender and their perceived self-efficacy to

navigate culturally responsive classroom management practices.

Setting

This study was conducted on social media teacher forums, such as Teacher Supports Teachers, a

Facebook professional teacher forum comprised of over 5,000 educators from all over the United States.

<div align="center">Instrumentation</div>

This predictive, correlational research design utilized the Culturally Responsive Classroom

Management Self-Efficacy Scale (Siwatu et al., 2017), which requires approximately 5-10 minutes to

complete (see Appendix E).

Culturally Responsive Classroom Management Self-Efficacy Scale

In the educational setting, self-efficacy refers to teachers' belief in their ability to complete

navigate classroom tasks that can benefit their students in a particular domain (Bandura, 2007; Dembo &

Gibson, 1985). Classroom management research has helped teachers understand how to design a

classroom environment to maximize learning. However, the existing research and educational

stakeholders have not adequately addressed issues specific to managing a classroom populated by

students from diverse cultural and linguistic backgrounds (Chahar & Sevigny, 2021; Kiwatu et al.,

2017). Importantly, teachers' classroom management self-efficacy varies. Therefore, a teacher who may

be well versed in teaching content-area skills may still lack an adequate amount of classroom management self-efficacy to mitigate classroom disruptions and focus on the needs of all students, especially students from vastly different socioeconomic and cultural experiences from the educator. (Dee & Penner, 2017). Mahali et al., (2021) asserted that many educators enter the learning environment with limited cross-cultural awareness and a low sense of efficacy in supporting cultural diversity. The researchers also suggested that heightened teacher classroom management self-efficacy is associated with positive outcomes for both teachers and their students (Cruz et al., 2019; Mahali et al., 2021). However, research indicates that some educators express a lack of efficacy to navigate classroom transgression when working with diverse populations especially concerning issues around classroom management, which may intensify teacher and student apprehension and introduce tension in the student-teacher relationship and the culture of the classroom regarding discipline (Kiwatu et al., 2017).

Therefore, Siwatu et al., (2017) created the Culturally Responsive Classroom Management Self-Efficacy Scale (CRCMSE) to address this gap in educators' preparedness for class to understand the cultural context in order to successfully address classroom behavior. The CRCMSE Scale was used to elicit information from preservice and in-service teachers regarding their self-efficacy to perform various classroom management tasks that are often associated with teachers who engage in culturally responsive teaching and who have adopted culturally responsive classroom management (CRCM) practices (Siwatu et al., 2017). Siwatu et al., (2017) sampled preservice teachers in the Midwest and included an individual analysis of specific items for which respondents demonstrated high self-efficacy scores. They identified five critical parts of CRCM:

(a) Recognition of one's ethnocentrism and biases

(b) Knowledge of students' cultural backgrounds

(c) Understanding of the broader social, economic, and political context of educational

(d) Ability and willingness to use culturally appropriate classroom management strategies

(e) Commitment to building caring classroom communities.

Siwatu (2017) purposely included features from multiple fields of study into the research backing the CRCMSE to ensure a holistic presentation of culturally responsive classroom practices. Earlier versions of the teacher efficacy scale (TES) and the Culturally Responsive Classroom Management Self-Efficacy Scale (CRTSE) were used as foundational tools to construct the CRCMSE scale (Siwatu et al., 2017). The core culturally responsive teaching practice measures were added to TES, a 16-item version of Dembo and Gibson's Teacher Efficacy Scale (1984) that was shortened from 30 items because Dembo and Gibson (1985) achieved adequate reliability at 0.79 using only 16 items. These factors generally concurred with the two-factor (outcome expectations and self-efficacy beliefs) model of self-efficacy proposed by Bandura (1977).

Additionally, Siwatu et al., (2017) used Bandura's (1977) guidelines and expectations for self-efficacy to ground the scale in research. Bandura (1997) defined self-efficacy as an individual's beliefs in their ability to organize and execute the courses of action required to produce given attainments. In the context of teaching and learning, teacher self-efficacy is teachers' belief in their ability to organize and execute classroom actions necessary to accomplish a specific teaching goal that might benefit their students (Tschannen-Moran et al., 1998).

Previous researchers who utilized the CRCMSE have reported reliabilities ranging from Cronbach's alphas of 0.93 to 0.98 (Cruz et al., 2019; Siwatu, 2007; Siwatu & Starker, 2010; Tschannen-Moran et al., 1998). The Culturally Responsive Classroom Management Self-Efficacy Scale consists of 35 items in which the study participants were asked to rate how confident they were in their ability to perform specific CRCM tasks (e.g., "I am able to establish routines for carrying out specific classroom tasks") by indicating a degree of confidence ranging from 0 (*no confidence at all*) to 100 (*completely*

confident). Responses to each item were summed to generate a total score. Total scores can range from 0 to 3,500. Participants with higher scores are more confident in their ability to perform various CRCM tasks successfully (Siwatu et al., 2017). Siwatu et al., (2017) obtained evidence of validity with two existing measures, the CRTSE Scale (Siwatu, 2007) and the TSE Scale (Tschannen-Moran & Woolfolk Hoy, 2001). Pearson product-moment correlation coefficients were computed among the scores on the three self-efficacy measures. There was a strong, positive correlation between scores on the CRCMSE and CRTSE Scales ($r = .77$, $n = 370$, $p < .001$). There was also a moderate, positive correlation between scores on the CRCMSE and TSE Scales ($r = .51$, $n = 379$, $p < .001$). The results supported the hypothesis that scores on the CRCMSE Scale would positively relate to scores on the CRTSE and TSE Scales. In addition, the prediction that scores on the CRCMSE measure would be correlated higher with scores on CRTSE Scale compared to the TSE Scale was correct. Therefore, the findings from the correlational analysis provide evidence of construct validity, meaning that the instrument measures what it was created to measure (Siwatu, 2017). Discriminant validity is the degree to which the instrument can distinguish between or among different concepts in empirical research (Warner, 2013). Constructs demonstrate discriminant validity if the variance extracted for each is higher than the squared correlation between the constructs (Siwatu et al., 2017; Warner, 2013). Siwatu et al., (2017) surmised that the development of the CRCMSE Scale could positively distinguish between teachers' self-efficacy and CRCM practices.

Procedures

After successful proposal defense and IRB approval (see Appendix Z), the researcher will commence data collection by posting the recruitment letter embedded with all survey-related documents on the Teachers Support Teachers forum and other teacher group sites on Facebook. These sites comprise over 5,000 teacher members. The Culturally Responsive Classroom Management Self-

Efficacy Scale and the related documents will be disseminated online to approximately 5,000 teachers via Survey Monkey to determine if there is a relationship between teachers' years of experience, race/ethnicity, and gender and their perceived self-efficacy to implement culturally responsive classroom management practices and decisions. The researcher will provide a secure link with the specific details of the study and contact information for the researcher for questions and concerns.

The link will also generate a teacher demographic questionnaire. This survey will be conducted online because the online forum will provide a convenient, fast, and efficient option for both the respondents and the researcher in completing the survey and data collection. It is important to note that Siwatu's (2007) study did not include the preservice teachers' background characteristics. As such, Siwatu (2007) stated the urgent need to conduct additional research studies that investigate the relationship between teacher background variables such as years of experience or race/ethnicity and scores on individual CRCMSE to address any issues in teacher education and professional development opportunities. This is also necessary to support teachers' culturally responsive teaching capacity building, which this current study aims to do. The survey hyperlink will remain open for three-four weeks to provide time flexibility for the additional participants to respond and facilitate a large sample size. Once the researcher secured a sample size that is greater than 66, the survey information will be downloaded into SPSS software and analyzed for statistical significance. Individual assent forms, protocol, and training manuals are not needed for this research and will not be collected as this study is entirely anonymous. After collecting and scoring the assessments, the researcher will dummy code the data to ensure that the three independent variables, years of experience, race/ethnicity, and gender, are numeric, input the data using SPSS Version 22, and clean and account for any missing data. The researcher will create dichotomous dummy variables for each of the three predictors.

To address the research question regarding teachers' culturally responsive classroom management self-efficacy practice scores, the researcher will descriptively analyze all questions on the Culturally Responsive Classroom Management Self-Efficacy Scale (Siwatu et al., 2017). The researcher will obtain question-specific means on a scale of 0 to 100 across participant responses and group by mean scores to examine strengths and weaknesses in culturally responsive classroom management self-efficacy within the sample (Siwatu, et al., 2017). Global scores are calculated by adding up the scores for each item to generate a total score between 0 and 3500 (Siwatu et al., 2017). Finally, this was an anonymous survey collected over social media forums comprised of teacher groups. As such, the researcher will ensure that no identifying information was collected. Data will be stored securely on a password-protected external drive; only the researcher will have access to the Culturally Responsive Classroom Management Self-Efficacy Scale results. When not being utilized, the external drive will be stored in a locked drawer, to which the researcher has the only key. The survey results will be retained for five years after the completion of the present research study.

Data Analysis

A multiple linear regression analysis was conducted utilizing SPSS to determine if there is a statistically significant relationship between teachers' years of experience, race/ethnicity, and gender and their perceived self-efficacy to implement culturally responsive classroom management practices. Multiple linear regression analysis is the appropriate data analysis because it is consistent with the research question, hypothesis, and data collected for the present study (Warner, 2013). Gall et al., (2007) suggested that the multiple linear regression analysis (MLR) is utilized to produce a regression equation where the coefficients represent the relationship between the criterion variable (teachers' culturally responsive classroom management self-efficacy scores) and the predictor variables (teachers' years of experience, race/ethnicity, and gender). The MLR required the criterion variable to be measured on a

continuous scale, and the independent variables will be dummy coded to numeric values (Gall et al., 2007). The categorical predictor variable years of experience was dummy coded as less than 10 years, which is equal to 1, and greater than 10 years of experience, which is equal to 0. The variable race was dummy coded as White equals 1, and the other races as Non-White coded as 0. The variable gender was dummy coded as female equals 1 and male equals 0. Additionally, the MLR data analysis is used to model multiple independent variables, including continuous and categorical variables, to determine if each predictor variable has an effect on the criterion variable which aligns with the research question and hypothesis currently under examination (Gall et al., 2007; Warner, 2013).

Descriptive statistics constitute a mathematical summarization of data allowing the researcher to provide an in-depth picture to examine the phenomenon of interest (Gall et al., 2007). The researcher will descriptively analyze the 103 teacher responses on the Culturally Responsive Classroom Management Self-Efficacy Scale, based on global scores between 0-3500. Participants with higher scores are considered to be more confident, and those with lower scores are considered to be less confident to navigate culturally responsive classroom management protocols and practices (Siwatu, 2017; Slater & Main, 2020). Then the researcher will calculate data means and standard deviations scores.

Next, the data will be inspected visually to check for missing data points and inaccuracies. The Durbin-Watson Analysis is a test used to detect autocorrelation in the residuals from a regression analysis, ensuring that all values are between the 0 and 4 range on the model summary (Warner, 2013). Gall et al., (2007) state that a value of 2 indicates that no autocorrelations were detected, 0 to less than 2 indicates positive autocorrelation, and values from 2 to 4 suggest a negative autocorrelation. The researcher will then commence the Assumption Tests. The researcher can assume that there is the independence of observations.

Assumptions for Multiple Linear Regression

Assumption of Bivariate Outliers

The multiple linear regression requires that the assumption of bivariate normal distribution be met. The researcher will use scatter plots between all pairs of independent variables and also the predictor variables, and a criterion variable. The researcher will look for extreme bivariate outliers. Finally, the researcher will determine if the assumption of bivariate normal distribution was met/not met (See Figures 1-4 for box plots).

Assumption of linearity and bivariate normal distribution

The multiple regression requires that the assumption of linearity be met. Linearity will be examined using box plots. This will give a series of box plots representing all the relationships. The researcher will look for a linear relationship between each pair of variables. If the variables are not linearly related, the power of the test is reduced. The researcher can test for this assumption by plotting a box plot for each pair of predictor variables and between the predictor variables and the criterion variable.

Assumption of non-Multicollinearity among the Predictor Variables

A Variance Inflation Factor (VIF) test will be conducted to assure the absence of multicollinearity. If a predictor variable is highly correlated with another predictor variable, they essentially provide the same information about the criterion variable. If the variance inflation factor (VIF) is too high (greater than 10), the researcher has multicollinearity and has violated this assumption (Gall et al., 2007). Acceptable values are between 1 and 5. The absence of multicollinearity was met between the variables in this study (Refer to Table 3 for collinearity) Statistics).

After ensuring that none of the regression assumptions was violated, the researcher will perform multiple linear regression analyses in SPSS software to determine the overall relationship between the

criterion variable and the predictor variables. The researcher will input all variables and data sets to complete a correlational analysis. Multiple linear regression is a statistical analysis that depends on modeling a relationship between two variables, the predictor variable (teachers' years of experience, race/ethnicity, and gender) and the criterion variable (culturally responsive classroom management scores). The researcher will enter the data sets for the predictor variables and the criterion variables into the SPSS software and use the model summary output to reveal if the predictor variables, as a group, predict the number of teachers' self-efficacy to implement culturally responsive classroom management. The adj. $R^2 = 00.0$ value indicates the percentage of the variance in the dependent variable that the independent variables explain collectively as a group (Warner, 2013).

The test uses alpha =.05, from the ANOVA table to test whether the *adj. R^2* is significantly greater than 0. If the *p*-value is $p < .05$, then adj. R^2 is significantly greater than 0. This indicates that each predictor is able to account for a significant amount of variance in teachers' CRCM self-efficacy scores, which will be represented by $F(3, 95) = 0.00$, $p < .000$, adj. $R^2 = .00$. The coefficient tables are used to determine which of the three predictor variables represented the most robust predictor of teachers' self-efficacy to implement culturally responsive classroom management practices (Warner, 2013).

If statistically significant relationships exist between the criterion variable and the three predictor variables, the multiple regression analysis will compare the strengths of each of these relationships to determine the most robust predictor variable of teachers' culturally responsive classroom management self-efficacy beliefs.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this quantitative non-experimental, predictive, correlational research design is to determine how accurately teachers' culturally responsive classroom management self-efficacy can be predicted from a linear combination of teachers' years of experience, race/ethnicity, and gender. Chapter four begins by introducing and organizing the results of the research question and the null hypothesis under study, followed by descriptive statistics of the study's sample. The results of the study's data analysis are organized and discussed by the research question and followed by an in-depth analysis of the study data. A chapter summary is also presented. Additionally, correlations among all study variables can be seen in Table 12. This chapter also utilizes tables and appendices throughout the chapter to provide a visual presentation of the data collection and analysis, including assumption tests.

Research Question

RQ: How accurately can teachers' culturally responsive classroom management self-efficacy scores be predicted from a linear combination of teachers' years of experience, race/ethnicity, and gender?

Null Hypothesis

H_0: There is no significant predictive relationship between the criterion variable teachers' culturally responsive classroom management self-efficacy and the linear combination of predictor variables teachers' years of experience, race/ethnicity, and gender.

Descriptive Statistics

Data for the study was derived from the use of the culturally responsive classroom management self-efficacy scale, which has been deemed valid and reliable (Siwatu et al., 2017). Before conducting the analysis, frequencies were calculated for the data set. The teacher sample (N

= 103) comprised (71.8%) female and (28.2%) male. The demographic data for this variable is also illustrated in Table 1 and was included to explore potential patterns between participants' years of teaching experience, age, degree attainment, race, and the number of referrals issued to students overall. The mean and standard deviation for the dependent variable (CRCMSE scores) and the independent variables (years of experience, race/ethnicity, and gender) are reported in this section. The dependent variable, CRCMSE scores, ranged from a minimum possible score of 0 to a maximum possible score of 3500. The sample data were: CRCMSE scores *M= 2575, SD=776.24308*.

Table 7

Descriptive Statistics for Criterion Variable

	M	*SD*	*N*
CRCMSE_Scores	2626.1359	651.85338	103

Once the data collection window was closed, the raw 103 data from the survey were downloaded from Survey Monkey in a Microsoft Excel format and analyzed using IBM SPSS version 22. Data screening was conducted on the predictors and the criterion to detect inconsistencies and missing data (Gall et al., 2007; Warner, 2013). All participants completed a 6-question demographic questionnaire and the CRCMSE survey. The final sample consisted of 103 participants (*N*=103). The Durbin-Watson Analysis is a test used to detect autocorrelation in the residuals from a regression analysis, ensuring that all values are between the 0 and 4 range on the model summary (Warner, 2013). Gall et al., (2007) state that a value of 2 indicates that no autocorrelations were detected, 0 to less than 2 indicates positive autocorrelation, and values from 2

to 4 suggest a negative autocorrelation. The Durbin Watson value was 1.862. This vale is close to 2 indicating non-autocorrelation (See Table 10). Next, the researcher commenced the assumption tests and then proceeded with the linear regression analysis.

Assumption of Bivariate Outliers

The multiple linear regression requires that the assumption of bivariate outliers is met. The researcher will use box and whisker plot between all pairs of independent variables and also the predictor variables, and the criterion variable. The researcher will look for extreme bivariate outliers. The box plots did highlight a few outliers; however, no extreme outliers were detected. An outlier is a data value that lies at an abnormal distance from the other values in a random sample from a population (Warner, 2013). An extreme outlier is defined as any data value which lie more than 3.0 times the interquartile range below the first quartile or above the third quartile (Warner, 2013). The assumption of bivariate outliers was met (This is reflected in the Figures 1-4.

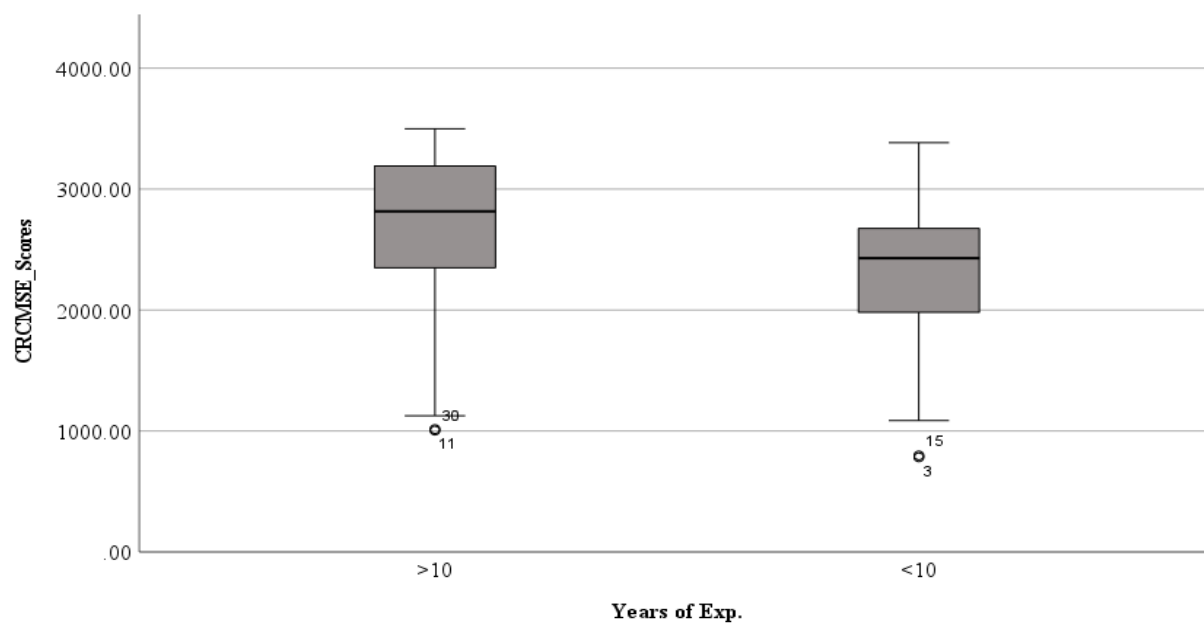### *Figure 1*

Boxplot of CRCMSE separated by years of experience.

Figure 2

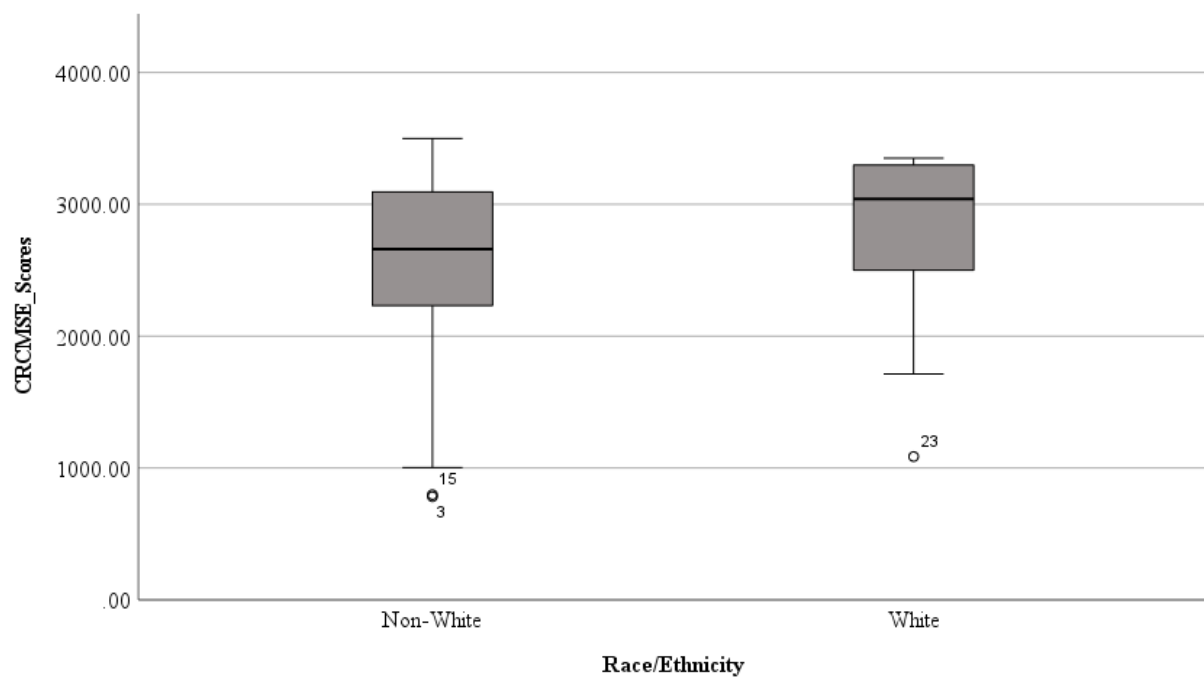*Boxplot of CRCMSE separated by race/ethnicity.*

Figure 3

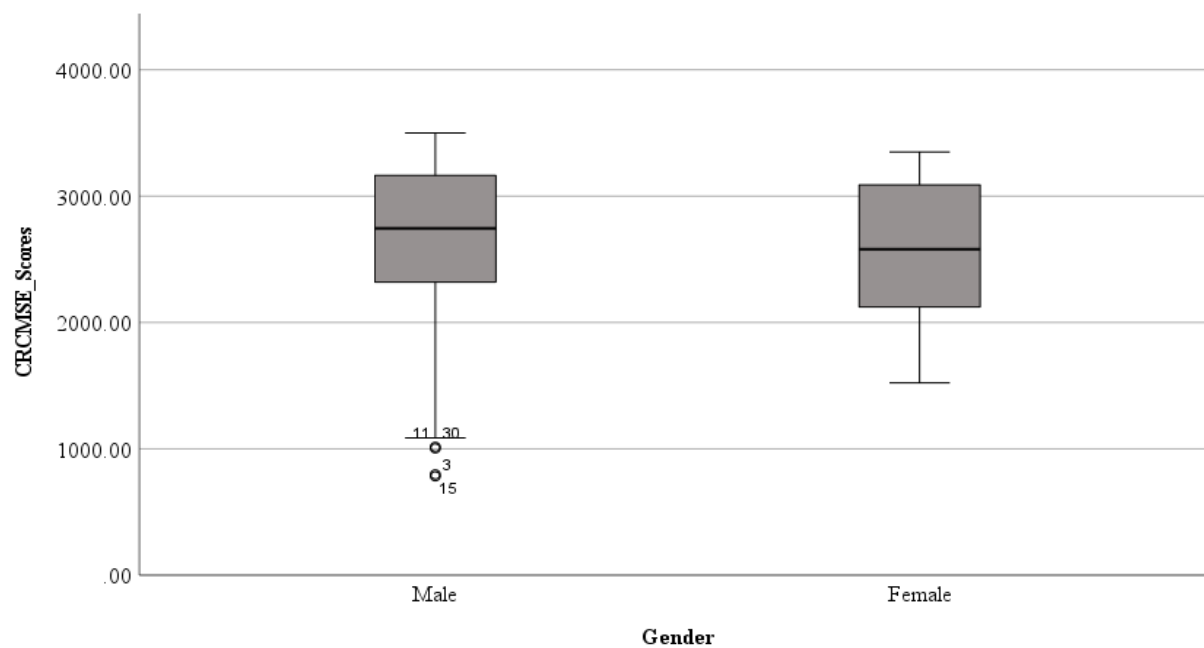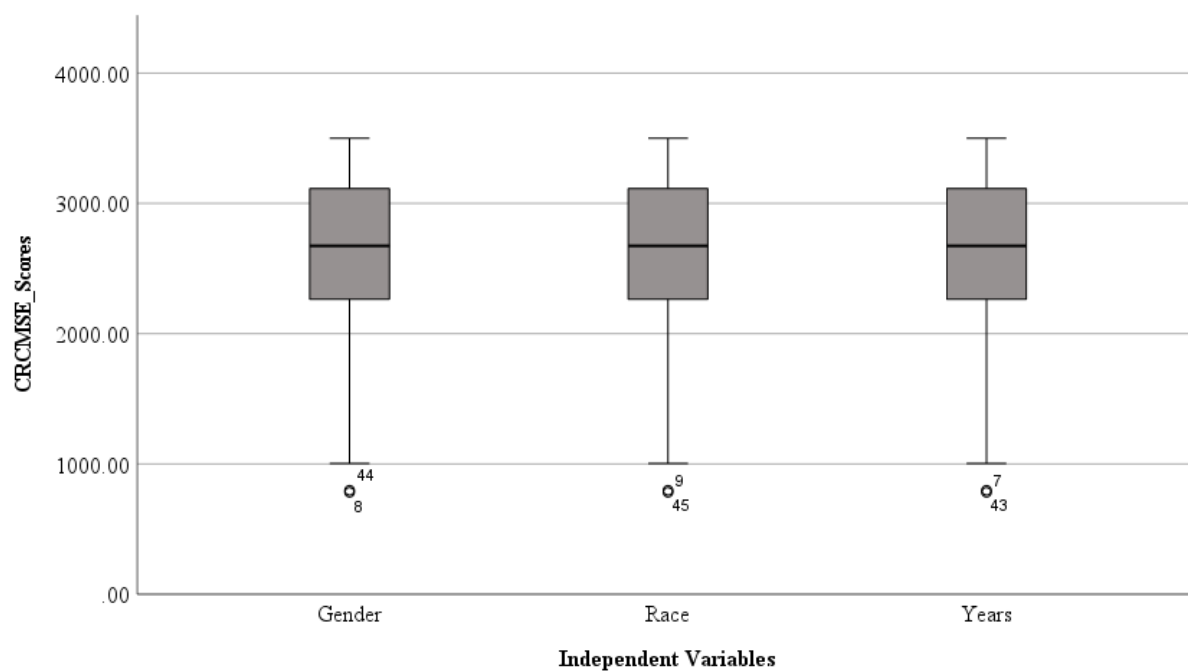*Boxplot of CRCMSE separated by gender.*

Figure 4

Boxplot of CRCMSE and independent variables.

Assumption of linearity and bivariate normal distribution

The multiple regression requires that the assumption of linearity be met. Dummy variables automatically meet the linearity assumption because by nature dummy variables carry two options (0 or 1), which will produce a straight line through these two points. This study utilized dummy variables for all three predictor variables, years of experience, race/ethnicity, and gender. The assumption of linearity was met (See Figures 1-4).

Assumption of non-Multicollinearity among the Predictor Variables

The potential presence of multicollinearity was measured by the Variance Inflation Factor (VIF) test, which is designed to determine whether predictor variables are highly correlated which indicates that they are providing the same information about the criterion variable (Gall et al., 2007; Warner, 2013). If a predictor variable is highly correlated with another predictor variable, they essentially provide the same information about the criterion variable. If the variance inflation factor (VIF) is too high (greater than 10), the researcher has multicollinearity and has violated this assumption (Gall & Gall, 2007; Warner, 2013). The non-multicollinearity requirements for a multiple regression were met for this study as evidenced by the variance inflation factor (VIF) values presenting less than ten (See Table 8).

Table 8

Collinearity Statistics

Model		Collinearity Statistics	
		Tolerance	VIF
1	Years of Exp.	.986	1.014
	Race/Ethnicity	.965	1.037
	Gender	.978	1.023

Results

Null Hypothesis

After assessing that no assumptions were violated, the researcher commenced the multiple linear regression analysis in SPSS. Next, the data was inspected visually to check for missing data points and inaccuracies. This study aimed to examine the relationship between teachers' years of experience, race/ethnicity, and gender as predictors of their CRCMSE scores measured by the culturally responsive classroom management self-efficacy scale. Multiple linear regression analysis was utilized to test the null hypothesis: "There is no significant predictive relationship between the criterion variable teachers' culturally responsive classroom management self-efficacy scores and the linear combination of predictor variables teachers' years of experience, race/ethnicity, and gender." The criterion variable is teachers' CRCMSE scores. The predictor variables were teachers' years of experience, race/ethnicity, and gender. The results indicated that taken collectively, the predictor values of years of experience, race/ethnicity, and gender significantly predicted teachers' CRCMSE scores as is evidenced by the ANOVA output $F(3, 99) = 3.235$, $p = .026$, which indicates that, as a set, the three variables statistically predict CRCMSE scores. Hence, the researcher rejected the null hypothesis at the 95% confidence level (This is reflected in Table 9).

Table 9

Anova Table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3869572.757	3	1289857.586	3.235	.026[b]
	Residual	39471535.340	99	398702.377		
	Total	43341108.097	102			

a. Dependent Variable: CRCMSE_Scores
b. Predictors: (Constant), Gender, Years of Exp., Race/Ethnicity

Table 10

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.299 a	.089	.062	631.42884	.089	3.235	3	99	.026	1.806

a. Predictors: (Constant), Gender, Years of Exp., Race/Ethnicity
b. Dependent Variable: CRCMSE_Scores

Next, the researcher examined the coefficient table to determine the size of the effect that each independent variable has on the dependent variable. Gender is not a statistically significant predictor of CRCMSE scores as evidenced by $t(101) = -.342$; $p = .733$; $p > .05$. White/ non-White racial status is also not a statistically significant predictor of teachers' CRCMSE scores as evidenced by $t(101) = 1.167$; $p = .246$; $p > .05$. Teachers' years of experience is statistically significant in predicting teachers' CRCMSE scores as evidenced by $t(-2.999)$; $p = .003$; $p < .05$.

From the coefficients table, the general form of the equation to predict the criterion variable is:

CRCMSE scores = 2702.981 (-466.268) *Years of Experience = 0 + 204.044*Race/Ethnicity = 0

(non-white) - 47.868*Gender=0 (male) (See Table 11).

Table 11

Coefficients Table

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2702.981	81.717		33.077	<.001
	Years of Exp.	-466.268	155.483	-.290	-2.999	.003
	Race/Ethnicity	204.044	174.876	.114	1.167	.246
	Gender	-47.868	139.900	-.033	-.342	.733

Table 12

Correlations Table

		CRCMSE_Scores	Years of Exp.	Race/Ethnicity	Gender
Pearson Correlation	CRCMSE_Scores	1.000			
	Years of Exp.	-.277			
	Race/Ethnicity	.076			
	Gender	-.018			
Sig. (1-tailed)	CRCMSE_Scores	.			
	Years of Exp.	.002	.		
	Race/Ethnicity	.224	.122	.	
	Gender	.430	.481	.067	.
N	CRCMSE_Scores	103	103	103	103
	Years of Exp.	103	103	103	103
	Race/Ethnicity	103	103	103	103
	Gender	103	103	103	103

CHAPTER FIVE: CONCLUSIONS

Overview

This quantitative non-experimental, predictive, correlational research design will determine how accurately teachers' culturally responsive classroom management self-efficacy can be predicted from a linear combination of teachers' years of experience, race/ethnicity, and gender. Chapter five begins with a robust discussion of research findings by introducing the research question and the hypothesis of the study. The author will discuss the implications and limitations of the study and provide recommendations for future research studies that can further investigate and address the importance of developing teachers-related variables and their perceived self-efficacy to navigate culturally responsive classroom management practices.

Discussion

This quantitative non-experimental, predictive, correlational research design will determine how accurately teachers' culturally responsive classroom management self-efficacy can be predicted from a linear combination of teachers' years of experience, race/ethnicity, and gender. The research question stated, "How accurately can teachers' culturally responsive classroom management self-efficacy be predicted from a linear combination of teachers' years of experience, race/ethnicity, and gender?" Data were collected from a sample of 103 teachers using the CRCMSE Survey, which captured teachers' sense of efficacy to navigate culturally responsive classroom management practices.

A multiple linear regression analysis was performed using SPSS to address the research question under review. All of the assumptions for a multiple linear regression were met. The CRCMSE survey measured the teachers' level of self-efficacy to implement CRCM practices by providing a total score of 0 to 3500, with low numbers indicating teachers' low self-efficacy beliefs and high numbers indicating their high levels of self-efficacy belief. The results indicated that the overall model fit was statistically

significant. This means that, collectively, the independent variables years of experience, race/ethnicity, and gender were statistically significant predictors of the dependent variable, teachers' CRCMSE scores F (3, 99) = 3.235, p = .026, *adj. R^2* = .062. Therefore, the researcher was able to reject the null hypothesis at an alpha level of $p < 0.05$. Moreover, *adj. R^2* = .062 depicts that the entire model accounted for approximately 6.2 % of the variance in teachers' CRCMSE scores. According to Cohen (1988), an R^2 less than .09 is considered a small effect size. A small effect size is reported for this overall prediction model (R^2 = 0.089).

Next, the researcher examined the coefficient table to determine the size of the effect that each independent variable has on the dependent variable. The results indicated that gender is not a statistically significant predictor of CRCMSE scores as evidenced by *-t* (101) = -.342; p =.733; $p >$ .05. Findings also revealed that White/ non-White racial status is also not a statistically significant predictor of teachers CRCMSE scores as evidenced by t (101) = 1.167; p = .246; $p >$ .05. However, the result did find that teachers' years of experience is statistically significant in predicting teachers' CRCMSE scores as evidenced by t (-2.999); p = .003; $p <$ .05. The baseline variables (10 years or more; non-white; male teacher) = CRCMSE score = 2702.981 (constant). When years of experience = 1, CRCMSE= 2702.981 – (466.268)*(Years of Experience = 1) + 0 + 0 = 2236.695. The negative association between years of experience and CRCMSE scores suggests that a decrease in teachers' years of experience in the classroom is associated with a decrease in their CRCMSE scores. From the coefficients table, the general form of the equation to predict the criterion variable is: CRCMSE scores =2702.981 (-466.268) *Years of Experience = 0 + 204.044* Race/Ethnicity = 0 (non-white) - 47.868*Gender=0 (male). The Pearson's *r* provided additional support for the relationship between teachers' CRCMSE scores and their years of teaching experience, as evidenced by *r* (101) = -.277, $p <$ .001 (See Table 12).

Not surprisingly, prior scholarship supports this conclusion by suggesting that less experienced teachers will see a decrease in their perceived self-efficacy and ability to do all aspects of their job, including successfully implementing culturally responsive classroom management practices (Bay, 2020; Berger et al., 2019; Bettini & Park, 2021; Burkhauser, 2017; Facker et al., 2021; Hajrulla & Harizaj, 2018; Kwok, 2017; Roorda & Koomen, 2021). Additionally, these findings are consistent with Fitchett et al., 2018, Poulou et al., 2019 and Wolff et al., (2021), who surmised that differences in both the quality and depth of teachers' knowledge are linked to differences in how expert and novice teachers represent and process classroom management events. Wolff et al., (2021) concurred with other researchers by indicating that veteran teachers' years of teaching experience might provide them with a better repertoire of effective classroom techniques to manage disruptive classroom behaviors without leaning on punitive responses (Beck et al., 2020; Girvan et al., 2017; Hepburn et al., 2021; Hirsch et al., 2019).

Furthermore, this study's findings align with prior researchers who indicated that teachers' years of classroom experience could determine how and to what level they respond to classroom events, maintain an ongoing awareness of classroom situations, and make decisions to address those decisions made (Berger et al., 2018; Burkhauser, 2017; Hyry-Beihammer et al., 2019; Pressley et al., 2020). Chen and Gay (2020) conducted a study to explore the effectiveness of culturally responsive practices. The researchers opined that most teachers are aware of the need to address the challenges that students face and that teachers with high sense of culturally responsive efficacy could meet those challenges. They asserted that culturally responsive classroom management practices were rarely implemented in any meaningful ways by less experienced teachers (Cavendish et al., 2020; Day & Beard, 2019; Umutlu & Kim, 2020).

Moreover, from a theoretical lens, Bandura (1997) gives credence to this study's result by asserting that mastery experiences were the most impactful factor in the development of an individual's self-efficacy beliefs. Bandura (1997) defined self-efficacy as an individual's beliefs in their ability to organize and execute the courses of action required to produce given attainments. In the context of teaching and learning, teacher self-efficacy is the teachers' belief in their ability to organize and execute classroom actions required to accomplish a specific teaching goal that might benefit their students (Kwok, 2021; Tschannen-Moran et al., 1998). An important implication, which aligns with Bandura's (1993) theory about self-efficacy, is to provide pre-service teachers with sufficient mentoring and positive modeling.

Thus, this study confirms previous research that suggesting years of experience are negatively associated with teachers' CRCMSE to navigate classroom management practices and provides evidence that education gatekeepers should create opportunities for all teachers, but especially inexperienced teachers, to strengthen their efficaciousness around CRCM practices (Taylor et al., 2019; Wolff et al., 2021). Some researchers maintained that veteran and novice teachers' processing of classroom events differs in several key ways that can be impactful on student-related outcomes (Kwok, 2017; Martin et al., 2020; Rahmani, 2017; Smolkowski et al., 2016; Wolff et al., 2021).

Inconclusively, the results of this study revealed that gender and race/ethnicity were not statistically significant predictors of teachers' culturally responsive classroom management self-efficacy scores. These results do not definitely mean that no relationship exists, but rather, none could be found with this particular study. Nevertheless, the researcher believed that teachers' race and gender as possible predictors of their CRCMSE scores relationships deserves further exploration because there is still tension in research regarding what role teachers' race and gender may or may play in teachers' efficacy to navigate CRCM practices. This lack of consensus creates and maintains a gap in the research.

Some researchers agreed with this study's findings regarding teachers' race/ethnicity and their CRCMSE scores (Deckman, 2017; Gay, 2017; Gion et al., 2022). They claim that it is only necessary that teachers have an awareness of their diverse students lived experiences outside of the classroom and how those experiences might manifest in students' classroom behaviors and the need for a culturally response has very little to do with the teachers racial identity (Ladson-Billings, 2018; Anyon et al., 2018). Gay (2017) argues that educators who connect classroom management practices and the curriculum with their students' lived experiences, cultural schema, and backgrounds are using culturally responsive classroom management practices, and as such, they facilitate positive academic outcomes for their students regardless of race (Larson et al., 2018; Siwatu et al., 2017). Siwatu et al., (2017) reported that it is not sufficient for teachers to be knowledgeable of CRP to predict future classroom behavior, but one must consider teachers' culturally responsive self-efficacy beliefs as an important factor in whether they implement CRCM practices

On the contrary, other researchers postulated that teachers' race, implicit bias, lack of efficacy around culturally responsive classroom practices, and cultural misunderstanding may increase the likelihood that they respond punitively to classroom incidents, which can fuel disparate discipline outcomes for students (Quinn et al., 2019; Rasheed et al., 2020). Quinn et al. (2019) posited that teacher/student racial mismatch might fuel adverse classroom disciplinary outcomes. For example, the researcher posited that when African-American educators teach African-American students, these students receive fewer ODRs compared to when they are taught by Caucasian educators (Ladson-Billings, 2018; Anyon et al., 2018; Quinn et al., 2019; Rasheed, 2020; Scott et al., 2019). Moreover, Quinn et al. (2019) suggested that White teachers are more likely than African-American educators to rate minority students' classroom behaviors as disruptive, insubordinate, or argumentative. Similarly, Hilaski (2020) expands on Quinn et al., (2019) argument by suggesting that some educators are prone to

accepting racial stereotypes that students' classroom behaviors as dangerous or threatening. This notion is also supported by Walker and Hutchison (2021) who assert that White educators may misinterpret certain classroom behaviors as combative due to cultural differences in communication between teachers and students. Thus, despite this study's outcome, more studies to examine the relationship between teachers' race and their culturally responsive classroom management practices are still urgently needed (Ladson-Billings, 2018; Quin et al., 2019; Walker & Hutchinson, 2021).

Similarly, the results of this study are not aligned with several researchers posited that there are differences in the way that male and female teachers navigate CRCM decisions and practices (Ahmed et al., 2018; Sibiya et al., 2019; Tas & Minaz, 2021). Opie et al., (2019) opine that teachers' gender may also influence their way of education, including their roles in society. Further, Abdzadeh and Baker, (2020) reveal a significant difference between classroom management approaches of female and male teachers. Studies on the differences between classroom management and gender among the dimensions show a significant difference between teaching and managing classroom behaviors in favor of male teachers (Opie et al., 2019). The researchers found that teachers' tendency to navigate classroom management is suitable for an interventionist rather than a transactional approach (Opie et al., 2019). Opie et al., (2019) surmise that newly graduated teachers and male teachers' classroom management approaches have tended to be more intrusive which facilities fewer classroom behavior incidents. Some studies reveal that teachers' perceptions and opinions regarding their classroom management skills and competencies have been affected by their gender (Ahmed et al., 2018; Opie et al., 2019).

Finally, even though the teacher variables race and gender did not have a statistically significant relationship with CRCMSE scores, both areas are worthy of further investigation. However, my findings did suggest an association exist between years of teaching and teachers' CRCMSE scores. This is supported by existing research which indicates that while educators realize the value of implementing

CRCM practices, they, especially novice teachers, tend to be less efficacious about implementing core tenets of CRCM into their classroom practices (Cherfas et al., 2021; Gay, 2013; Martin, 2021). A lack of adequate training in culturally responsive teaching and the absence of administrative support may contribute to the discrepancy between research and teacher self-efficacy to execute these practices.

Implications

Although two of the variables under study proved to be statistically insignificant and the model effect size was small, this study still has implications for the field of education and stakeholders within the field. This study has implications for programmers of teacher education courses as they should make intentional and purposeful steps to ensure that pre services teachers are well-versed in the core tenets of culturally responsive pedagogy. Providing teachers with positive modeling of that behavior management and other teaching principles would help to increase teachers' self-efficacy to navigate classroom practices (Deckman, 2017; Lopes & Oliveira, 2021; Tas et al., 2021). Teachers should be prepared at a level that solidifies their confidence in their competence to deliver culturally responsive classroom management practices to their students (Acosta et al., 2020; Chao et al., 2017).

Furthermore, this study demonstrates a correlation between teachers' level of efficacy and their years of experience. Providing teachers with positive modeling of that behavior management and other teaching principles would help to increase teachers' self-efficacy. Bandura's theory (1993) establishes mentoring and modeling as chief factors for increasing instructional efficacy in teachers. When teachers are given the opportunity to see instructional strategies modeled by a competent and efficacious mentor, they are gaining skill and self-efficacy (Bandura, 1977). It is therefore imperative that teacher preparation programs offer many mentoring and modeling

opportunities as possible so that teachers in training can become more efficacious to implement CRCM.

Bandura's theory (1993) establishes mentoring and modeling as chief factors in increasing instructional efficacy in teachers. When teachers are given the opportunity to see instructional strategies modeled by a competent and efficacious mentor, they gain skill and self-efficacy. It is therefore imperative that teacher preparation programs offer as many mentoring and modeling opportunities as possible so that teachers in training can become efficacious in the broad range of teaching skills required for practice, not just behavior management or instruction (Kotluk & Kocakaya, 2020). Such mentoring could also be used as a professional development strategy employed by administrators looking to improve their faculty's self-efficacy for classroom behavior management (Moreno, 2021). Administrators could use other information from this study to provide for their faculty.

Finally, even though this study did not reveal a significant relationship between race and gender, it is still important to explore the impact of those variables on teachers' CRCMSE. Nevertheless, despite extant scholarship documenting the importance of self-efficacy in executing a specific task (Bandura, 1977), few studies explore the teacher-related variables that might influence teachers' confidence in implementing culturally responsive practices. Therefore, this study also has implications for administrators in the educational setting as it should galvanize them to provide culturally responsive teaching professional training to their teachers, especially new teachers (Moreno, 2021). To bring about seismic shifts in learning environments, all educational stakeholders must ensure essential components of culturally responsive classroom management practices are evident and accessible to all teachers, especially novice teachers (Moreno, 2021). In addition to evaluating the relevance and the level of engagement, school leaders must identify how

to build new teachers' efficacy to implement culturally responsive classroom management practices (Wilcoxen et al., 2021).

Along the same vein, Bandura (1977) hypothesized that a strong sense of efficacy is required to undertake a task such as implementing acquired pedagogical skills successfully. Studies demonstrate that while most teachers may agree, ideologically, with the usefulness of culturally responsive teaching to increase the classroom behavioral outcomes for students from historically marginalized groups, many educators lack the efficacy to implement the tenets of culturally responsive teaching into their classroom practices (Hodge & Collins, 2018; 2019; Liu & Li, 2019; Underwood & Mensah, 2018). Future research should fill this gap. Educators must acknowledge the impact of classroom management and instructional strategies aligned with culturally responsive practices. Teachers of diverse students should respect the cultural and linguistic characteristics of minority students and change the curriculum to reflect those students' cultural styles to improve their overall achievement (Gay, 2018). The systematic changes needed to address the academic needs of marginalized students are considered daunting due to the persistence and limited progress in mitigating high rates of discipline disparities in the educational milieu. Radical changes in classroom management are urgently needed. Ethnic content may stimulate intellectual curiosity and make meaningful classroom contact with diverse students that could transform the current educational landscape of disparate disciplinary practices (Gay, 2018)

Limitations

According to Creswell and Guetterman (2019), internal and external validity reflects whether or not the results of a study are trustworthy, credible, and meaningful. Internal validity relates to how well a study is conducted or structured, and external validity relates to how applicable the findings are to the real world (Creswell & Guetterman, 2019). There are several

limitations of this correlational study that should be considered in the interpretation and generalization of the study's findings. Firstly, the current study was non-experimental and therefore no causal conclusions can be drawn from the findings. However, correlation does not equal causation. Therefore, no causal conclusions can be drawn between teachers' confidence to implement culturally responsive teaching classroom practices score, years of teaching experience, and teacher race/ethnicity.

One external threat to validity is the low response survey rate. The CRCMSE survey was posted on social media teacher group sites for approximately 3-4 weeks. One possible threat was a low teacher response rate. One reason for the low response could be the time when the surveys were disseminated, which was in June; the month would teachers are busy with work-related responsibilities like Regents exams, final exams, and wrapping up the school year. Therefore, in anticipation of these obstacles, I posted the survey on at least ten teacher group sites with upwards of 5,000 teacher members each. However, only 103 classroom teachers participated in this research study. According to Warner (2007), a minimum of 66 participants is highly recommended and desired for this study. Even though the sample size (n=103) is a respectable number that did exceed the recommended sample size of 66, this study was limited in the sample size as the results could be more easily generalized if the sample size were much larger and can easily be more representative of the teacher population. As such, the limited data collected hinders how applicable the results can be to real-world situations and makes it difficult for the researcher to assert with confidence that the study's findings represent major trends or themes about teachers' attributes or efficacy beliefs.

Furthermore, the CRCMSE survey questions are underpinned by racial, class, and cultural issues prominent in the larger societal context. Even though this is an anonymous study, studies demonstrate that social desirability can play a role in the teachers either under or over-estimating

their self-efficacy beliefs, which can compromise the study's results (Tan et al., 2021). Social desirability is the tendency of some respondents to report an answer in a way they deem to be more socially acceptable than their real answer (Lüke & Grosche, 2018). Respondents sometimes do this to project a favorable image of themselves and to avoid receiving negative evaluations (Tan et al., 2021). The outcome of the strategy is over-reporting of socially desirable behaviors or attitudes and underreporting of socially undesirable behaviors or attitudes. Luke and Gorsche (2018) argue that social desirability is a neglected issue in research on attitudes towards inclusive education. The researchers posited that the influence of social desirability on questionnaires is crucial because culturally responsive teaching is considered politically correct and is an idea with a clear social norm that makes some people uncomfortable (Lüke & Grosche, 2018; Tan et al., 2021). Therefore, the interpretation and generalizations of the quantitative findings delineated in the current study should consider all of these limitations.

Recommendations for Future Research

This study sought to investigate if a relationship exists between the teacher variables under study and their perceived self-efficacy to navigate culturally responsive classroom management practices. The results of the statistical tests did not reveal statistically significant results between teachers' race/ethnicity and gender and their perceived self-efficacy to deliver CRCM practices to their students. However, the study yielded statistically significant results between teachers' years of experience and their perceived self-efficacy to navigate culturally responsive classroom management practices. Extended research on culturally responsive classroom management self-efficacy and diverse students could benefit the field of education.

Moreover, based on this study's findings, future research should further examine causation between teacher variables and their self-efficacy to navigate critical tenets of culturally responsive

classroom management practices and should be encouraged and incentivized by educational stakeholders as classroom practices are negatively correlated to student achievement, discipline disproportionality, student-teacher relationships, and other student-related outcomes (Girvan et al., 2017). Thus, in order for teachers to implement CRCM practices effectively, novice teachers must have opportunities to learn and practice CRCM before implementing it in the classroom (Taş & Minaz, 2021). In fact, according to experts, optimizing teachers' confidence and motivation to implement culturally responsive classroom management practices largely depends on the prior experience and exposure teachers have had to CRCM professional development (Taş & Minaz, 2021).

Furthermore, this study was limited to a quantitative method which only provides a data-driven lens to examine the variables under review. While data can be a powerful tool for understanding, qualitative studies can contribute to a more holistic comprehension by providing answers to the why questions. Future researchers should also focus on qualitative data; perhaps case studies and interviews would give a deeper understanding of why teachers felt efficacious in administering certain classroom management practices but less efficacious in implementing other items on the CRCMSE scale. Given that a quantitative, non-experimental, correlational study only examines relationships or associations among variables, but cannot definitively establish causation, a qualitative or mixed-method study could prove valuable insight to establishing a causal relationship between the predictor variables and the criterion variable of this study (Ladson-Billings, 2000). In sum, the outcome of the current research necessitates the need for school leaders to organize frequent in-service training for new and existing teachers with particular emphasis on increasing their efficacy to navigate culturally responsive classroom management practices.

Future research should also be done to see if the results are replicated when other types of self-efficacy in teachers are targeted. As such, gatekeepers of teacher education programs should offer coursework that helps to develop and strengthen the efficacy of preservice teachers so that once in the classroom, they are confident in their ability to deliver core tenets of culturally responsive teaching, which can facilitate positive classroom culture, strengthen the teacher-student relationship, and avoid the negative use of punitive measures to manage students' classroom behaviors. In a study conducted by Siwatu et al., (2017), preservice teachers reported that most of their opportunities to practice the skills outlined in the CRCMSE scale occurred during practice and in after-school programs, summer camps, and mentoring programs, not in the educational setting. This must change.

Further research could examine these relationships in more depth. A shift in how educational stakeholders think about ourselves and how we think about students, schools, families, and society is needed to apply a culturally responsive lens in our work as educators (Fullam, 2017). The more efficacious the teacher is, the more likely the teacher will implement CRT (Hollie, 2017). Engaging veteran teachers in professional development may improve their knowledge and ability to implement CRT practices. As classrooms become more racially and ethnically diverse, educators must address the academic gaps among those students by addressing instructional gaps for new teachers. Previous research indicates that effective teachers of diverse students include culture in instructional practices (Girvan et al., 2017).

Finally, teacher-related variables should continue to be the subject of research inquiry by future researchers. Moreover, the researcher recommends that educational gatekeepers initiate policy, practices, and protocols to strengthen all teachers' efficacy in navigating CRCM practices. It is paramount that school administrators provide specific professional training to teachers and support staff to develop their expertise in providing a culturally diverse learning experience for all

students. Given the negative impact these decisions can have on students' academic and social progress, it is imperative that administrators of teacher programs adequately equip pre-service educators with the necessary professional development to raise their efficacy (Hajovsky et al., 2020; Koca, 2018). This literature along with the current study findings suggests that interventions focused on changing teacher attitudes and decision-making pathways contribute to aiding them to feel more efficacious and supported in navigating classroom events and may help to reduce the racial discipline gap so ubiquitous in the American educational milieu (Braksiek, 2022; Gais et al., 2019; Pickens, 20222; Slater & Main, 2020; Siwatu et al., 2017). The need for change is present, relevant, and urgent. All educational stakeholders must operate in tandem to respond by removing students from the margins of history to the page of contemporary society where equality and opportunity are available to all students in the educational setting and in the larger societal landscape. These recommendations for future research could be instrumental in increasing knowledge in the field of education, but more specifically, these recommendations provide opportunities for researchers and education gatekeepers to create sustainable, measurable evidence-based support systems that yield favorable outcomes for both teachers and students.

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APPENDICES

Appendix A

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

June 6, 2022
Faye Marshall-Sterling
Patricia Ferrin

Re: IRB Exemption - IRB-FY21-22-821 TEACHERS' CULTURALLY RESPONSIVE CLASSROOM
MANAGEMENT SELF-EFFICACY, YEARS OF EXPERIENCE, AND RACE/ETHNICITY, AS
PREDICTORS OF OFFICE DISCIPLINE REFERRALS LEADING TO DISCIPLINE DISPARITIES: A
CORRELATIONAL STUDY

Dear Faye Marshall-Sterling, Patricia Ferrin,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance
with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA)
regulations and finds your study to be exempt from further IRB review. This means you may begin your
research with the data safeguarding methods mentioned in your approved application, and no further
IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in
which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(i). Research that only includes interactions involving educational tests (cognitive,
diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public
behavior (including visual or auditory recording).
The information obtained is recorded by the investigator in such a manner that the identity of the
human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Your stamped consent form(s) and final versions of your study documents can be found under the
Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped
consent form(s) should be copied and used to gain the consent of your research participants. If you
plan to provide your consent information electronically, the contents of the attached consent
document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any
modifications to your protocol must be reported to the Liberty University IRB for verification of
continued exemption status. You may report these changes by completing a modification
submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

Appendix B

Subject	Use of the CRTSE scale
To:	████████████████████████████
From	████████████████████████████
Date	Thu, Jan 6, 2022 at 2:12 PM

Good afternoon Dr. Siwatu,
I hope that this email finds you well.

My name is Faye Marshall-Sterling and I am a doctoral candidate. My research topic is teachers' culturally responsive teaching (CRT) efficacy, years of experiences, and race as predictors of office discipline referrals (ODRs) for African-American boys in the high school setting.

I am respectfully asking for your permission to use your CRTSE scale. Also, will you please provide some clarifying guidelines regarding the usage of your CRTSE scale in a dissertation?

I admire your work and would be honored to use your scale to advance the issues that you so obviously care about.

Regards,

Faye

Appendix C

TEXAS TECH UNIVERSITY
College *of* Education

Permission To Use Instrument(s)

Dear Researcher:

You have my permission to use the Culturally Responsive Teaching Self-Efficacy Scale, the Culturally Responsive Teaching Outcome Expectations Scale, and/or the Culturally Responsive Classroom Management Self-Efficacy Scale in your research. A copy of the instruments are attached. Request for any changes or alterations to the instrument should be sent via email to kamau.siwatu@ttu.edu. When using the instrument(s) please cite accordingly.

- **Culturally Responsive Teaching Self-Efficacy Scale**

  Siwatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. Teaching and Teacher Education, 23, 1086-1101.

- **Culturally Responsive Teaching Outcome Expectations Scale**

  Siwatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. Teaching and Teacher Education, 23, 1086-1101.

- **Culturally Responsive Classroom Management Self-Efficacy Scale**

  Siwatu, K. O., Putnam, M., Starker, T. V., & Lewis, C. (2015). The development of the culturally responsive classroom management self-efficacy scale: Development and initial validation. *Urban Education*. Prepublished September 9, 2015.

Best wishes with your research.

Sincerely,
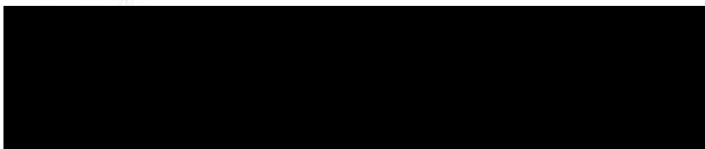
Kamau Oginga Siwatu, PhD
Professor of Educational Psychology

Box 41071 | Lubbock, Texas | 79409-1071 | T 806-834-5850 | F 806-742-2179

An EEO/Affirmative Action Institute

Appendix D

Teacher Questionnaire

1. What is your age?
   ○ 21-30
   ○ 31-40
   ○ 41-50
   ○ 50+

2. What is your gender?
   ○ Male
   ○ Female
   ○ Other

3. What is your Race/Ethnicity

   [   ]

4. Level of Degree attained?
   ○ Masters
   ○ PhD

5. What is the approximate number of Referrals you wrote for the 2021-2022 school year?

   ○ 1-5
   ○ 6-10
   ○ 11-15
   ○ 16-20+

6. How many years of experience?
   ○ 1-5
   ○ 6-10
   ○ 11-15
   ○ 16-20+

Appendix E

Culturally Responsive Classroom Management Self-Efficacy Scale

Directions: Rate how confident you are in your ability to successfully accomplish each of the tasks listed below. Each task is related to classroom management. Please rate your degree of confidence by recording a number from 0 (no confidence at all) to 100 (completely confident). Remember that you may use any number between 0 and 100.

0	10	20	30	40	50	60	70	80	90	100

No Confidence   **Completely Confident**

Moderately Confident

1. Assess students' behaviors with the knowledge that acceptable school behaviors may not match those that are acceptable within a student's home culture.

2. Use culturally responsive discipline practices to alter the behavior of a student who is being defiant.

3. Create a learning environment that conveys respect for the cultures of all students in my classroom.

4. Use my knowledge of students' cultural backgrounds to create a culturally compatible learning environment.

5. Establish high behavioral expectations that encourages students to produce high quality work.

6. Clearly communicate classroom policies.

7. Structure the learning environment so that all students feel like a valued member of the learning community.

8. Use what I know about my students cultural background to develop an effective learning environment .

9. Encourage students to work together on classroom tasks, when appropriate

10. Design the classroom in a way that communicates respect for diversity.

11. Use strategies that will hold students accountable for producing high quality work 12.

12. Address inappropriate behavior without relying on traditional methods of discipline such as office referrals.

13. Critically analyze students' classroom behavior from a cross-cultural perspective.

14. Modify lesson plans so that students remain actively engaged throughout the entire class period or lesson.

15. Redirect students' behavior without the use of coercive means (i.e. consequences or verbal reprimand).

16. Restructure the curriculum so that every child can succeed, regardless of their academic history.

17. Communicate with students using expressions that are familiar to them

18. Personalize the classroom so that it is reflective of the cultural background of my students.

19. Establish routines for carrying out specific classroom tasks

20. Design activities that require students to work together towards a common academic goal.

21. Modify the curriculum to allow students to work in groups.

22. Teach students how to work together.

23. Critically assess whether a particular behavior constitutes misbehavior.

24. Teach children self-management strategies that will assist them in regulating their classroom behavior.

25. Develop a partnership with parents from diverse cultural and linguistic backgrounds.

26. Communicate with students' parents whose primary language is not English 27.

27. Establish two-way communication with non-English speaking parents.

28. Use culturally appropriate methods to relate to parents from culturally and linguistically diverse backgrounds.

29. Model classroom routines for English Language Learners.

30. Explain classroom rules so that they are easily understood by English Language Learners.

31. Modify aspects of the classroom so that it matches aspects of students' home culture.

32. Implement an intervention that minimizes a conflict that occurs when a students' culturally-based behavior is not consistent with school norms.

33. Develop an effective classroom management plan based on my understanding of students' family background.

34. Manage situations in which students are defiant.

35. Prevent disruptions by recognizing potential causes for misbehavior.

Appendix F

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
V31	103	0	100	61.47	27.134
V26	103	0	100	61.76	30.122
V27	103	0	100	62.26	29.192
V28	103	0	100	63.81	26.690
V32	103	0	100	66.30	24.783
V25	103	0	100	67.81	24.806
V33	103	0	100	67.87	23.996
V2	103	19	100	68.67	22.021
V29	103	0	100	69.38	26.342
V30	103	0	100	70.43	26.760
V1	103	22	100	71.77	21.980
V13	103	21	100	72.04	23.072
V18	103	0	100	72.69	23.273
V34	103	7	100	72.72	25.649
V4	103	0	100	74.55	23.255
V16	103	0	100	75.27	25.055
V15	103	5	100	75.40	23.459
V24	103	17	100	75.99	22.253
V17	103	15	100	76.50	22.722
V12	103	0	100	76.79	25.094
V35	103	6	100	76.80	24.110
V23	103	15	100	77.09	21.942
V8	103	18	100	77.31	20.987
V14	103	0	100	78.69	22.356
V5	103	22	100	79.73	21.333
V11	103	22	100	80.73	20.406
V10	103	18	100	82.13	22.065
V21	103	12	100	82.34	21.559
V22	103	26	100	82.57	19.674
V3	103	21	100	82.61	21.047
V20	103	26	100	83.25	19.679
V19	103	25	100	83.74	20.027
V9	103	19	100	84.92	20.802
V6	103	17	100	85.38	19.170
V7	103	20	100	85.39	19.735
Valid N (listwise)	103				

Appendix G

Consent

Title of the Project:

Teachers' Years of Experience, Race/Ethnicity and Gender as Predictors of Their Culturally Responsive Classroom Management Self Efficacy Beliefs: A Correlational Study

Principal Investigator:

Faye Marshall-Sterling, Ph.D. Candidate, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be 18-65 years of age, and a classroom teacher. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

The purpose of this quantitative predictive correlational study is to determine if there is a relationship between a teacher's sense of efficacy to implement culturally responsive classroom management practice and their years of experience, and race/ethnicity and gender.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following things:
1. You will complete the culturally responsive classroom management self-efficacy (CRCMSE) survey. On the survey, you will record years of experience and race/ethnicity. No names will be used on the survey. The survey has 35 questions and measures your confidence to implement various culturally responsive classroom management tasks. You will respond to each question using a number between 0 (low confidence) and 100 (highly confident). The entire process will take approximately 10-15 minutes.

2. Take the demographics questionnaire

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study. However, benefits to society include the potential for the field of education to create a deeper understanding of discipline disparities and could lead to changes in policy, perceptions, and practices to address discipline disparities and create equality for all students within educational settings.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be anonymous. The researcher has no access to any teacher's identifying information.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.

How will you be compensated for being part of the study?

Participants will not be compensated for participating in this study.

Does the researcher have any conflicts of interest?

There are no conflicts of interest in the report. The researcher serves as a teacher and has no professional or grading authority over the participants. To limit potential or perceived conflicts, this study will not collect teachers' names or any identifying information, so the researcher will not know who participated. This disclosure is made so that you can decide if this relationship will affect your willingness to participate in this study. No action will be taken against an individual based on his or her decision to participate or not participate in this study.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or the District. If you decide to participate, you are free to not answer any questions or withdraw at any time, prior to submitting the survey, without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Faye Marshall-Sterling. You may ask any questions you have. If you have questions later, **you are encouraged** to contact the researcher. You may also contact the researcher's faculty sponsor, Patricia Ferrin.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, ███████████████████████ ███████████████████

 Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

Before agreeing to be part of the research, please be sure that you understand what the study is about. You can print a copy of the document for your records. If you have any questions about the study later, you can contact the researcher using the information provided above.

Appendix H

Recruitment: Social Media

ATTENTION TEACHERS: I am conducting research as part of the requirements for a Ph.D. at Liberty University. The purpose of this research study is to determine if there is a relationship between a teacher's sense of efficacy and culturally responsive teaching and culturally responsive classroom management practices. To participate, you must be 18-65 years of age and a classroom teacher. Participants will be asked to complete the culturally responsive classroom management self-efficacy survey, which has 35 questions and takes approximately 5-10 minutes to complete. If you would like to participate and meet the study criteria, please complete the screening survey. If you do not meet the criteria on the screening survey, you may not participate in this study and will not be allowed to move forward. If you meet the criteria to participate in this study, please move on to the consent form, the study survey, and the demographics questionnaire. The consent document contains additional information about my research. Because participation is anonymous, you do not need to sign and return the consent document.

To participate, please click here: Screening Survey

 Please feel free to contact me with any questions/concerns. Thank you for your time and attention.

Sincerely,

Faye

ELA Teacher

Appendix I

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	2702.981	81.717		33.077	<.001	2540.836	2865.126		
	Years of Exp.	-466.268	155.483	-.290	-2.999	.003	-774.780	-157.755	.986	1.014
	Race/Ethnicity	204.044	174.876	.114	1.167	.246	-142.948	551.037	.965	1.037
	Gender	-47.868	139.900	-.033	-.342	.733	-325.460	229.725	.978	1.023

a. Dependent Variable: CRCMSE_Scores