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Predictive Nature of Teacher Traits on Academic Achievement of African-American Students

LaCoñia Rayelle Nelson
Walden University

Walden University

College of Counselor Education & Supervision

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LaCoñia Nelson

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Eric Riedel, Ph.D.

Walden University
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MEd, Prairie View A&M University, 2007

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Dissertation Submitted in Partial Fulfillments

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Abstract

Historically, biases, a lack of cultural diversity in teacher and administrative staff and misunderstanding about methods for teaching low socioeconomic students have related to the underperformance of African-American students when compared with their European American peers. Therefore, this quantitative, cross-sectional study was conducted to explore the impact of teachers' ethnicity, years of experience, and motives of hope and fear on the academic success of African-American students in reading and math. Data were collected from 55 7th- and 8th-grade teachers from a charter school system (25 reading teachers and 30 math teachers) using a survey and the Multi Motive Grid. Forward regression analysis was used to test predictive values of independent variables to the academic success of African-American students in reading and math. Results indicated that teacher fear was a significant predictor for reading scores and teacher ethnicity was significant for math scores. This study can lead to social change by improving school programs, increasing student success with better teacher selection, and increasing teacher and student relationships through personality trait training by school counselors to teachers and administrators. By defining characteristics of effective teachers, school counselors and administrative staff can hire, evaluate, and train teachers who can further address academic gaps, particularly among middle school African-American students.

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Dedication

I dedicate this dissertation to my children. There were many days and nights that I felt that I abandoned them and didn't have time for them. I want my children to know that I love them more than life, and everything I have done has been to create a better life for them. Stephan and Irayelle, you both are my inspiration and just knowing that you love me unconditionally made this journey bearable.

I also dedicate this dissertation to my mother and my grandmother. You both are my rocks and my support. Although you two fuss a LOT and often say NO, and I just dismiss it (☺), you have kept my children countless times, fed them, and clothed them. Additionally, I dedicate this dissertation to my dad who has instilled in me the importance of an education. Dad, you have always encouraged me to push forward even when I thought there was no hope, felt like I needed to take a break, or others suggested I let this go. That was not an option for you at all, and I thank you for pushing me through verbally and prayerfully.

Finally, I dedicate my research to all students of color who have experienced oppression by way of race, ethnicity, culture, socioeconomic status, and a lack of quality education. I don't have all the answers, but I do hope that my research enlightens and inspires our peers, now and to come, in the education world to continue the journey in reducing the education gap between Black and Hispanic students and White students.

Acknowledgments

I must first give thanks to my Lord and Saviour, Jesus Christ! Without His unwavering love, grace, mercy, favor, kindness, forgiveness, or His Word, I could NOT have ever completed this dissertation! For as far back as I can remember from my childhood, my favorite scripture has always been and still is "I can do all things through Christ which strengtheneth me." Philippians 4:13 I am truly blessed, humbled, joyful, and grateful.

Although I dedicated this dissertation to my family, I am acknowledging them again and thanking them for being patient with me. I know I had some mean spells, I too fussed a lot, had an attitude, had no patience, missed events, and was often unavailable, but you all loved me and still love me anyway and still deal with me. So, thank you and please know that I love you all with my life!

I'd also like to acknowledge my dissertation committee and URR. I am a better student, researcher, writer, and debater because of you all. You all make me better, and it is an honor to join the doctoral world with you. Dr. Hickman, you took me in early in my dissertation classes and took me on as your student and mentee. There were many times when I doubted myself, but you always saw in me what I didn't see at times. You always knew I could do this. Thank you for never giving up on me. Dr. Jackson, we connected at my first residency in Houston. You were new to the Walden family, and I had no clue what I had gotten myself into during that residency (☺). You are patient, kind, loving, and extremely knowledgeable. You never present yourself as being over competent and sometimes I think people take that for granted, but I always knew I needed to step my

game up when talking to you. So, thank you! Each of you checked on me during Hurricane Harvey, and encouraged me to take care of myself and my family. Words cannot express my gratitude or the love and support I felt during that time!

Additionally, I must also thank and give a HUGE SHOUT-OUT to the previous compliance manager at the public school system in this study. You conducted the bulk of my research data collection. You collected data, sent out data requests, deciphered through information, deidentified information, and placed all that information into a spreadsheet for me to analyze. My work was extremely easy because of you. It was a lot of tedious work, and I want you to know that I appreciate you and could not have gotten through this research without you and all your hard work!

Likewise, thank you to Magdalena Erlebach and Anika Shkurti who both work for Schuhfried, the company that supplied the instrument for my research. All the way from Moedling, Austria, these two ladies assisted me countless times ensuring I was taken care of, and that I understood the instrument every step of the way.

Finally, I thank my sister/friend, Melissa Cullum, who was my second pair of eyes throughout this entire writing process to ensure my grammatical errors were down to a minimum. After many long hours, nights, and days of writing, the words and sentences began to all look the same, and errors were sure to happen. You ensured I was as error free as much as possible before each final submission of my chapters, and I certainly appreciate you for all of your help, expertise, and support.

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Chapter 1: Introduction to the Study

Introduction

A number of researchers have found that teachers' race (e.g., Bland, 2014), teachers' perceptions of cultural awareness (e.g., Saffold & Longwell-Grice, 2008), teachers' socioeconomic status (SES) (e.g., Toutkoushian & Curtis, 2005), and European American teacher bias (e.g., Downey & Pribesh, 2004) have contributed to the academic achievement of African-American students as well as the educational gap between European American students and African-American students. This disparity in academic achievement of minorities led to the educational movement known as No Child Left Behind (NCLB) in 2001 (Roach, 2014). The premise behind the NCLB movement was to improve the academic achievement of minority students and reduce the educational gap between minority students and most students by providing quality education and holding students and teachers accountable (U.S. Department of Education, 2015).

Since the implementation of NCLB in 2001, researchers have focused on improving the academic achievement of minority students (Caines & Engelhard, 2012; Cowan Pitre, 2014; Ford & Helms, 2012). For example, researchers have explored teacher expectations, racially diverse teachers, whether teachers are liked, teachers' locus of control, and students' perceptions of teacher personalities to understand student academic achievement (Burt, Ortlieb, & Cheek, 2013; Eryilmaz, 2014). Moreover, researchers have found that minority students are considered at risk for academic failure (Hickman, Batholomew, Mathwig, & Heinrich, 2008; Hickman & Wright, 2011; Hofer, Kuhnle, Kilian, & Fries, 2012). Research has indicated that teacher accountability,

instructional practices, and social inequities contribute to student success, and educators must recognize social complexities as well as implement new approaches that are sensitive to demographics, diversity, and teacher accountability (Bainbrdige & Lasley, 2002).

It is important to address the academic achievement of students while considering factors such as teacher and student relationships, social inequities, and teachers' teaching style (Bainbridge, & Lasley, 2002; Cole, 2006; Egalite, Kisida, & Winters, 2015; Flores, 2007; Gehlbach, Brinkworth, King, Hsu, McIntyre, & Rogers, 2016; Robinson & Lubienski, 2011). Students who do not make passing grades in their classroom present a problem as they are not reaching their potential and ability in their classroom setting (Bainbridge, & Lasley, 2002; Cole, 2006; Egalite, Kisida, & Winters, 2015; Flores, 2007; Gehlbach et al., 2016; Robinson & Lubienski, 2011). Therefore, this study was conducted to examine the impact of teachers' ethnicity, years of experience, and motives on the academic success of African-American students in reading and math.

This chapter will provide background information on African-American students' classroom performance and NCLB. In addition, it will present the gap in the literature associated with African-American student success, introduce the research questions and hypotheses, share the theoretical framework, present some key terms of this research study, and offer the significance of this research topic.

Background

Because education started as something solely for European American males as well as the history of segregation, disproportionate levels of poverty between races, and a

lack of culturally sensitive curriculum, there is a disproportionate practice in modern education that continues to place African American youth at-risk (Butchart, 2010). Despite laws to hold educational entities accountable for a fair and equal education for all children and close the educational academic gap (Butchart, 2010; U.S. Department of Education, 2015, Waldow, 2015), the educational gap between African-American students and European American students still exists (National Center for Education Statistics, 2015; Texas Education Agency, n.d.-f). This has prompted much research on the academic achievement of minority students, such as teachers' expectations (Ali, 2009), teacher training (Batchelder, 2008), teachers' locus of control (Bulus, 2011), motives (Ali, 2009; Brunstein & Maier, 2005), self-perception (Ali, 2009; Batchelder, 2008; Brunstein & Maier, 2005), racially diverse teachers (Burt, Ortlieb, & Cheek Jr., 2013), standardized testing and academic performance (Hickman & Heinrich, 2011), student perceptions (Tahir & Shah, 2012), and culture (Batchelder, 2008; Whaley & Noël, 2012). For example, Batchelder (2008) suggested that pre-servicing teachers prior to them teaching their students could help them become more culturally comprehensive and more successful teaching in a diverse classroom environment. Furthermore, Whaley and Noël (2012) addressed how African-American students tend to perform lower academically than European American students, which puts them at greater risk of dropping out of school. They concluded that African-American students tend to be products of their environment, which continues the academic achievement gap between Black and White students (Whaley & Noël, 2012).

Research has also shown how to address the achievement gap between races. For example, research has indicated the importance of understanding that classrooms are places for social development of individual and intellectual competencies and that there is a system of fear and hope with multiple influences (Garcia & Cohen, 2011). Additionally, considering the factors influencing students' performance, interventions can limit these factors and alter students' social psychological environment to enable them to perform better (Garcia & Cohen, 2011). Trained instructors, appropriate teaching resources, an adequate physical space, and learning programs consisting of goals and milestones all influence classrooms as an environment designed to improve social development and social and intellectual competencies (Garcia & Cohen, 2011; Garcia, 2013). However, there are also unique factors affecting some individuals such as demographic make-up of students in classrooms, teachers' personality motives and ethnicities, administration leadership, and curriculum priorities (Garcia, 2013).

Additional research has been focused on these unique factors that can affect student academic achievement. Colston (2015) suggested that learner achievement is affected by the interaction between teachers' personalities and their students, and effective teachers tend to be more integrative. Garcia, Kupczynski, and Holland (2011) also argued that differences in students' performance relies on the personality styles of the teachers, revealing a positive correlation between personality styles of teachers and achievement motivation among classroom students. Moreover, Brunstein and Maier (2005) and McClelland (1967) indicated that motivation to achieve is related to an individual's personality and can help predict an individual's behavior. Despite this

research, it is important to also consider culture and African-American student achievement. Therefore, this study was conducted to explore the academic achievement gap to give recommendations for improving African-American student educational academic performance.

Problem Statement

Although research has highlighted contributing factors of the academic achievement of African-American students, I have found no research on teachers' personality motives of hope and fear along with years of experience and ethnicity of teachers as it relates to the ability to improve classroom performance in core subjects reading and mathematics among African-American students. Given the importance placed on mathematics and reading by educators and society (Fields, 2014; Robinson & Lubienski, 2011; U.S. Department of Education, 2015), further research is warranted on these teacher variables to address the disparity of African-American students ' lower classroom performance in core subjects (see Hickman & Heinrich, 2011; Sivan & Chan, 2013).

Purpose of the Study

The purpose of this quantitative, cross-sectional correlational survey study was to examine the predictability of the variables teachers' ethnicity, years of teaching, motives of hope, and motives of fear on the academic achievement of African-American students as measured by average classroom grades. Due to NCLB, many states have mandated exit level testing that are required of core subjects (i.e., math, reading, science, and social studies) according to the National Assessment of Educational Progress (NAEP) and the

Texas Education Agency (Hickman & Heinrich, 2011), because core subjects are nationally recognized (National Center for Education Statistics, 2015). Additionally, core subjects are also the academic areas that many postsecondary educational institutions focus on in the admissions process (http://www.act.org; The College Board, 2015). Thus, reading and math are core subjects that are considered significant (Robinson & Lubienski, 2011), which is why these grades were focused on in this study.

This study has the potential to assist counselor educators and the counseling profession in understanding how teachers' personality motives in the classroom setting, ethnicity, and years of experience impact outcomes of African-American students. School counselors are advocates for students and are trained in areas related to managing school programs focused on academic achievement (Moore, Henfield, & Owens, 2008). They can assess schools for barriers to academic success and issues with equity through data on student achievement and community conditions (Moore et al., 2008, p. 913). School counselors are also interested in the interactions of students and teachers to address students' academic needs and social/emotional development needs per the American School Counselor Association (ASCA, 2016). Additionally, school counselors have a direct, positive impact on student achievement and can advocate for additional school counselors to improve student achievement and relationships between teachers and students (Carrell & Hoekstra, 2014). Counseling interventions have created gains in reading and math scores for elementary and middle school students as well as improvements in teacher behavior toward students (Campbell & Brigman, 2005). School

counselors are also influential in postsecondary student enrollment and GPA (Belasco, 2013).

Although this study is not about school counselors working with students, it is significant to point out that school counselors also recognize the importance of reading and math and its role on students' GPA. This study was conducted to provide information that can improve school programs, increase student success by improving the teacher selection process, and increase teacher–student relationships through personality trait training for teachers and administrators conducted by school counselors. This was accomplished through examining students' math and reading grades in relation to the factors of teacher ethnicity, years of experience, motives of fear, and motives of hope.

Research Questions and Hypotheses

The following research questions and hypotheses have been created from the review of the literature.

Research Question 1*:* What is the relationship between the independent variables teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi-motive Grid on the dependent variable classroom reading grades, measured by final year end grade of African-American students?

$H_0$1: There is no statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid and the average classroom reading grade as measured by final year end grade of African-American students.

$H_1$1: There is a statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid and the average classroom reading grade as measured by final year end grade of African-American students.

Research Question 2*:* What is the relationship between the independent variables teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid on the dependent variable classroom math grades, measured by final year end grade of African-American students?

$H_0$2: There is no statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid and the average classroom math grade as measured by final year end grade of African-American students.

H$_1$2: There is a statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid and the average classroom math grade as measured by final year end grade of African-American students.

Theoretical Framework

The theoretical base for this study was McClelland's theory on motives and achievement motives (Lang & Fries, 2006; McClelland, 1961; Schuhfried, 2011; Sokolowski, Schmalt, Langens, & Puca, 2000). Motives are a basis of behavior that are not likely to change because they are mostly formed in childhood (Boneva et al., 1998, p. 248). McClelland (1961) defined *achievement motives* as working to excel for the

internal satisfaction of doing better. People may sometimes participate in activities just to find out whether they can perform the task but studying achievement motives can help determine someone's internal motives on fear and achievement (Lang & Fries, 2006). Motives originate from personality theories, which are also associated with psychological phenomena (McClelland, 1961; Schuhfried, 2011).

In addition, Sigmund Freud's psychoanalytic theory and interest in human motives can be used to extend McClelland's (1961) theory of motives. Freud argued that innate forces motivate individuals and that individuals' childhoods impact the actions of those individuals as adults, and an individual's unconscious thoughts drive their personality and actions (Corey, 2009; Ewen, 1998). This theory and approach help explain a person's internal needs, desires, and beliefs and how it affects their lifestyle both personally and professionally.

As applied to academic achievement, the theoretical base was used to explore teachers' unconscious thoughts and motives via semiprojective personality testing and how they related to the academic success of African-American students. It was assumed that a teacher with a balanced score of fear of failure and a personal need to achieve will have a greater impact on improved academic class scores than teachers with an unbalanced score of fear of failure and personal need to achieve. Further research and application of these theories might offer additional answers to why European American students outperform African-American students, offer insight and suggestions on teacher selection, influence teacher training, and help assess key traits that influence academic success among African-American students.

Nature of the Study

This research study was a quantitative correlational study with a cross-sectional survey research design. It also included a purposive convenience sample using four independent variables and one dependent variable. The independent variables are teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear, and the dependent variable is African-American students' classroom grades.

Personality motives. The Multi Motive Grid (MMG) is a semiprojective personality test that assesses fear and hope related to how an individual manages performance, control, and social acceptance (Schuhfried, 2011). The MMG personality test consists of 18 (of which only the last 14 are scored) semiprojective pictures with multiple (4 to 10, some nonscored filler items are included) hope and fear statements for the three motives of performance, control, and social acceptance (Schuhfried, 2011). Each picture requires the participant to provide *yes/no* answers related to hope and fear statement for performance, control, and social acceptance. The reliability of the MMG shows internal consistency based on Cronbach's alpha ranging between $r = .78$ and $r = .90$. The MMG has also shown several types of validity such as factorial validity, convergent and discriminant validity, and external validity (Schmalt, Sokolowski, & Langens, 2000; Wegge, Quaeck, & Kleinbeck, 1996). For this study, the raw scores of hope and fear of all three personality traits were collapsed and summed into an overall mean score for hope and fear. The final independent variable of the personality motives were then categorized and dummy coded as $0 =$ hope and $1 =$ fear depending on which value was higher.

Ethnicity, years of teaching, and classroom performance. Ethnicity was accessed via official school records and provided information of how teachers identify themselves based on school ethnic background status of being Black, White, Hispanic, Native American, or Asian/Pacific Islander. For this study, the independent variable was dummy coded as 0 = White and 1 = all minorities. Years of teaching were accessed via official school records and provided information on the years of teaching experience. Classroom performance was defined by students' grade point average (GPA) for math and reading courses. Using official school records, letter grades were transformed into numeric GPA based on the school system's grading scale (i.e., A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = 0.7, and F= 0.0).

Definition of Terms

American College Test (ACT): A national college admissions assessment that tests students in English, mathematics, reading and science. This test is also used to predict college success rated for high school students (http://www.act.org).

At-risk: Indicates students who are for one reason or another in jeopardy of failing or dropping out of school (i.e., age, ethnicity, SES, teen pregnancy; National Center for Education Statistics, 2015; Texas Education Agency, n.d.-f).

Black or African American: "A person having origins in any of the black racial groups of Africa. Terms such as 'Haitian' or 'Negro' can be used in addition to 'Black or African American'" (National Center for Education Statistics, 2016).

No Child Left Behind (NCLB): An act signed by President G. W. Bush, Jr. in 2002 that holds schools more accountable for student performance. It supports standards-based education with the expectation of schools to develop goals that will close the gap between all students. This act holds schools accountable and requires states to develop assessments of basic skills required for all students to master in certain grade levels (Giroux & Schmidt, 2004; U.S. Department of Education, 2015).

Scholastic Aptitude Test (SAT): Measures students' ability levels in reading, writing, and math. This test assesses the skills that students have learned in high school to predict success rate in college (The College Board, 2016).

Socioeconomic status (SES): Includes an individual's or family's social position in comparison to others, their education, income, and occupation. Combined, these are someone's overall economic and sociological or social position. SES is typically separated into three categories: high, middle, and low (National Center for Education Statistics, 2016; Texas Education Agency, n.d.-a; Texas Education Agency, n.d.-f).

State of Texas Assessments of Academic Readiness (STAAR): Replaced the Texas Assessment of Knowledge and Skills and is geared to assess students by grade level rather than by a minimum required skill set. This assessment is also more aligned with college readiness standards (Texas Education Agency, n.d.-c; Texas Education Agency, n.d.-e).

Texas Assessment of Knowledge and Skills: A state assessment for students in Grades 3-11 that measures Texas's required academic skills in reading, writing, science, math and social studies. This assessment replaced the Texas Assessment of Academic

Skills and was used from 2003–2012. Current 2013 12th grade students and some 11th

grade students are the last students to still take the Texas Assessment of Knowledge and

Skills (Texas Education Agency, n.d.-c; Texas Education Agency, n.d.-e).

Title I: Part of the Elementary and Secondary Education Act to help students who

come from low income families. Federal funds are given to schools where at least 2% of

the school's population of students comes from families with low income. These students

usually receive free or reduced lunch depending on their family income (Texas Education

Agency, n.d.-a; Texas Education Agency, n.d.-f; U.S. Department of Education, 2015).

White: "A person having origins in any of the original peoples of Europe, the

Middle East, or North Africa." (National Center for Education Statistics, 2016) However,

this term will mostly be replaced with European American as this is the common

language used to identify this population in scientific research.

Assumptions

Assumptions are expectations presumed to be true (Field, 2013). One of the

assumptions of this study was that the instrument of this study, the Multi Motive Grid

(MMG), would provide the results as demonstrated and discussed with representatives of

Schuhfried, which is the company who owns the MMG. It was also assumed that the data

of the MMG would be transferrable to be input into SPSS, which is the statistical analysis

software used for this study. It was assumed that the MMG would measure teachers'

motives, there would be a normal distribution curve, and there would be no missing data.

Furthermore, it was assumed that there would be no outliers in the correlational

multiple regression analysis that would cause any major bias estimates of parameters in

addition to the assumption that the sample was drawn from a normally distributed and equal population of seventh- and eighth-grade reading and math teachers. It was assumed that there would be no violations of assumptions for additivity and linearity that would cause for the outcome variables to not be linearly related to the predictor (see Field, 2013). Because I explored the connection between variables, it was assumed that there is also the assumption of normality and that the statistical assumptions of forward method and multicollinearity will be met (see Field, 2013).

Scope and Delimitations

Delimitations not only defines the boundaries of a research study, but it also limits the scope of a research study (Simon, 2011). This study was designed to explore teacher motives and their impact on African-American student academic achievement. This was prompted by the lack of research that addresses the academic gap between African-American and European American students. African-American students in this research are considered minorities who live in low SES inner city neighborhoods in southern Texas. Although this study was conducted in one region using student information and teacher participation from one school district, this study is not just delimited to this one area. According to the Texas Education Agency (n.d.-a; n.d.-f) and the National Center for Education Statistics (2010b), this study's population is comparable to that of other regions in Texas in regard to other public charter schools and public school systems. This study was originally delimited to European American teachers from middle- to upper-class neighborhoods, but this population was excluded because teachers' motives were the focal point of this research. Results of this research may create subcategories that

could possibly be used for future research studies, but there are no other considerations at this time.

Limitations

Variables in experimental designs need to be controlled to have internal validity, and limitations if not controlled could be the effects of testing and biases threats (Campbell & Stanley, as cited in Wiley, 1963). But the cross-sectional correlational survey research design with multiple regression used in this study was more effective than experimental designs when considering exploring multiple variables, as it increases external validly of studies (Campbell & Stanley, as cited in Wiley, 1963; Creswell, 2009; Frankfort-Nachmias & Nachmias, 2008). The correlational design is also known to have ecological validity to ensure that the variables are not being influenced or manipulated and there is no bias by the researcher (Field, 2013). However, limitations with cross-sectional research designs include the lack of controlling or manipulating variables, which makes inference difficult and requires there to be logically or theoretically inferred causation by the researcher (Frankfort-Nachmias & Nachmias, 2008, p. 133).

Another limitation of this research is that it does not have a probability sampling strategy, which would mean that every sample has the known probability of being included or can be ensured to be representative (Frankfort-Nachmias & Nachmias, 2008). Thus, the samples of this study cannot be claimed to be representative of all teachers or students in the population. Due to constraints of accessing teacher and student data, a nonprobability sampling strategy was used for this study.

Other limitations relate to the scope of the study. First, the study was limited to one charter school system in Texas, which poses a selection threat (Campbell & Stanley, as cited in Wiley, 1963). However, this one charter school system has 16 schools surrounding the area that have a high population of low socioeconomic populations. Statistics demonstrates that these low SES areas are populated by mostly African Americans and Hispanics, which represents the students concerned in this study. Second, student data were limited to African-American middle school students in Grades 7 and 8. However, this fit the scope and purpose of this study.

Finally, biases that could have influenced study outcomes is that I am employed by the school system in which this research study was conducted. This potential bias was addressed by restricting myself from retrieving data, instead having it delivered by other school district employees. Thus, the school system helped me obtain all data and deidentified all information before giving it to me.

Significance

This study can assist the counseling profession in understanding how teachers' years of experiences, ethnicity, and personality motives in the classroom impact African-American students' academic outcomes. For instance, school counselors need to be aware of concerns for fellow counselors and counselor educators (Brown-Rice & Furr, 2015). With better knowledge, school counselors can advocate for students as well as manage school programs that promote academic achievement (ASCA, 2016; Moore et al., 2008).

This study can create social change by providing information to improve school programs, increase student success by improving the teacher selection process, and

increase teacher and student relationships through personality trait training by school counselors to teachers and administrators. Teachers with the right balance of fear of failure and motivation for success can help reduce the gap between African-American students' classroom performance and their standardized testing percentages. Counselors can develop prevention and intervention activities that impact student achievement such as the teacher selection process. As school counselors provide information to administrators about personality traits, school counselors and administrators can train newly hired teachers. By identifying characteristics of effective teachers, they can hire, evaluate, and train teachers who will help address achievement gaps, particularly among middle school African-American students. The study can also raise cultural awareness thereby increasing African American academic attainment through interventions to improve the achievement gap of African-American students.

Summary

This study on teachers' motives of hope and fear, ethnicity, and years of teaching experience and their impact on the academic success of African-American students has the potential to improve existing school programs and build teacher–student relationships. The American Psychological Association (2013) indicates that children from low SES areas are slower functioning academically than children from higher SES areas, which is important for teachers to understand so that they can build social, emotional, and academic programs around student needs. This study also has the potential to provide the educational system the ability to raise cultural awareness, which allows teachers to gain a more comprehensive understanding of their students' needs,

thereby increasing African American student academic achievement. Effective steps and interventions focused on improving academic achievements in reading and math must be implemented to see sustained growth in classroom grades of African-American students.

Chapter 2 will outline the history of education in the United States and techniques to identify ways to improve the academic success of minorities. This chapter will also be focused on the gap in research in addition to different areas of research, previous theories, and important background information on the instrument that was used for this study.

Chapter 2: Literature Review

Introduction

This chapter will include a variety of scholarly literature on the need to conduct research on teachers' personality motives and student academic achievement. It begins with a brief history of African-American education and how it has evolved throughout the years. A detailed description of the NCLB Act of 2001 with its challenges and impact on educational achievement will also be presented. This will be followed by the underperformance academic achievement among African-American students with relevant achievement data as well as several causes of the achievement gaps. A brief section on grades and how GPA and academic subjects are determined will then be discussed for the purposes of this research, and standardized assessments will be reviewed. Next, theories of personality will be reviewed followed by a section on the impact of teacher personality on student academic performance. Finally, this chapter will include the definition of motivation and several personality type tests and how they might affect social change. The literature presented in this chapter supports the importance of this topic and how it has additional areas that need to be researched to improve the academic achievement gap of African-American students.

Literature Review Search Strategy

Even though education reform, academic attainment, and the gap of academic achievement between African-American students and European American students is a broad topic, there was a gap in the literature. A variety of databases were used such as PsycINFO, PsycARTICLES, SocINDEX, ERIC, EBSCOhost, Education Source,

Education Research Complete, SAGE Premier, ProQuest Central, Academic Search Complete, Dissertations & Theses, Google Scholar, and Mental Measurements Yearbook. All of these databases with the exception of Google Scholar were all from the Walden University Library. I chose full-text articles that were peer-reviewed, and I primarily chose years that ranged between 2006 and 2016.

Keywords and phrases used when searching for literature included but are not limited to *achievement gap, academic achievement gap, academic attainment, education reform, NCLB, no child left behind, educational gap, teacher motives, teacher personality, personality tests and job performance, core subjects, achievement motive theory, acquired needs theory, high implicit affiliation motive, Big FIVE Personality, personality theory, psychoanalytic theory, struggle for equality, education and personality theory, education and theory, education history in America, education history in United States, education timeline in America, history of education, history of African American education, history of African American education in United States, how has education evolved for African Americans, history of education in United States, MMG, motives, teaching styles, projective tests, achievement motive, counselors in education, counselors impact on education, counselor and teacher interaction, counselor and teacher relationship, counselor and administrator interaction, counselor and administrator relationship, counselor and impact on reading and math, counselor and impact on reading, counselor and impact on math, counselor and achievement gap, counselor expectations, counselor and student achievement, counselor and achievement gap, counselor and middle school impact, counselor and closing the gap, ASCA model,*

ACA, TCA, counselor and middle school interventions, sample, sample size,

homogeneous sample/sampling, sample size in education, sample size in quantitative

research, cross-sectional, cross-sectional research study, cross-sectional research

design, cross-sectional survey, cross-sectional survey design, survey research, survey

research design, the advantages of cross-sectional survey, two-tailed tests, backward

entry method, forward entry method, standardized assessment, GPA, grade point

average, samples size in research, Thematic Apperception Test, validity, reliability,

threats to validity, threats to reliability, performance hope, control hope, and *affiliation*

hope. Often times, these keywords and phrases fell into the following themes or

categories, and at some point, these themes or categories were also combined. They

include *African American students, European American students, middle school, reading,*

math, reading and math, middle school reading, education, and *theory.*

History of Education

The history of education can be traced back to New England in the 1600s, and

schools in America began from religious theologies brought over from Europe, teaching

reading and writing according to Protestant theology (Boers, 2007). Between 1830 to

1895, the early leaders of the community clearly established that education was intended

for and was setup to "promote the values of the Anglo-Saxon, Protestant, White, wealthy

male: the dominant culture" (Boers, 2007, p. 134). European females were not educated

until some years later (Boers, 2007). African Americans, male and female, were denied

an education during this time prior to the Civil War, and they would receive major

consequences if they were ever expected to be able to read (Butchart, 2010; Williams,

2002). But African Americans would secretly self-teach, and after the Civil War, African Americans would come together to raise money to support the teachers and their schools (Williams, 2002). This educational timeline addresses where the educational gap originally began between African Americans and European Americans according to research.

History of African-American Education

History has shown that African-American students have been unequally educated due to slavery, racism, and segregation, and therefore have been at risk dating back to the 1800s (Butchart, 2010). Additionally, educational discrimination began when African-American slaves started to request an education far before emancipation, which led to violence and even murders (Butchart, 2010). From the Fugitive Slave Act of 1850 to the American Civil War and the Black Codes in the 1860s, African Americans have been on a long journey for freedom and literacy (Daniel & Walker, 2014). For example, in 1902 the General Education Board spent a large amount of money for the education of European Americans and African Americans in hopes to improve the quality of education in the south, which educators such as Booker T. Washington and Robert Russa Moton endorsed (Ellis, 2013). Several years following this decision by the General Education Board and lasting well into the 1920s, at least 30 years before the civil rights movement and several years before World War I, the work of the Rosenwald Fund and the U.S. Bureau of Education continued to address racism that continued depriving African Americans of a quality education (Ellis, 2013).

How Education Has Evolved for African Americans

Plessy v. Ferguson in 1896 ruled separate but equal, but it was not until *Brown v. Board of Education* in 1954 that segregation became legally unconstitutional (Baker, 2015; Daniel & Walker, 2014; Moore & Lewis, 2014; Mungo, 2013). However, the resistance to the Brown case required the U.S. Supreme Court to make another ruling to end segregation, paving the way for the Elementary and Secondary Education Act in 1965, which was the first act to try to bring equality to education across the United States (Daniel & Walker, 2014). However, there were still many who tried to defy the laws as they were written (Daniel & Walker, 2014). In 1973, the Supreme Court ruled that school districts could acquire funding for their schools through local property taxes, which resulted in an unequal education, as the rich areas where European Americans lived received more funding, and the poor areas where African Americans typically lived received less funding for education (Daniel & Walker, 2014; Moore & Lewis, 2014).

No Child Left Behind (NCLB) Act

It was not until 2002 that the United States enacted the NCLB Act, which began ensuring that every child received an equitable and high-quality education. The Act centered on standards and alignment of tests and school accountability to ensure that all learners perform at the grade level in assessments and that schools demonstrate progress toward this goal or be sanctioned (Giroux & Schmidt, 2004). Immediately after the enactment of the NCLB Act, states were required to formulate standards in reading, mathematics, language arts, and science (Giroux & Schmidt, 2004; U.S. Department of Education, 2015). Under this Act, schools were expected to close the achievement gap in

12 years, which did not consider the size of the achievement gap between the students from European American communities and other minority communities (Giroux & Schmidt, 2004). Additional challenges of NCLB included:

schools are seen less as a public benefit than as a private good, teachers are largely deskilled, knowledge is stripped of its critical functions and matters of equity and funding are given a low priority. . . . Achievement is structured through a narrow notion of individual success rather than as an appeal to critical learning linked to expanding civic education. . . . Turning schools into test-prep centers becomes the ultimate measure of quality teaching with an emphasis on annual testing, parental choice and drill and skill teaching. (Giroux & Schmidt, p. 213-214).

Despite challenges with NCLB, researchers have shown its effect on student achievement. Dee and Jacob (2011) used the NAEP's state level panel data on student test scores and noticed a statistically significant improvement in fourth graders' math achievement as well as a targeted increase in eighth graders' math achievement because of NCLB enactment, though there was no indication that NCLB improved fourth graders' reading achievement. Lee and Reeves (2012) also sought to evaluate the impact of the NCLB Act implementation on math and reading achievement gaps using state NAEP 1990-2009 data and found that NCLB had a positive impact only in Grade 8 reading. There was also a significant reduction in the racial/ethnic achievement gap in mathematics after the implementation of NCLB, though this widened for reading, which

may have been because of constructive adjustments in instructional conditions for reading compared with mathematics including instructional time (Lee & Reeves, 2012).

Although both teachers and schools have made substantial improvement in making sure that teachers meet the academic qualifications stipulated by the law, many teachers have not been convinced that this will make the quality of teaching better (Giroux & Schmidt, 2004). For example, most schools have invested more time on math and reading (Jennings & Renter, 2006), though this means that nearly 71% of school districts have reduced time spent on other subjects at the elementary level (Jennings & Renter, 2006; Lee & Reeves, 2012). Additionally, the NCLB Act requires schools and school districts to better the academic achievement of all student groups, which leads to attention to underperforming student groups (Giroux & Schmidt, 2004; Lee & Reeves, 2012). But the number of schools on state "needs improvement" records have been stable but not on the rise (Jennings & Renter, 2006). Though schools listed on the "needs improvement" have been required by NCLB to offer students tutoring services and expand roles in school operations, there is often not adequate federal funds to carry out additional duties (Giroux & Schmidt, 2004; Lee & Reeves, 2012). Some of these expanded responsibilities include creating and expanding testing programs for Grades 3 through 8 and 1 year of high school, providing assistance to schools in need of improvement, and setting minimum testing goals for all schools and their different student groups (Lee & Reeves, 2012).

The widespread acceptance and implementation of the NCLB Act is based on the presumption that such accountability policies will align the interests of school

administrators as well as teachers (Dee & Jacob, 2011). Nevertheless, a forceful

alignment of individual interests of educators can cause the educators to react in

counterproductive ways. For instance, educators may embrace the teaching to test

approach, which directs instruction on cognitive skills intended by high-stakes state

assessments at the detriment of broader development in cognitive achievement. Another

counterproductive way involves reallocation of instructional effort by schools away from

low and high performing students to what Dee and Jacob (2011) term as "bubble kids" (p.

420), which opposes the call for proactive teachers (Yucel, Kokak, & Cula, 2010). These

concerns point out the need for research studies on the impact teachers with an individual

need for achievement may have on academic achievement among African-American

students.

Achievement Gap Among African-American Students

The academic achievement gap between students of diverse social classes, race,

and ethnicities, especially between African-American students and European American

students, is an ongoing dilemma (Barton & Coley, 2010; Chubb & Loveless, 2004).

According to data from the NAEP, the 1970s and 1980s were characterized by a

narrowing achievement gap in both math and reading, which varied with age groups as

well as subjects. For instance, a 39-point gap for 13-year-olds in reading was lessened to

an 18-point gap in 1988, and the achievement gap in math was also reduced for 13- and

17-year-olds. However, at some point in the1990s, the achievement gap stopped

decreasing and in some cases started to rise. For instance, the achievement gap for 13-

year-olds in reading rose from 18-points in 1988 to approximately 30 points toward the

end of the 1990s. As of 1999-2004, the achievement gap in both math and reading narrowed slightly, with major cutbacks in reading. Furthermore, between 2004 and 2008 the achievement gap in reading reduced for 9- and 13-year-olds but the gap in mathematics became challenging (Barton & Coley, 2010).

Further research has been focused on the achievement gap between African-American students and European American students. Fryer and Levitt (2004) concluded that the academic achievement gap widens between African-American students and European American students as they continue in school after kindergarten and first grade, though their results did not indicate a reason why such as teacher bias or socialization. Paige and Witty (2010) found that compared with African-American children, European American children going into kindergarten were more likely to know their letters and demonstrate an understanding of the correspondence between sounds and letters occurring at the start as well as at the end of words. However, this achievement gap is almost eliminated by the time these children finish Grade 1 because most of the children have acquired foundational skills (Fryer &Levitt, 2004). The level of achievement in math among African-American and European American children was found to be the same as reading (Paige & Witty, 2010).

Different researchers have provided various reasons for the observed racial achievement gap in academics such as school quality (Berkovitz & Armor, 2006; Fryer & Levitt, 2004) or worse summer setbacks (Entwisle & Alexander's, 1992). The reasoning for school quality is based on the argument that most students from African American and Hispanic communities go to economically and racially segregated public schools and

have inferior resources, facilities, and academic programs (Berkovitz & Armor, 2006).

Additionally, these schools are held to different levels of standards locally and by states

as opposed to NCLB national standards as compared to the schools attended by students

from European American communities, and their teachers may be less qualified with

regard to training and education (Berkovitz & Armor, 2006; Logan, Minca, & Adar,

2012; Risberg, 2010; Wilson, 2010). Another cause is rooted in socioeconomic status

(Paige & Witty, 2010; Tozer et al., 2011). Discrepancies in socioeconomic status of

students' families may explain the approximate one third disparity in test scores, the gap

in college enrollment, and in high school graduation (Tozer et al., 2011).

Studies have also established the link between classroom practices and student

performance, though there are still few on the impact of classroom practices on the

achievement gap. For instance, in 1996, the National Center for Education Statistics

published a study that indicated students' performance in science improved when

teachers emphasized higher-order thinking skills (National Center for Education

Statistics, 2010a). In another study, Wenglinsky (2002) used data from the 1996 NAEP in

math and observed classroom practices that were linked to positive student academic

performance, which included hands-on learning and higher-order thinking skills.

Following that study, Wenglinsky (2004) analyzed 2000 NAEP data in reading and noted

a correlation between teaching metacognitive skills and the academic performance of

students as well as instructional practices that lessen the achievement gap between racial

groups in subjects such as math. Wenglinsky considered several characteristics of

teachers and students including the socioeconomic status of students and teachers'
education level as well as experience.

Mendoza-Denton (2014) focused on the issue of gaps in standardized test
performance and general academic achievement between students from European
American and minority communities from a social psychological perspective. He did so
by dissecting how social interactions impact individual psychology (Mendoza-Denton,
2014). Mendoza-Denton (2014) also has a review of research studies on attributional
ambiguity and identity threat and stereotypes as possible antecedents to academic
disengagement, disenfranchisement, and disidentification. Mendoza-Denton's (2014)
review suggests that student academic achievement as well as performance is impacted
by cognitive processes in the same way as relational processes. For that reason, student
performance is undermined by being the target of prejudice as well as discrimination
(Mendoza-Denton, 2014).

Skinner and Belmont (1993) assessed the impact of three dimensions of teacher
behavior (autonomy support, structure, and involvement) on students' emotional and
behavioral engagement. The results indicated that teacher involvement had a significant
impact on students' classroom experiences (Skinner & Belmont, 1993). Additionally, by
giving students support and autonomy, teachers were able to maintain students'
motivation throughout the year (Skinner & Belmont, 1993). This study highlights the
value of interpersonal involvement in maximizing student motivation. A learner's
perception of his/her teacher support has been associated with improved academic
success and achievement motivation (Darling-Hammond, 2000). Learners who feel that

their teachers encourage them have been shown to be more devoted to learning thus more successful academically (Becker & Luthar, 2002).

A person's development is largely influenced by the immediate context in which he/she interacts with other people (Becker & Luthar, 2002). Some research studies, as mentioned by Becker and Luther (2002), have demonstrated that a sudden drop in achievement motivation occur while students transit to middle school. At that stage, these students often experience decreased teacher expectations thereby shrinking their academic attitudes, motives and self-esteem (Becker & Luthar, 2002). Moreover, scholars with interest in the development of children's personality and characteristics have proven that student achievement is impacted also by the emotional health of the student (Becker & Luthar, 2002).

As previously stated, I have found no research that has documented the importance of teacher motives or internal need to achieve in closing achievement gap. However, some studies have acknowledged that teachers have the ability to shape students' learning environment. As stated by Lieberman and Hoody (1998), "teacher interest and engagement are important because enthusiastic teachers help students become enthusiastic" (p.10). There has been no consensus on the significance of particular teacher factors thus concluding that the current research does not find a clear-cut role for teachers in the determination of academic achievement (Rivkin, Hanushek, & Kain, 2005).

Grades and Testing

Grade Point Average (GPA)

GPA has been in existence for at least two centuries and is credited to William Farish dated back to the 1700s (Soh, 2011). GPA is a cumulative average score of grades that can be computed in numerical form or represented in letter form (i.e. A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = 0.7, and F= 0.0) (Soh, 2011; Volwerk & Tindel, 2012). GPAs play an important role in monitoring student achievement. It is used as a standardized measurement to assess students' success rates in school; it is used to rank and compare students who are the same age and in the same grade within a school, school district, and across the nation; and it is majorly used as a determining factor for college admission (Volwerk & Tindel, 2012). There are admissions criteria set for many colleges and universities. Colleges and universities with such set criteria usually has a minimum criteria of a B average which is typically equivalent to a 3.0 – 3.7 GPA (Volwerk & Tindel, 2012). There are rewards and incentives that come with high GPAs. The higher the GPA, the more likely a student will benefit from automatic college admission and scholarships (Volwerk & Tindel, 2012).

Reading and Math

Core subjects such as reading and math are common topics that are typically recognized and focused on nationally according to NAEP (National Center for Education Statistics, 2015). NAEP was established in the 1960s and uses criterion-referenced tests and items to monitor student progress across the US as well as gives credibility to the ACT and SAT (Daniel & Walker, 2014).

Reading and math are two of the main subject areas mostly focused on when assessing students or when comparing data (Daniel & Walker, 2014; National Center for Education Statistics, 2015; Robinson & Lubienski, 2011). Robinson and Lubienski (2011) studied the national longitudinal data for kindergarten through eighth grade to investigate the development of academic achievement gaps between females and males in the subject areas of reading and math. In the background section of their research study, Robinson and Lubienski (2011) also acknowledge that NCLB tends to focus on the academic subject areas of reading and math. Due to this and the fact that the Early Childhood Longitudinal Study (ECLS-K) also tends to focus on the same subjects, Robinson and Lubienski (2011) felt justified in using the subjects reading and math for the research study.

Although NCLB is discussed in another section, it is important note that it is the law that has required states to improve in the subject areas of reading and math across the United States (Dee & Jacob, 2011; Lee & Reeves, 2012; Peterson & Ackerman, 2015; Robinson & Lubienski, 2011). Peterson and Ackerman (2015) also refers to NAEP when speaking of the importance of the core subject areas reading and math. These are all key reasons that reading and math was used as the two core subjects for the purpose of this research study.

Standardized Assessment

Standardized assessments measure the quality of schools according to Bergmann (2014). Bergmann (2014), Duckworth, Tsukayama, and Quinn (2012), and Thompson and Allen (2012) also consider standardized assessments as an intervention or tool used

to improve schools' efficiency. This section will focus on different types of standardized assessments such as the Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), and the American College Testing (ACT) as well as state mandated assessments such as the State of Texas Assessments of Academic Readiness (STAAR) for the state of Texas. As a significant note, Bergmann's (2014) study is particularly important to my study because it examines the relationship between standardized testing and academic achievement. My study also examined standardized test percentages as compared to academic performance by using student report cards.

With standardized tests, the results are dependent upon students' opportunity to learn in a general sense and not in a particular sense of a classroom assessment, where opportunity to demonstrate knowledge of certain skills as well as concepts learned in the short-term are more significant. Giroux and Schmidt (2004) admit that when such tests "are viewed as the sole indicator of student learning, especially when attached to academic promotion and high school exit criteria, less than positive effects on students' opportunities for learning have been reported" (p.216). Another difference between standardized assessments and classroom assessment tests is that development of standardized tests requires more time for item development, refinement and final selection of test items (Giroux & Schmidt, 2004). In most cases, development of standardized tests pays close attention to content validity and reliability of test items (Giroux & Schmidt, 2004). Content validity refers to the representativeness of test items to the areas being tested as well as the suitability of the format while reliability refers to consistency of scores (Giroux & Schmidt, 2004). One of the benefits of standardized tests

is in its reliability and ability to compare performance of students with that of a specified criterion (Giroux & Schmidt, 2004).

Conversely, some scholars contend that sometimes standardized tests impact negatively on instruction in the sense that owing to teachers' concern for results, some teachers may modify content so as to teach to the test (Jiang, 2015). That is to say, some teachers are likely to format instruction into a manner that matches the content of high-stake tests rather than teaching the skills needed to master the concepts tested in standardized assessments. Two additional researchers who argue that high-stakes standardized testing have negative impacts on African-American students are Thompson and Allen (2012). These two authors explain in their article how high-stakes testing have especially negatively impacted African-American students in ways that are causing more corrective disciplinary actions, poor instructional practices, increased student apathy, and a narcissistic educational environment (Thompson & Allen, 2012). Likewise, Mendoza-Denton (2014) also explored how standardized tests attribute to the achievement gap between European American students and African-American students through a social and psychological lens. The article addresses attributional ambiguities such as stereotypes, identity threats, disidentification, and academic disengagement (Mendoza-Denton, 2014). This information is important to recognize as educational and socioeconomic barriers may be considered or explored to address African American student academic progress.

PSAT/SAT/ACT

The SAT and ACT are two major components of college admissions that influence whether or not students are admitted into certain colleges and universities as well as the students' placement in colleges and universities once admitted (Toldson & McGee, 2014). Generally speaking, parents, to a greater extent, depend on assessments as one of the main sources of information regarding their students' academic performance. This enables parents to judge students' educational progress. In school from K through 12, students are typically awarded grades by their teachers based on classroom tests which are intermittently summarized on the students' report cards. Although standardized tests are usually not bound to the context like classroom assessments, they do assess over general curriculum that should be taught in K through 12 schools. The PSAT, SAT and ACT are all examples of these spoken standardized tests that have national influence.

The Preliminary SAT (PSAT) was introduced in 1971 (College Compass by Testmasters, 2016) and is typically taken when students are enrolled between the ninth and eleventh grades in high school. The PSAT also assesses the same subject areas as the SAT. It is used as a pre-assessment of the SAT for students to know where they are and what subject areas they need to improve in before taking the actual SAT (The College Board, 2016).

The SAT is also a college admissions test that was first introduced in 1926 under the name Scholastic Aptitude test (The College Board, 2016), but is more commonly referred to as the SAT. The SAT tests in the subject areas of reading, math, English, science, history, and language. Within these subject areas are specific topic areas for

students to highlight their strengths such as math level 1 (which includes algebra and geometry) and math level 2 that is a review of math level 1 (which includes pre-calculus and trigonometry). However, the top two subject areas focused on for SAT are also reading and math (The College Board, 2016).

The American College Test (ACT) is a college admissions exam that was created in 1959 to intentionally focus on what students are actually taught in school rather than their cognitive reasoning (http://www.act.org). The ACT tests in the overall areas of reading, math, English and science, but includes critical thinking, and an essay portion with the focus of all six of these subject areas being reading and math (http://www.act.org).

State of Texas Assessments of Academic Readiness (STAAR)

The State of Texas Assessments of Academic Readiness (STAAR) is a series of subject tests in the areas of reading, math, writing, science and social studies mandated of public schools by the state of Texas to assess grade level mastery or progress as well as college readiness (Texas Education Agency, n.d.-c; Texas Education Agency, n.d.-e). The STAAR is designed to the state's mandated curriculum called Texas Essential Knowledge and Skills to assess if students are making grade level progress each school year (Texas Education Agency, n.d.-c; Texas Education Agency, n.d.-e).

Percentages for STAAR are reported in four categories of the STAAR: Did Not Meet Grade Level, Approaches Grade Level, Meets Grade Level, and Master's Grade Level (Texas Assessment Management System; Texas Education Agency, n.d.-c; Texas Education Agency, n.d.-e). The academic performance standards used to be scores but are

now a range of percentages that are categorized and used to divide students into previously three but now four categories based on student performance (Texas Assessment Management System; Texas Education Agency, n.d.-c; Texas Education Agency, n.d.-e).

Theory

The theoretical base for this study stemmed from McClelland's theory on motives (Lang & Fries, 2006; McClelland, 1961; Schuhfried, 2011; Sokolowski, Schmalt, Langens, & Puca, 2000). Motives originate from personality theories, which are also closely associated with psychological phenomenon (McClelland, 1961; Schuhfried, 2011). Lang and Fries (2006) shared a concern of humans sometimes participating in activities just to find out if they can actually perform the task or not. They share that studying achievement motives can help determine human's internal motives on fear and achievement (Lang & Fries, 2006). McClelland (1961) also refers to Sigmund Freud's psychoanalytic theory and Freud's recognition of an interest in human motives. Freud's Psychoanalytic Theory extends on the theory of motives. This theory gives an extension and additional component to Freud's beliefs that it is innate forces that motivate individuals and that individuals' childhoods strongly impact the actions of those individuals as adults (Corey, 2009; Ewen, 1998). Freud also believed that an individual's unconscious thoughts drove their personality and actions (Corey, 2009; Ewen, 1998). This theory and approach explain a person's internal needs, desires and beliefs and how it affects their lifestyle both personally and professionally.

Yeager et al. (2014) conducted three studies on the theory of personality using adolescent ninth graders. The first study predicted a negative outcome towards the end of the school year. However, the second and third study predicted that people can change with applied interventions (Yeager, Johnson, Spitzer, Trzesniewski, Powers, & Dweck, 2014). Their study demonstrated evidence of improved academic performance with targeted psychological interventions used in an educational setting (Yeager, Johnson, Spitzer, Trzesniewski, Powers, & Dweck, 2014) thus relating personality to education.

Baudson and Preckel (2013) also explored personalities and how it relates to education. Their article began with "the implicit theories teachers hold about the gifted influence their perception of and behavior toward highly able students, thus impacting the latter's educational opportunities" (p. 37). The findings of this article indicated that teachers' implicit personality theories were in sync with the authors' hypothesis in that gifted students were favored more than ungifted students.

Both Yeager et al. (2014) and Brauson and Preckel's (2013) articles hold a favorable position to this current research study because they both relate personality to education. As this research study examined teachers' motives through exploring their personality, it was anticipated that teachers with a balanced personality which includes a high need to achieve and motives have a positive impact on student academic achievement. This current study explored teachers' motives and its impact on the academic success of African-American students. Therefore, Yeager et al. (2014) and Brauson and Preckel's (2013) closely relate to this current research study as they explored teacher personalities and student success, and the variables of this study also

include the motives and ethnicities of teachers and the classroom grades of African-American students.

Theories of Personality

The term *personality* has been defined differently by different authors. For example, Ryckman (2012) describes personality as "a dynamic and organized set of characteristics possessed by a person that uniquely influences his/her cognitions, motivations or behavior in various situations" (p. 4). On the other hand, Ewen (2014) defines personality as "long-lasting and important characteristics within individual, ones that continue to exert a strong influence on behavior" (p. 9). There are various theories of personality which are categorized into the following perspectives: psycho-analytic; humanistic; trait; behaviorist as well as cognitive. Each of these perspectives sheds light on individual differences in experiences as well as behavior. These theories are important to the current research study because they explore different types of personalities, and this study is exploring teachers' motives, which is a type of personality, and its impact on African American student success.

Psychoanalytic Theories

Psychoanalytic theories of personality are built on the work of Sigmund Freud who paid attention to unconscious motivation (Nevid, 2014; Ryckman, 2012). According to Sigmund Freud's theory, people's behavior is controlled by the urges as well as moral rules in an individual's personality. Basically, psychoanalytic theories are based on the following premises: the activities of the mind are extensively unconscious; nothing in mental life occurs randomly; and initial occurrences in life put in motion personality

processes. The idea is that the personality redistributes energy around to where it is required. The psycho-analytic perspective concentrates on psychological processes that take place when a person reacts to internal stimuli such as thoughts, memories and emotions among others as well as external events such as unique experiences, personality test items and so on (Borstein, 2010). To some extent, these processes are molded by a person's defense or coping style, however, psychoanalytic researchers and theorists have also studied how information processing is influenced by a person's motives, traits as well as state of need.

Acquired Needs Theory

David McClelland introduced the Acquired Needs Theory in the early 1900s. This theory focused on the need for achievement, affiliation, and power (Edwards, 2013; Moore, Grabsch, & Rotter, 2010; Van Emmerik, Gardner, Wendt, & Fischer, 2010). From the Acquired Needs Theory derived the Achievement Motivation Theory (Moore, Grabsch, & Rotter, 2010). Both of these theories explore human motives and their needs to achieve (Moore, Grabsch, & Rotter, 2010). These approaches explain a person's internal needs, desires and beliefs and how it affects their lifestyle both personally and professionally. In general, people may possess all three needs, and those who do tend to be risk takers and higher performers (Edwards, 2014; Moore, Grabsch, & Rotter, 2010; Van Emmerik, Gardner, Wendt, & Fischer, 2010).

In an article by Van Emmerik, Gardner, Wendt, and Fischer (2010), the authors refer to McClelland's acquired needs as motives. These authors explored people's implicit and explicit motives across cultures in a work environment. They also made note

that implicit motives are the unconscious and explicit motives are the conscious; both developed by McClelland (Van Emmerik, Gardner, Wendt, & Fischer, 2010). These authors also explored acquired motives using the Thematic Apperception Test (TAT) as well as the Big Five Factors, which are personality type assessments. This information is important because my study focuses on motives, and I also explored the TAT and the Big Five Inventory.

Humanistic Perspective

In relation to humanistic perspective, the personality of a person is to a greater extent affected by an innate capacity for personal growth (Ryckman, 2012; Ewen 2014). This approach lays emphasis on aspirations and strengths, fulfillment of human potential as well as conscious free. Carl Rogers, a psychotherapist, proposed that provision of unconditional positive regard would bring about growth, whereas conditional regard would bring about the development in congruency as well as an artificial ideal self (Ryckman, 2012; Ewen 2014). Moreover, Abraham Maslow, also a psychotherapist, purports that a need hierarchy denoting an order of importance of motivation is real (Ryckman, 2012; Ewen 2014). Generally, humanistic theories tend to be tricky to test; but, they have had an effect on psychotherapy and the positive psychology movement. What is more, humanistic theories do not have much to say in relation to the development of traits and personality types. This is because humanistic theories presuppose that all people are unique, except that they do not predict the sort of traits, interests and abilities that people develop.

Trait Approach

The trait approach pays close attention to the number of traits one requires so as to describe an individual's personality (Nevid, 2014). The psychoanalytic perspective tries to describe personality by concentrating on unconscious forces while the trait perspective tries to describe personality by calling attention to its biological aspects (Ryckman, 2012; Ewen, 2014). This is based on the fact that genes can have an effect on individuals' personalities by affecting physical features of the nervous system. This in turn causes individuals to react different to stimuli in the environment. In general, the trait perspective presupposes that all people possess internal traits or affinities which make them behave in a particular manner across most circumstances (Nevid, 2014; Ewen, 2014). These traits remain relatively stable as people age and explain why people generally behave the same across a variety of situations. Yet because people differ in the degree to which they possess various traits, they develop unique personalities. With trait perspective, personality is measured using self-rating inventories.

Behaviorist Perspective

In regard to the behaviorist perspective, the structure of personality is well defined in the psychoanalytic model (Ewen, 2014). Proponents of behaviorist theorists of personality hold that the relevant domain of psychology entails visible and quantifiable behavior. This is simply because behavior is an actual thing that can be examined. In the behaviorist perspective, personality is a function of situational as well as environmental determinants. It posits that a person can learn to respond to the environment and as such a learning process is set up. Therefore, personality is viewed as something that is always

adjusting as an individual's reaction to the environment continues to grow more diverse and complex. In this manner, recurring style of responding is formed and as a result this becomes an individual's characteristic personality. Behaviorists believe that any kind of behavior can be molded into an appropriate and worthwhile form.

Social Cognitive Approach

The social cognitive approach sees personality as influenced by both an individual's thoughts and the environment (Ryckman, 2012). Whereas Freud focused on how unconscious forces shape behavior and the trait perspective explores internal nature, the social-cognitive approach looks at the characteristic ways people sense and construe events within the environment. Albert Bandura, a social-cognitive theorist, hypothesized that personality is a consequence of three interacting forces: environment, thoughts and behavior (Nevid, 2014). He labeled the steady interaction among these three factors as reciprocal determinism. Reciprocal determinism presumes that people choose to place themselves in particular environments, and these environments in turn have some bearing on their behavior and the way they think. Nonetheless, the way people think of their goals, perceptions, values and attributions may dictate the kind of environments they pick to be in as well as the behavior they display (Ryckman, 2012; Nevid, 2014). Peoples' behavior, in turn, may modify the environment as well as the way they think. All three of the aforementioned variables influence each other in a reciprocal manner.

The paragraphs above provide a brief overview of the various perspectives of personality theories. The following paragraphs highlight some research studies on personality features with reference to teachers. Personality, according to Decker and

Rimm-Kaufman (2008), is one of the factors that are likely to envisage teachers' beliefs.

Teaching demands not only the capacity to instruct lessons, but also the knowledge of the

rules and norms of the school culture, the capability to work together with other teaching

staff, and an understanding of the communities in which an individual teaches. People are

extremely flexible in the degree to which they can meet these multi-level requirements.

For that reason, personality characteristics are highly likely to be essential predictors of

this ability.

Proactive and Reactive Personality Traits

Yucel, Kocak, and Cula (2010) discuss two types of personality traits: proactive

and reactive personality profiles. According to the two authors, individuals with reactive

personality profiles are oftentimes insecure, fragile and can easily get panicked. In

addition, such individuals are more concerned about other peoples' opinions and are

constantly faced with difficulties which hinders then from achieving their goals. People

with proactive personality traits are also highly motivated and take appropriate actions.

For that reason, Yucel, Kocak, and Cula (2010) find it important for teachers to possess

proactive personality traits for them to be successful. Proactive teachers, in Yucel, Kocak,

and Cula's (2010) view "have the initiatives of their own lives" (p.132). Furthermore,

unlike teachers who have reactive personalities, teachers with proactive personality traits

are capable of keeping their emotions under control.

Teachers' personal traits have some bearing on the kind of instructional strategies

they use with different student groups. Haberman (1995) carried out thirty-five years of

research that was purposely after effective teachers in high poverty areas. Huberman

singled out a list of regular teaching practices that effective teachers either mentioned or displayed in their classrooms which included personality traits such as being unrelenting to possessing strong physical as well as emotional stamina considered necessary in disadvantaged settings. All the effective teaching functions highlighted by Huberman were internal personality features. Similarly, Ladson-Billings (1994) and McDermont and Rothenberg (2000) credited certain personality qualities of teachers as being markers of success in high poverty minority classrooms. These qualities include a teacher's readiness to find out about student's cultural backgrounds, holding high expectations for all children's' learning, being competent to create respectful and trustful relations with students and their families and among others.

Witty (1947) carried out a qualitative study of teachers' characteristics considered by students as the most useful. The study involved an analysis of twelve thousand letters from grades 2-12 students. The researcher noted twelve characteristics that were referred to time after time which included varying interests, interest in learners' problems, flexibility as well as cooperative attitudes. In 1982, Kenney and Kenney conducted a research study which involved the administering of Cattel's sixteen personality factor questionnaire so as to compare the personalities of female teachers with those of female librarians. The findings of the study revealed that teachers were more practical, conscientious, dutiful and anxious.

Erdle, Murray, and Rushton (1985) sought to test the hypothesis that classroom teaching behavior acted as a go-between link that existed between personality and teaching effectiveness. Thirty-seven full-time instructors were rated by colleagues on

twenty-nine personality traits while the frequency with which the selected instructors exhibited 95 specific classroom behaviors was assessed by trained observers. The authors noted that teachers with highest ratings showed evidence of two kinds of personality traits: achievement orientation (such as leadership, intelligence) and interpersonal orientation (such as no defensiveness, supportiveness). In addition, these teachers engaged classroom behaviors that reflected charisma (such as encouraging participation) and organization (such as stating objectives). The findings of this study supported the hypothesis that personality traits of teachers are related to classroom behaviors.

Fisher, Fraser, and Kent (1998) examined connections between teacher and student perceptions of teacher-student interpersonal behavior and teacher personality. The study involved 108 teacher participants and students in one class of every teacher who completed the questionnaire on teacher interaction. The researchers observed a significant positive relationship between the personalities of teachers and self-perception of student-teacher interpersonal behavior compared with teacher personality and their learners' perceptions. Furthermore, the researchers noted that students perceived their teachers' interpersonal behavior to be related to their personality in relation to how much responsibility and freedom students thought they were given.

Whereas some studies reviewed above have mentioned a few of the characteristics of likeable teacher, Walker's (2008) contains a detailed list of characteristics possessed by effective teachers. In Walker's (2008) case, the term effective implied that "these teachers made the most significant impact" (p.61) in the lives of the students. The participants in Walker's study were asked to respond to the

question: "what were the qualities of the most memorable teacher who encouraged you to teach?" (p.61). Walker (2008) identified twelve professional as well as personal characteristics of effective teachers. These include: preparedness; positive attitudes; holding high expectations; fair; creative; exhibiting a personal touch; having a sense of humor; cultivating a sense of belonging; respecting students; showing compassion; admitting mistakes; and forgiving. As regards to holding high expectations, participants cited that effective teachers constantly challenged their learners, built their confidence, and made them to be believe in themselves. By demonstrating an interest in students, participants mentioned that effective teachers were capable of establishing personal connections with their learners and took personal interest in their learners' performance.

Teacher Personality and Student Achievement

Teachers' personality is a major factor for academic achievement in the field of education (Eryilmaz, 2014). Various research studies such as those mentioned below tried to examine the personalities of teachers who are liked by learners. These teachers are humble (Goldstein & Benassi, 2006); fond of their job, eager to teach, serious (Beishuizen et al., 2001); well-balanced, cheerful and warm (Larsgaard et al., 1998). Furthermore, teachers who are liked by their students exhibit high levels of creativity and cognitive proficiency and hold flexible as well as creative standpoints (Eilam & Vidergor, 2011). Other research studies on teacher characteristics have emphasized on agreeableness (Goldstein & Benassi, 2006), conscientiousness (Beishuizen et al., 2001), extroverted along with openness to experience personality traits to produce positive educational results (Goldstein & Benassi, 2006; Eilam & Vidergor, 2011).

Teachers' personality traits, as shown by the aforementioned studies, impacts learners as well as the process of learning and teaching in various ways including academic performance (Largaard et al., 1998; Goldstein & Benassi, 2006). Besides the role played by teachers' personality during student-teacher interaction, teachers' personality plays a critical role in ensuring high levels of student performance. The findings of Montavo et al. (2007) revealed that learners who experience a sense of care were more likely to succeed compared to those who do not.

Amongst important individuals assumed to have an effect on learners' feelings are their teachers and parents. The personality feature of the teacher is a critical factor in the kind of atmosphere that is created in classrooms. As a result, a teacher's personality characteristic becomes a major factor to be taken into account in influencing the academic achievement of learners. The impact of teacher personality on student achievement has been documented in Flanders (1965); student achievement and attitude scores were found to be significantly higher when teachers were indirect. Indirect teachers, here, have the following qualities: accepting feelings, encouraging and accepting ideas of students.

Learners' achievement, in Colston's (2015) view is determined by the interaction between the personalities of the teachers and the learner. According to a study carried out by Powell and Feifer in 1960 (referred to by Colston, 2015), the personalities of three teachers and four students were taken up. Thereafter, a comparison between the selected personalities and measures of teacher knowledge, student achievement and classroom ratings was drawn. The researchers noted that the most effective type of teachers were

characterized by integrative behaviors while the least effective teachers had low levels of integrative behaviors. Furthermore, teachers who were considered to be intellectuals but utilized defense mechanisms when teaching were found to be non-stimulating with learners who were considered as non-conformers, yet produced higher achievement scores with learners who were the thought to be conformers. That is to say, a teacher's personality to a larger extent influences student achievement.

Garcia, Kupczynski, and Holland (2011) carried out a research study to establish whether there existed a significant relationship between 10th and 11th grade students' scores in Texas Assessment of Knowledge and Skills and the personality styles of their teachers. The teachers' criterion referenced test was evaluated using the Big Five Inventory which was compared with 10th and 11th graders' Texas Assessment of Knowledge and Skills scores for two years. The findings showed that there is considerable difference in student performance based on the personality styles of the teachers, and that teacher's personalities do play a role in student academic success (Garcia, Kupczynski, & Holland, 2011). These authors also suggested that further research be completed in this area of study (Garcia, Kupczynski, & Holland, 2011). In another study, Zarabian, Farajollahi, Pour, and Seresht (2015) examined the connection between the personality types of female teachers and the level of their students' achievement motivation. The results of this study revealed that there was a significant relationship between the personality types of teachers and the level of achievement motivation amongst the students involved in the study.

Boyd et al. (2007 & 2008) estimated the impact teacher characteristics have on student achievement gains. A moderate proportion of change in achievement as a result of improvement in teacher qualifications was observed. These authors concluded that:

> [A] large proportion of the variation in teacher effectiveness in improving student achievement is not related to measurable teacher characteristics such as test scores or certification. Because of these, policies that enable leaders to better understand the strengths and weaknesses of each teacher so that they can target professional development and effectively utilize the due-process system to continually improve the teacher workforce are likely to be important. (p. 18)

Teachers are charged with the responsibility of educating and teaching learners and therefore their personality becomes critical. The personality of a teacher is a crucial factor in setting up the conditions of the learning environment (Tahir & Shah, 2012). Positive classroom experiences are provided by teachers who encourage and commend students, communicate through caring words and actions, provide critical but constructive academic feedback and hold high expectations regarding learners' academic performance. Under such conditions, students have a chance to connect with their teachers and at the same time connect with their motivation to learn and perform well (Lovat, Dally, Clement, & Toomey, 2011).

Ferguson (2003) stated that: "teachers' judgments about how much they enjoy teaching students inevitably affect teachers' behaviors. This can apply to entire classrooms and to individual students. Teachers may respond to difficult students by withdrawing support" (p.480). Subsequently, there is a possibility that the perceptions

teachers hold at the beginning of the year to a greater extent predicts students' end of year performance.

Lastly, teachers' teaching styles also play an important factor in the classroom as the quality of instruction surely impacts student learning achievement (Ngware, Oketch & Mutisya, 2014). These authors found, after examining teachers' practice and teaching styles, that student learning can indeed improve with quality teaching. Additionally, Michel, Cater III, and Varela (2009) found that while there was no significant change in subject mastery from traditional (passive) versus non-traditional (active) teaching, they did find that students' cognitive abilities did improve with active teaching. Costa, Van Rensburg, and Rushton (2007) join in the belief that traditional teaching styles which includes passive teaching and lectures is not the best way to teach students and improve student learning. One of the two targeted populations of this research study is African-American students. Morgan (2010) shared that based on the NCES 2007, African-American students' and Hispanic students' dropout rates far exceeded that of European American students. One problematic reason identified that African-American students encounter poor results academically is that there is no knowledge of their culture including learning styles and communication styles; thus, teachers' teaching styles do not match their learning styles (Morgan, 2010). More than not, research shows that non-traditional styles which includes active teaching and teachers adapting to their students' learning styles do improve student cognitive ability as well as their academic success (Costa, Van Rensburg, & Rushton, 2007; De Witte & Van Klaveren, 2014; Michel, Cater III, & Varela, 2009; Ngware, Oketch, & Mutisya, 2014).

Teacher Ethnicity as a Factor

Teacher ethnicity is a variable in this research, and researchers such as Hyland (2005), Walker-Dalhouse and Dalhouse (2006), Saffold and Longwell-Grice (2008), and Oates (2003) have explored teacher ethnicity in their studies as well as it relates to and impacts student academic achievement. Hyland (2005) explored how White teachers viewed themselves as successful teachers in general by having good teaching practices and how they viewed themselves as successful teachers of Black students. In her study, Hyland (2005) conducted 42 interviews over a three-year span. Although there were 27 teachers initially a part of this study, Hyland spent three years interviewing and observing only four teachers. Hyland (2005) worked in the teachers' classes, and conducted many ethnographic observations while taking field notes. Throughout her interviews, Hyland (2005) noticed trends of the teachers having low expectations of their Black students and how the teachers viewed the Black students' families as dysfunctional. Although the four identified teachers viewed themselves as good teachers, the results indicated that they fell short to what they identified as culturally relevant teaching. Findings also suggested that the ways these teachers understood their roles as teachers of Black students were intimately linked to how closely their practice represented what is known as culturally relevant pedagogy.

Oates (2003) conducted a study on the perceptions of White and Black teachers on Black student testing performance as compared to that of White student testing performance. Oates (2003) explored impartially on if there was congruence with both races of teachers towards both groups of students, or if there were any differences. Oates

also looked at what those differences were. The outcomes were that White teachers and Black teachers did have different perceptions. Black teachers showed to be neutral, but White teachers showed to think more negatively of Black students than White students. This article is interesting because Oates (2003) chose to address stereotypical behaviors and suggest that these were the thoughts of White teachers toward those Black students rather than focusing on the actual problem which was the black-white gap in student achievement or cultural differences and being culturally sensitive according to that research study.

Downey and Pribesh (2004) conducted a study on White teacher bias in rating Black students' behaviors. The article discussed how Black students are rated more harshly by White teachers than by Black teachers. The findings of the research study indicated that race does continue to matter and teachers are still biased (Downey & Pribesh, 2004). Downey and Pribesh (2004) continued to focus on Black student resistance via other theories and conclude that race still matters.

Walker-Dalhouse and Dalhouse (2006) investigated White teacher beliefs about being culturally diverse. These authors gave a preservice questionnaire to ninety-two White teachers on cultural awareness in their study (Walker-Dalhouse & Dalhouse, 2006). Results showed that White preservice teachers were less likely to make academic assumptions of students based on ethnicity and culture, and these teachers also were less likely to allow ethnic jokes and phrases in their classrooms than if they were not preserviced (Walker-Dalhouse & Dalhouse, 2006).

In Saffold's and Longwell-Grice's (2008) article, they acknowledged that it was hard for White teachers to teach students of color when they were unfamiliar with the students' backgrounds. As a result, three White teachers attended a preservice preparation program. The results were not what the researchers hoped for (Saffold & Longwell-Grice, 2008). Each teacher came back with something different, and in the end, the teachers still did not grasp the cultural awareness concept of how to work with students of color (Saffold & Longwell-Grice, 2008). The results of this article became more about the teachers than the students. This is useful information for the current research study as teacher motives and ethnicity were explored as factors of African American academic student achievement.

The above articles are important to this research study because teacher ethnicity is a variable in this research study. Additionally, this research study also aimed to enhance programs that are already in place as well as to advocate for more administrator and teacher trainings provided by school counselors.

Motivation to Achieve

Motivation to achieve refers to a persistent interest in performing beyond standards of excellence (Brunstein & Maier, 2005; McClelland, 1967). As will be illustrated later, an individual's motivation is associated with his/her personality. Self-attributed and implicit motives to achieve are distinctively involved in the prediction of an individual's behavior (McClelland et al., 1989). With explicit motive, behavior is deliberately chosen while implicit motive rejuvenates natural desire to act. In addition, explicit motive can be stimulated quickly through social-extrinsic incentives whereas

implicit motive is stirred up through incentives intrinsic to carrying out an activity.

Whereas individuals who deliberately attach importance to achievement are inclined

more to stick to normative standards that are grounded in social expectancies, individuals

with a strong implicit need to achieve would rather live up to their personal internal

standards (McClelland et al., 1989). According to McClelland et al. (1989), the main goal

of implicit motive is to carry out duties more efficiently. The notion that implicit motive

drives acquisition of adaptive behavior and promote goal pursuit- a proposition that

draws on many studies that link motives to learning- may help explain why individuals

with strong motives tend to be successful in life.

Atkinson (1964) supposed that motivation to achieve was a personality feature

and people differed on the extent to which they considered failure or success as

imperative. According to Atkinson (1964), success-oriented people feel an inner sense of

satisfaction as well as other positive emotions when they are anticipating or experiencing

success. Oftentimes, the source of positive emotions is internal. Atkinson (1964) further

noted that achievement-oriented individuals place more value on successes that are not

easy to realize and those kinds of successes breed more positive emotions compared to

successes considered to be easy. Consequently, motivation to achieve causes would cause

people to pick tasks that are a little bit challenging. Moreover, persons with such kind of

motivation are able to monitor their own progress and shift to more challenging activities.

McClelland et al. (1953) spells out particular features of situations that individuals

with strong need for achievement prefer. First, these situations allow individuals to

achieve success through their personal capabilities as well as effort rather than through

luck. That is, under such circumstances an individual can take personal responsibility as well as credit for the result. Secondly, the situations are typified by intermediate degrees of difficulty. In most cases, as per McClelland et al.'s (1953) observation, achievement-oriented individuals have a tendency to weigh up the risks involved in situations and choose those circumstances where they can look forward to feeling somewhat over-stretched by the challenges. Thirdly, the situations are those in which there is an apparent and definite feedback on the success of a person's effort. In the absence of such situations, achievement-oriented individuals do not have an opportunity to experience satisfaction. As a result, the situation ought to provide for the knowledge of the outcome within sensible period.

The personality-motivation nexus is really simple because motives bring about the individual variation in behaviors that characterize traits. For instance, to pronounce that an individual is achievement motivated insinuates that he/she always, over time and in evocative circumstances, channels intense and relentless effort toward getting challenging tasks done. People who target intense and relentless efforts at accomplishing challenging objects have a deep need to do things well (McClelland et al., 1989). In this case, personality can be described as dynamic mental structures and synchronized mental processes that influence a person's behavioral as well as emotional adjustments to their environments. Mental structures are comprised of motives, self-images and memories while mental processes include reasoning and perception. Over time and across situations, an achievement oriented person will keep on searching for success and his/her

attributions for behaving in a certain manner are likely to sharpen and manifest improved levels of understanding.

A persistent pattern of looking for more challenging goals and tasks one after another will probably necessitate willingness to dedicate intense effort to the selected objective. Intensity is signaled by dedicating lengthy periods of time to perfecting the skills necessary for success, competitiveness and a level of involvement in goal accomplishment that may result in overlooking other facets of one's life (Schneider & Smith, 2004). Achievement oriented individuals are willing to devote intense and relentless effort in completing tasks. In the same way, teachers differ in the degree to which they promote mastery goals among their students by teaching in ways that esteem and lay emphasis on learning, effort and progress or raise performance. A teacher's achievement goals have some bearing on the goals for learning that they call attention to in their lessons. Additionally, teachers' personal determination to learn and build professional competence orients them to adopt effective methods of teaching versus teachers who are prompted by apprehensions regarding their own capability are inclined to use less efficient approaches. Teachers' achievement goals consistently and differently forecast their approaches to instruction.

Research studies such as Montalvo, Mansfield, and Miller's (2007) have shown that the levels of learners' motivation in classrooms vary with different teachers. That is, some learners show high levels of motivation in lessons of certain teachers but exhibit low levels of motivation on other teachers' lessons. In Eryilmaz's (2014) view, one of the explanations for the observation made above is that different teachers have different

traits. Therefore, it is possible that not every teacher will have particular traits that are necessary for a teacher to be successful. Considering that human beings are unique and have different traits by nature, it could as well as be argued that personality traits of teachers experienced by learners during lessons have an impact on their success; thus, one of reasons for the exploration of this current research study.

The degree of learners' subjective wellbeing, as indicated by Deci and Ryan (2002), grows when their psychological needs in the classroom have been met. Positive emotions develop capabilities and expand perspectives (Fredrickson & Branigan, 2005). Teachers might have a mediating function in boosting the positive affection of students as well as in diminishing the negative ones in classroom environments (Eryilmaz, 2014). If the direction of teacher-student interaction is positive, learners experience positive emotions which in turn influence their capacity to adapt to school experiences. Positive experiences that promote positive emotions have been demonstrated to strengthen academic success as well as intensify the motivational levels of students (Furrer & Skinner, 2003). Conversely, negative interactions have been shown to bring about the loss interest on the part of learners, several of whom may miss out or even give up school (Egger, Costello, & Angold, 2003).

<center>**Personality Tests**</center>

Tahir and Shah (2012) point out that teachers have unique personalities that are essential factors in not only influencing students, but also in contributing to students' learning environments for effective teaching. Since we know that teachers' personality styles play a huge role in student success (Garcia, Kupczynski, & Holland, 2011; Tahir &

Shah, 2012), it is worth to explore teachers' different type of attitudes or motives, and

which attitude or motive types have the greatest positive impacts on student success.

Motives

Before exploring a few different types of personality tests, let's focus on motives,

which is one of the key variables of this research study. Biernat (1989) shared the

definition of motives as "nonconscious needs, wants, drives" or "recurrent concerns

about goal states" (McClelland, 1985b, p. 70). It is then further explained that motives

aren't particularly tied to any strengths, but can be tied to cognitive, conscious, and

evaluative values (Biernat, 1989). In the mid-1900s, motives were often tested with

projective techniques and instruments such as the TAT by McClelland, Murray and their

colleagues (Biernat, 1989). Motives are believed to be traced back to Henry Murray in

1938, and it is also noted that Murray retrieved his ideas of motives from psychologists

such as Freud, Adler, Jung and a few other psychologists (Thrash & Hurst, 2008).

Motives have likewise been linked in several studies to achievement and personal desires

to achieve; thus the development of the achievement motive (McClelland, Koestner, &

Weinberger, 1989; Schönbrodt, Unkelbach, & Spinath, 2009).

As previously discussed, motives have in general been broken down into two

main areas; implicit and explicit. Van Emmerik, Gardner, Wendt, and Fischer (2010)

believe that implicit motives are the unconscious and explicit motives are the conscious.

Schüler, Job, Fröhlich, and Brandstätter (2008) further believe that implicit motives are

not what always makes one happy, but rather that explicit motives and behaviors that

correspond to those explicit motives are what are needed to gain happiness. The

achievement motive is tied to implicit motive, and has been what was previously tested

by researchers with instruments such as the TAT (Schüler, Job, Fröhlich, & Brandstätter,

2008). In other words, the implicit motives are tied in more to innate feelings while

explicit motives are connected more with the social environment (Schüler, Job, Fröhlich,

& Brandstätter, 2008). Although both the implicit and explicit achievement motives were

explored during this current research, the implicit motives was the focus as it is more

related to the "need" for achievement (Spangler, 1992).

Projection Tests

Verdon et al. (2014) define the term projection as: "operation whereby qualities,

feelings, wishes or even 'objects', which the subject refuses to recognize or rejects in

himself, are expelled from the self and located in another person or thing" (Laplanche &

Pontalis, 1988, p. 349). Projection introduces a process that is not only internal, but that

inevitably plays out between two organisms (p. 108). Projection is viewed as instinctual

and provides a defensive solution to internal emotional arousal (Verdon, Chabert,

Azoulay, Emmanuelli, Neau, Vibert, & Louët, 2014).

Bornstein (2007) explores projection tests and traces it back to the formulation of

the term "projective method" that was coined by Lawrence Frank in 1939. Projective

methods were heavily associated with Rorschach inkblots and other psychological tests

that involved ambiguous stimuli and unstructured responding such as with the TAT

(p.354). Catell (1944) also explored the development of projection tests and noted how

even then in the near mid 1900s that researches were moving from "unimaginative

questionnaire "technique" to the promise of more objective and more penetrating

personality testing" (p. 177).

Big Five Personality

The Big-Five Personality Inventory is a 5-point Likert type scale with 44 items

that measures five personality dimensions; openness, conscientiousness, extroversion,

agreeableness, and neuroticism (Eryilmaz, 2014; Tahir & Shah, 2012). It is important to

note for the purpose of this study that both studies by Eryilmaz (2014) and Tahir and

Shah (2012), the Big Five personality inventory were given to teachers to explore their

personalities. An example of the Big Five Inventory used in research as previously

mentioned in the Teacher Personality and Student Achievement is from Garcia,

Kupczynski and Holland (2011). These authors conducted a research study on whether

teacher personality styles made a considerable difference on student performance. The

teachers' criterion referenced test was evaluated using the Big Five Inventory which was

compared with 10th and 11th graders' Texas Assessment of Knowledge and Skills scores

for two years, and results yielded that there was a significant relationship between the

personality types of teachers and the level of achievement motivation amongst the

students involved in the study (Garcia, Kupczynski & Holland, 2011).

Thematic Apperception Test

The TAT is a projective method that measures the achievement motive (Schüler,

Job, Fröhlich, & Brandstätter, 2008; Spangler, 1992). The TAT is presented to testing

subjects as a set of pictures followed by guiding questions to assist the subject with

telling a narrative story (Spangler, 1992; Verdon, Chabert, Azoulay, Emmanuelli, Neau,

Vibert, & Louët, 2014). When it comes to personality type testing, the TAT is one of the top preferred instruments to use (Rossini & Moretti, 1997). Borges, Manuel, Elam and Jones (2010) conducted a study using the TAT to explore if Generation Y or the Millennials (born between 1981 – 1999) were more perfectionists and goal-oriented (achievement) than Generation X (born between 1965 – 1980). Based on the results of the TAT, while the Millennials did score higher on affiliation and achievement needs, Generation X scored higher on the need for power (Borges, Manuel, Elam & Jones, 2010). Good and McCaslin (2008) conducted research on school reform and explored motivational dynamics on student achievement for grades 3-5 in Arizona. Part of their research design included the use of the TAT with students. Recommendations based on the study's results indicated that there is a need for more research on participant perceptions (Good & McCaslin, 2008). Likewise, Dolan and McClaslin (2008) conducted a research study on student perceptions of teacher support. This study used an adaptation of the TAT, and yielded that students who were a part of the Comprehensive School Reform (CSR) had more positive beliefs about their teachers and learning (Dolan & McClaslin, 2008).

Multi Motive Grid (MMG)

The MMG is a semi-projective personality test that assesses fear and hope related to how one manages performance, control, and social acceptance (Schuhfried, 2011). The MMG personality test consists of 18 (of which only the last 14 are scored) semi-projective pictures with multiple (4 to 10, some non-scored filler items are included) hope and fear statements for the three motives of performance, control, and social acceptance

(Schuhfried, 2011). Each picture requires the participant to provide "yes/no" answers related to hope and fear statement for indices of personality traits of performance, control, and social acceptance. Sollar and Turzakova (2014) explored if a personal need for structure was negatively related to the approach component of control motivation and positively related to the avoidance component of control motivation. College students were given the MMG as one of their two instruments. Results did show that the personal need for structure was positively related to the fear of losing control (Sollar & Turzakova, 2014, p. 215).

Teacher Qualities and Its Impact on Student Achievement

Teacher Quality and Teacher Years of Experience

Teacher quality and teacher experience are valued and important in education (Clotfelter, Ladd, & Vigdor, 2010; Darling-Hammond & Young, 2002; Ding & Sherman, 2006; Odden, Borman, & Fermanich 2004; Rockoff, 2004). In fact, these authors share in their articles that quality teachers have higher reading and math testing scores than other teachers. Although stated that there needs to be more research and methods of clearly defining quality teachers, these authors defined quality teachers based on their level of education, credentials and teaching experience, which includes years of teaching (Clotfelter, Ladd, & Vigdor, 2010; Darling-Hammond & Young, 2002; Ding & Sherman, 2006; Odden, Borman, & Fermanich 2004; Rockoff, 2004).

Rockoff (2004) observes teachers teaching one subject versus multiple subjects to determine if either would impact student achievement. There was a small observation of teachers teaching one subject having higher reading and math scores, but there was not

any evidence found that scores changed if a math teacher taught reading. He also explored teacher pay and bonuses. Rockoff, (2004) found that student achievement did increase with teacher incentives. In his article, Rockoff (2004) does not relate teacher credentials, such as being certified as a teacher, to quality teachers. However, he does acknowledge that further research needs to be conducted to clearly define quality teachers. Teacher evaluations are an acceptable indicator of teacher quality per Rockoff (2004). He also suggests that school districts need to do a better job of recruiting teachers, but choosing teachers with specific credentials may not improve student scores nor warrant a quality teacher (Rockoff, 2004).

Ding and Sherman (2006) explored teacher effectiveness and student achievement measured by the students' test scores. These authors also refer to Odden, Borman, and Fermanich (2004), and all agree that there is a direct relationship between quality teachers and student learning. They too, also agree that teacher quality definitions are not clear. However, according to Odeen, Borman, and Fermanich (2004), years of teaching is a factor in defining quality teachers. Along with years of teaching, teacher college majors, teacher ACT/SAT test scores, teacher college coursework, teacher quality of high school they attended, teacher licensure, and teachers' verbal abilities are also factors in defining quality teachers.

Teacher Credentials and Characteristics and Years of Experience

Clotfelter, Ladd, and Vigdor (2010) agree that teacher quality is related and matter for student achievement. These authors also agree that teacher quality is not clearly defined and has recently, according to their research, often defined quality

teachers by teacher experience (Clotfelter, Ladd, & Vigdor, 2010). They also found in those same studies that teachers' years of experience were part of defining teacher credentials when defining quality teachers. Clotfelter, Ladd, and Vigdor (2010) posed in their article that teachers' experience, test scores and licensure had positive effects on student achievement for math and reading. In their cross sectional analysis, what these authors found, as a result of their study, was that teachers with credentials (i.e., licensure, graduate degrees, certification) and who had more experience (years of teaching) had a larger impact on student math achievement (Clotfelter, Ladd, & Vigdor, 2010). Additionally, with continued experience (years of teaching), student achievement continued to increase.

Goe (2007) explored the link between teacher quality and student outcomes in her study. She was clear to define teacher quality in her study. One of the characteristics included in quality teachers per Goe's (2007) definition of quality teachers include teacher qualifications and experience (years of teaching) that is appropriate to grade level and subject matter. Since the current study has explored teacher motives, it is also significant to note that Goe also includes that the teachers' desire to help students achieve at high levels is also as a characteristic for a quality teacher. Some of her findings included student math achievement increased when teachers had licenses, certifications and degrees in math who also taught math. More importantly, Goe (2007) found that teachers with more years of experience (four or more years) had better student achievement scores.

Ünal and Ünal (2012), found that there is a direct relationship between teacher years of experience and classroom management. Ünal and Ünal (2012) conducted a study exploring teacher experience (years of teaching) and its impact on student achievement. Factors considered in classroom management included students' learning, social interaction, and behavior. As a result of their study, Ünal and Ünal (2012) found that teachers with more years of experience not only wanted to own their own classroom management, but that they were more effective than new teachers.

Jacob (2012) examined if there was a relationship between student achievement and observable teacher characteristics in her study. She identifies teacher experience (years of teaching), graduate degrees and teacher certifications as indicators of quality teachers. While Jacob (2012) found that teachers with more years of experience and training had better student achievement results, she also identified that there might be biases and students with greater abilities and fewer behavior problems be strategically placed with such teachers. Jacob quoted Staiger and Rockoff (2010) stating that "better teachers can only be identified after some evidence on their actual job performance has accumulated" (p. 11). Thus speaking more to her point of years of experience (quality teachers) is related to student achievement.

The current study hopes to improve school professional developments for teachers as well as the teacher selection process. It is worth noting that Jacob (2012) also suggested in her article to use the testing scores of students from the selected quality teachers, and use the evaluation of that teacher to track how those students learned. In other words, what did that teacher do to help those students be successful? Then build

professional development opportunities based on this data and information so that it might impact other teachers and to improve teacher effectiveness in the classroom (Jacob, 2012).

Counselors in Education

Counselor Expectations

There are different types of counselors. With these differences come different expectations. First, counselors are expected to have the right credentials to practice counseling such as a certification or license. For example, in Texas, per the Texas Administrative Code 239.15, a school counselor must have a Master's degree and have successfully completed a school counseling program (Texas Secretary of State, 2017). A school counselor is also expected to have a school counselor certification that is issued by the State Board for Educator Certification, and must have completed two creditable years of teaching as a classroom teacher (Texas Secretary of State, 2017). Licensed professional counselors are expected to have a Master's or Doctoral degree with at least 48 graduate hours per the Texas State Board of Examiners of Professional Counselors (Texas Department of State Health Services, 2017). There are additional requirements and expectations of licensed professional counselors that demonstrate counselors are held to educational and appropriately credentialed expectations before they can render services.

In addition to counselors being appropriately credentialed, counselors are also expected to follow certain ethical codes. In Texas, all counselors are expected to follow the ACA Code of Ethics and the ethics of Texas Counseling Association. School

counselors must adhere to the ASCA Ethical Standards for School Counselors, and

licensed professional counselors must adhere to the Texas State Board of Examiners of

Professional Counselors Code of Ethics. These ethical codes exist to set guidelines,

parameters, and to assist counselors with how to deal with certain ethical issues that may

arise.

American Counseling Association. The American Counseling Association

(ACA) is known to be the world's largest counseling association for the counseling

community (American Counseling Association, 2017). ACA provides counselors with

"professional development, continuing education opportunities, advocacy services,

credibility, and networking opportunities" (American Counseling Association, 2017), and

it also helps counselors to develop their skillset and their knowledge base (American

Counseling Association, 2017).

Texas Counseling Association. Texas Counseling Association is a counseling

association comprised of counselors who reside in the state of Texas and abide by Texas

laws. Texas Counseling Association is a great way for counselors to network, increase

their learning through attending professional conferences several times throughout each

year, access multiple resources including publications, and is a great way for counseling

professionals to enhance their work as counselors (Texas Counseling Association, 2017).

Texas Counseling Association follows multiple ethical codes for counselors because of

the broad range of counselor certifications, licenses, roles and positions (Texas

Counseling Association, 2017). However, two of the most followed ethical codes

followed by Texas Counseling Association are the ACA and ASCA ethical codes (Texas

Counseling Association, 2017). Texas Counseling Association is a branch of ACA, and

although it follows the ACA Code of Ethics, Texas Counseling Association follows and

adheres to Texas laws first. These Texas laws for counselors are written into the Texas

State Board of Examiners of Professional Counselors Code of Ethics.

The previous information is important because it shares the various ethical codes

that counselors must follow to be effective. It is also verification that counselors have a

wealth of knowledge that could be an asset to their administrators if allowed to be

integral agents in campus decision making. Texas Counseling Association supports these

ethical codes by providing online learning opportunities, statewide CE workshops,

professional growth conferences, school counselor conferences, and college counseling

and career development conferences (Texas Counseling Association, 2017).

Texas School Counselor Association. Texas School Counselor Association is a

division of Texas Counseling Association. The Texas School Counselor Association

provides many of the same services as Texas Counseling Association but more

specifically for Texas school counselors. It is an association that provides multiple

professional development opportunities on topics such as leadership and advocacy (Texas

School Counselor Association, 2017).

Texas State Board of Examiners of Professional Counselors Code of Ethics.

The Texas State Board of Examiners of Professional Counselors regulates and monitors

licensed professional counselors in Texas. Although these counselors are also held to the

ACA ethical code and Texas School Counselor Association ethical code if the counselor

works in a school setting, licensed professional counselors must first follow the Texas

State Board of Examiners of Professional Counselors Code of Ethics (Texas Department

of State Health Services, 2017). This ethical code, like the ACA and Texas School

Counselor Association ethical codes also hold professional counselors to high standards

that include only working in positions in which the counselor is certified and/or licensed

in and familiar with, confidentiality, research, interventions, and advocating for their role

and the clients or students that the counselors service (Texas Department of State Health

Services, (2017).

American School Counselor Association. ASCA is an association for school

counselors across the United States. It is considered as the school division of ACA

(ASCA, 2017). Of all the previously mentioned counseling associations, ASCA is

probably the most important and most influential to this research study because it

provides context, support, guidelines and ethical codes that applies to all school

counselors across the United States, and it is very specific in its expectations of school

counselors according to its ethical code and model.

The ASCA Ethical Standards for School Counselors expects school counselors to

be advocates as well as leaders. Ethical Code A.3.a. states that school counselors are to

collaborate with administrators and teachers on school improvement (ASCA, 2017).

Under ethical standards B.2. Responsibilities to the School, school counselors are

expected to create a comprehensive school counseling program that aligns with the

school's academic mission, and they are also expected to advocate for the school's

counseling program using the ASCA Model (ASCA, 2017). Additionally, school

counselors are to provide professional development opportunities to school staff such as

administrators, teachers, nurses, etc. per ethical code C (ASCA, 2017). These ethical standards are especially important to this research study as one of the hopeful outcomes of this study is for school counselors to work with administrators on teacher selections, provide professional development opportunities on teacher personalities and teacher motives and how it impacts student success, and to collaborate with administrators and teachers on techniques and interventions of how to increase student success.

Referring back to counselor expectations as mentioned in the beginning of this section, sometimes identifying what school counselors do is not an easy task, because school counselors have not had clearly defined roles throughout history (DeKrufy, Auger, & Trice-Black, 2013). Webb, Brigman, and Campbell (2005) stated that counselors had not been an integral part of standards based reform that was set by NCLB, but only as secondary sources. Therefore, counselor expectations have also previously been unclear due to these unclear defined roles. However, the ASCA National Model clearly outlines the role of a school counselor and helps to explain what counselors do in its framework (ASCA, 2017). The ASCA National Model gives school counselors the tools to create a comprehensive counseling program following the ASCA Ethical Standards (ASCA, 2017). This will help school counselors in advocating to be leaders and collaborators who help in increasing student achievement by way of being a part of the teacher selection process and by providing professional development opportunities using data from teacher personality and motive instruments and student academic data.

Counselors' Impact on the Achievement Gap

The ASCA National Model holds school counselors accountable for helping to close the achievement gap by identifying the gap, developing appropriate research evidence-based interventions, evaluate its effectiveness and to share the results with the appropriate stakeholders (ASCA, 2017; Hartline & Cobia, 2012). Webb, Brigman, and Campbell (2005) conducted a replicate study to demonstrate the impact that school counselors had on student achievement. The results of this study indicated that through targeted interventions and research-based techniques led by counselors demonstrated that school counselors can help improve student academic achievement. On the other hand, while Poynton, Carlson, and Hopper (2006) acknowledged the ASCA National Model's expectation of school counselors' development of classroom-based interventions in their article, their study did not find any significant differences in student academic achievement. The intervention used a curriculum on conflict resolution. Although the school counselors collaborated with teachers on the implementation of this intervention, the intervention was not given long-term, and teacher motives were not considered.

Counselors' Impact on Student Achievement and Reading and Math

Counselors have a direct and positive impact on overall student achievement (Carrell & Hoekstra, 2014). These authors conducted a study on if school counselors were cost-effective, and what they found was that adding an additional school counselor on a campus improved academic achievement overall, but specifically for boys in Reading and Math. Luck and Webb (2009) conducted a study on students participating in a school counselor led intervention program and its effect on student achievement in

reading and math. Students who participated in this program showed improvement in

Reading and Math (Luck & Webb, 2009). Implications for this study included that school

counselors seek leadership opportunities in their school in order to be able to educate

others on evidenced-based programs as well as the school counseling program (Luck &

Webb, 2009). These authors also suggest that school counselors become trained to

implement such evidenced-based programs, that school counselors plan their time, and

that school counselors share outcomes with teachers and parents (Luck & Webb, 2009).

These implications tie directly into the ASCA Model and how school counselors impact

student achievement in addition to how school counselors effectively communicate with

all stakeholders (ASCA, 2017; Luck & Webb, 2009).

Duffy, Giordano, Farell, Paneque, and Crump (2008) shared that NCLB's

expectations for school equality and mandated assessments have made school counselors

"increasingly required to deal with the real effects of mandated high-stakes assessments

on students, their parents and families, teachers, and other school personnel, including

administrators" (p. 53). Like Luck and Webb (2009), Duffy et al. (2008) challenges

school counselors to recognize their roles as critical stakeholders and examine research

based teaching methods and programs. Such recommendations will aid counselors in

working with and collaborating with administrators and teachers in the teacher selection

process and providing effective professional development opportunities, which is a

hopeful outcome of this research study. Ware and Galassi's (2006) article on using

correlational and prediction data to improve student achievement can also be beneficial to

this research study because they provide simple steps in how school counselors can

evaluate interventions in an attempt to improve student achievement and especially to

"reduce the achievement gap among ethnic groups" (p. 344), which is one of the main

purposes of this research study.

Counselor, Administrator, and Teacher Interactions

While Zalaquett and Chatters (2012) acknowledge that collaboration between

school counselors and their principals are essential for school program development and

that principals had high perceptions of school counselors, these authors also mention how

principals have been known to establish counselor roles based on areas needed for the

school whether it is an appropriate function of a school counselor or not (Zalaquett &

Chatters, 2012). This references back to the point of counselor roles not being clearly

defined. However, following the ASCA Model will aid in the clearly defined roles of a

school counselor and how it is important for them to not only collaborate with principals

and teachers, but to also help create programs and interventions that will increase student

success.

Sink (2009) and Young and Kaffenberger (2011) all spoke of school counselors as

accountability leaders in their article. Through using accountability instruments, school

counselors are able to take responsibility for their actions in being an evaluator and being

able to openly and sensitively communicate evidence based outcomes to all stakeholders

(Sink, 2009). Young and Kaffenberger (2011) refers to the ASCA Model and

acknowledge how school counselors have been recognized nationally when

implementing a comprehensive school counseling program that follows the ASCA

Model. When doing so, school counselors are able to identify goals and using data to help

close the student achievement gap (Young & Kaffenberger, 2011). The information from these authors is important for this research study because while this current research study is not aimed to recreate programs that may already exist, it is hoping to increase school counselors' roles on school campuses according to the ASCA Model. This can be done by counselors advocating to become a part of the change agent to help increase student achievement by being involved in school decisions such as teacher selection, to provide professional development opportunities for administrators and teachers, to collaborate with administrators and teachers, and to assist with creating and implementing campus programs and interventions that will help increase student achievement.

Summary

NCLB's impact on public education and standardized testing has been studied since its inception in 2002. While there are contradictory schools of thought about the effectiveness of NCLB and its ability to reduce the academic achievement gap of African-American students, little attention has been made about the personality of teachers and its impact on students' performance. Focusing on personality theories and the personality characteristics of effective teachers as a way to identify traits that positively impact student achievement and motivation achievement should minimize the academic achievement gap between African-American and European American students. Once ideal personalities have been identified, school counselors can make projections and suggest additional measures such as teacher selection and additional teacher training to administrators and teachers to further address the academic achievement gap.

Chapter 3 will provide details of the research design and methodology of this study. It will also offer specifics on the variables of this study as well as discuss the reliability and validity of the MMG, which is the instrument used for the purposes of this research study.

Chapter 3: Research Method

Introduction

The purpose of this quantitative, cross-sectional correlational survey study was to examine the predictability of the variables teachers' ethnicity, years of teaching, motives of hope, and motives of fear on the academic achievement of African-American students, which in this study referred to year end average classroom grade scores. This research followed limited research on teachers' personality motives as a psychological factor that influences student motivation and can lead to underperformance. Many studies have emphasized that social and situational factors have caused academic underperformance of African-American students (Abbott, 2013; Cokley, McClain, Jones, & Johnson, 2012; Condron, Tope, Steidl, & Freeman, 2013; Gregory, Skiba, & Noguera, 2010; Neblett, Philip, Cogburn, & Sellers, 2006; Niven, Holt, & Thompson, 2014; Stephens, Hamedani, & Destin, 2014). However, it is important to not only focus on the students' subjective in-school experiences but also their psychological environments (Garcia & Cohen, 2011). It is also important to understand classrooms as a system of hope and fear in which multiple forces exist and interact (Garcia & Cohen, 2011; Mendoza-Denton, 2014). By considering the impact of factors on student performance, interventions can alter students' social psychological environment to enable them to perform to their true potential and acquire new skills and techniques (Garcia, 2013).

In this study, I examined teachers' personality motives of hope and fear, ethnicity, and years of teaching to explore if these variables impact African-American student success. This chapter will introduce the variables of the study and is focused on the

research design, the research questions, and the hypotheses to connect why the targeted

population and sample size was needed. Sampling procedures will also be explored that

include how participants of this study were selected, provided consent, and exited from

the study. Information will also be given on the data collection procedures, the instrument

used for data collection, threats to validity, and ethical procedures.

Research Design and Rationale

Research Questions and Hypotheses

To achieve the results and findings according to the nature of this research study,

a quantitative correlational approach was employed to examine teachers' ethnicity, years

of experience, motives of hope, and motives of fear. These factors were necessary to

explore the relationship they have on the classroom performance of African-American

middle school students. The following questions were addressed:

Research Question 1: What is the relationship between the independent variables

teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of

fear as measured by the Multi Motive Grid on the dependent variable classroom reading

grades, measured by final year end grade of African-American students?

Research Question 2: What is the relationship between the independent variables

teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of

fear as measured by the Multi Motive Grid on the dependent variable classroom math

grades, measured by final year end grade of African-American students?

To address the research questions, the influence of teachers' personality motives

were measured by the instrument MMG to determine teacher personality motives and the

impact on academic achievement of African-American students. The data from the following hypotheses were analyzed using the quantitative correlational approach:

$H_0$1: There is no statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid and the average classroom reading grade as measured by final year end grade of African-American students.

$H_1$1: There is a statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid and the average classroom reading grade as measured by final year end grade of African-American students.

$H_0$2: There is no statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid and the average classroom math grade as measured by final year end grade of African-American students.

$H_1$2: There is a statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid and the average classroom math grade as measured by final year end grade of African-American students.

Research Design

This research study was a cross-sectional correlational quantitative survey study, which was appropriate because of the purpose of examining the four predictors on the classroom grade scores of African-American students. Survey research includes cross-

sectional studies and uses a "description of trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell, 2009, p. 12). The correlational research design provided the opportunity to assess whether, and to what degree, a relationship existed between the variables (see Gay, Mills, & Airasian, 2012). The correlational research design also helps to predict scores on one variable from research participants' scores on other variables (Gay et al., 2012), and I explored which of the predictors potentially predicts the average classroom grade of African-American students. Additionally, a cross-sectional design was used because the purpose of cross-sectional survey research is to generalize information or analyze data through observation or studying the natural behaviors, characteristics, or attitudes from a small sample of a larger population (Creswell, 2009; Field, 2013; Frankfort-Nachmias & Nachmias, 2008; Oladipo, 2015). This design also had the advantage of a rapid turnaround in data collection, as I was able to gather data of teachers at one time (Creswell, 2009).

Furthermore, stepwise forward method was used in this study. Using the forward method allowed for SPSS to search for predictors of the best or highest correlation outcome of the one constant (Field, 2013). In SPSS, the forward method is the same as the stepwise method (Field, 2013), and this is one reason why the forward method is chosen over the backward method.

Methodology

Population

The participants for this study included middle school reading and math teachers from a public charter school in southern Texas. Purposive convenience sampling was

used in selecting the population. Purposive sampling is used when a certain cultural domain is needed for a study (Tongco, 2007). By default, the teachers fell into the following categories: (a) the teachers teach minority students from low socioeconomic neighborhoods enrolled in grades seven and eight, (b) the teachers teach middle school reading or math, and (c) the teachers were available to voluntarily answer questions on a demographic survey to include years of teaching and ethnicity.

Individual students were not participants in this research study, but African-American students' classroom aggregate data of the teachers participating in this research study were used. For example, if there were 10 African-American students in a reading class of 27 students, the 10 students' year end average grade would be collapsed to create a mean score for the class. Although African-American students are not the total population of students in the school system used for this study, their academic data were extracted from the total population of students and collapsed into a separate document by the analytics team of the school system and the compliance director. This is also another reason why purposive sampling was appropriate and was one of the sampling methods for this study.

Sampling Procedures

Sampling strategy. A sample is a subset of a larger population (Frankfort-Nachmias & Nachmias, 2008; Pettus-Davis, Grady, Cuddeback, & Scheyett, 2011), which are used because they are less expensive and more sustainable to obtain. If samples are used accurately and represent the larger population, researchers can draw better and decrease the chance of sampling bias (Frankfort-Nachmias & Nachmias, 2008; Shteingart

& Loewenstein, 2015). It is important that the researcher understands the process of sampling to be able to consider and define who is being studied, the context, the setting, and the circumstances of the subjects being studied (Pettus-Davis et al., 2011).

This study has several types of sampling by default. The teachers who met study requirements were selected conveniently and purposively because they all work for the same school system. These teachers were approached during one of their professional development days, which occur several times throughout the year. All the middle school reading and math teachers were approached to voluntarily participate in this study.

This research study also has a homogeneous and convenience population by default. Homogeneous sampling methods are chosen when a setting or group have similar or specific characteristics (Onwuegbuzie & Collins, 2007). Convenience sampling is when those groups are conveniently available and are willing to participate in the research study (Onwuegbuzie & Collins, 2007). This type of sampling is also a thoughtful yet nonrandom sampling approach that is used for an accessible set of subjects (Farrokhi, 2012; Marshall, 1996; Pettus-Davis et al., 2011).

The samples included seventh and eighth grade reading and math teachers who all work for the same school system. Therefore, this research study had conditions for purposive and convenience sampling strategies. All the teachers had from zero to 7 years of teaching experience, work for the same organization, and all use the same curriculum to teach the same population of students across the school system.

Sample Size

To obtain the appropriate sample size for this research study, G*Power was used to determine the number of participants needed that would represent the entire population. G*Power is a data analysis tool for statistical power analyses from different tests that provides effect size calculators (Buchner, Faul, & Erdfelder, 2014). In G*Power, under F tests and Statistical test, Linear multiple regression: Fixed mode, R^2 deviation from zero, I entered an alpha of .05, effect size of .15, and a priori power of 95. According to G*Power, this study needed a minimum of 129 total teacher samples (see Faul, Erdfelder, Buchner, & Lang, 2009; Heinrich-Heine-Universität Düsseldorf, 2013).

Procedures for Recruitment, Participants, and Data Collection

Prior to the recruitment of participants and data collection, I obtained approval of the Institutional Review Board (IRB) (approval number was 05-11-17-0364786). I also received approval from the school system used for this research study via signed consented documentation to conduct my research study in this school system, using the school system's teachers and student and teacher data. I also received written documentation from representatives who work from Schuhfried, the company who owns the rights to the MMG, which is the instrument that was used for this research study.

The sample was taken from a charter school system in southern Texas. The school system is comprised of about 11,600 students from Grades 6 through 12 throughout the area who are primarily from low-income SES areas. There are about 800 teachers who serve this population of students as well as about 30 school counselors system wide. Of these 800 teachers, there are 30 seventh-grade reading/English language arts teachers and

25 eighth-grade reading/English language arts teachers. Additionally, there are 36

seventh-grade math teachers and 29 eighth-grade math teachers. This gave a total of 120

teachers to participate in this study.

I ensured confidentiality and anonymity of the participants of this study as well as

the data used by working with the compliance director and analytics team from the school

system. This team deidentified all teacher names and replaced their names with numbers.

They also deidentified all other information such as campus names and student names

from the academic data needed for this research study. All information was deidentified

and then given to me. The results of the MMG were sent to the compliance director, who

deidentified the information and added it to the compiled data set. All identified

information was destroyed by the compliance director and the analytics team after this

research was conducted and fully approved by IRB.

African-American student data of teachers who participated in this research study

were collected from school data by the compliance director and analytics team. African-

American students make-up between 36-40% of the total school system population. The

analytics team has the capacity to extract data from any subgroup throughout the entire

system, so they created a report collapsing all African American student data to include

student classroom grades and test percentages. All student information was extracted, and

the data submitted to me were anonymous. Even when student information was linked to

a teacher, the teacher was deidentified and given a number. I did not have access to

names or identifying information.

Due to the information being deidentified, which meant I would not know who was not selected for this study, I obtained consent from all middle school reading and math teachers during one of the school system's content days after IRB approval. I joined the compliance manager to briefly introduce my study to the teachers before leaving so the compliance manager could provide consent forms for teachers to sign. The compliance team monitored what teacher consents were submitted and sent e-mails only to the teachers who voluntarily signed consents. The compliance and analytics team ensured that no teacher information without signed consent was included in the unidentified data set. All teacher consents and all deidentified information will be retained by me in a locked file cabinet for 5 years after this research study has been conducted as required by IRB.

Independent Variables

Teachers (personality motives of hope and fear). To achieve the research goal of examining whether teachers' motive impacts student academic success, motives were measured by the Multi-Motive Grid (MMG). Teachers by default were selected homogenously and conveniently using a purposive sampling method. All teachers who teach middle school reading and math were deidentified and given an unidentifiable number by the school system's compliance and analytics team and entered in an Excel database. All middle school reading and math teachers who signed consent to participate in this study were sent an e-mail from the compliance department explaining the purpose of this research study and why they were important as well as the instrument (MMG). Once the teachers completed their survey (MMG), they completed their active

participation in the study. Their results identified their personality motives and were used to evaluate the hypotheses. The company that the instrument is provided from gave teachers a copy of their scores if they wanted to see their results.

Ethnicity. Ethnicity was accessed via official school records and provided information of how teachers identify themselves based on school ethnic background status of being Black, White, Hispanic, Native American, or Asian/Pacific Islander. For purposes of this study the independent variable was dummy coded as 0 = White and 1 = all minorities.

Years of teaching. Years of teaching was accessed via official school records and provided information of how many years of teaching the teachers have.

Dependent Variable

Classroom performance. Classroom performance was defined by students' GPA for math and reading courses. Using official school records, letter grades will be transformed into numeric GPA based on the school systems grading scale (i.e., A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = 0.7, and F= 0.0). Required permission was obtained in written format that granted me permission to retrieve and be given this data by the school system used for the purposes of this research.

<center>**Instrumentation**</center>

The MMG is a semiprojective personality test that assesses fear and hope related to how one manages performance, control, and social acceptance (Schuhfried, 2011). The MMG personality test consists of 18 (of which only the last 14 are scored) semiprojective

pictures with multiple (4 to 10, some nonscored filler items are included) hope and fear

statements for the three motives of performance, control, and social acceptance

(Schuhfried, 2011). Each picture requires the participant to provide "yes/no" answers

related to hope and fear statement for indices of personality traits of performance,

control, and social acceptance.

Reliability and Validity

Creswell (2009) proposed that using an existing instrument that has already

established validity and reliability could strengthen both the reliability and validity of a

researcher's study. The reliability of the MMG shows internal consistency based on

Cronbach's alpha ranging between $r = .78$ and $r = .90$ (Schmalt, Sokolowski, & Langens,

2000; Wegge, Quaeck, & Kleinbeck, 1996). The MMG has shown several types of

validity such as factorial validity, convergent and discriminant validity, and external

validity (Schmalt et al., 2000; Wegge et al., 1996). For purposes of this study the raw

scores of hope and fear of all three personality traits were collapsed and summed into an

overall mean score for hope and fear. The teachers' ethnicity, years of teaching, teachers'

motive of hope, and teachers' motive of fear are the independent variables of this study

and African-American students' classroom grades is the dependent variable.

<div align="center">

Data Analysis Plan

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Statistical Package for the Social Sciences (SPSS) Statistics 21 was used as the

data analysis tool to screen and clean the data of this research study. SPSS is a statistical

software that is used for quantitative research. As previously mentioned, data from the

following hypotheses of this research study was analyzed using the quantitative

correlational approach. All of this data was transported into SPSS, and SPSS ran analysis results.

As previously mentioned, stepwise forward method was used in this study. Using the forward method allowed for SPSS to search for predictors of the best or "highest simple correlation" outcome of the one constant (Field, 2013). In SPSS, the forward method is the same as the stepwise method, according to Field (2013), and this is one reason why the forward method was chosen over the backward method. The backward method is the opposite.

Demographic Information

Demographic information from each teacher such as their ethnicity/race, gender, subject taught, grade level taught, and years of teaching were collected and compiled from the human resources department of the school system and emailed to the compliance manager. The compliance manager created an Excel spread sheet where he deidentified each teacher and gave them a number as their new name. The excel spreadsheet included the previously mentioned demographic information as column headers (teachers' ethnicity/race, gender, number of years teaching, subject taught, and grade level taught). Each teacher's class with their students' combined GPA per class in their coursework for math and reading was also entered into this spreadsheet by the compliance manager.

<div align="center">

Ethical Procedures

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The Institutional Review Board (IRB) has set standards for students when conducting research. Since my research was conducted in the school organization in

which I work in, I was not the person collecting the data. My role was different than the teachers I used for my work sample, and I did not know any of them. The Compliance Department collected all data from teachers and classroom grades and deidentified that information before it was given to me. This eliminated the IRB's concerns of biases, confidentiality breaches, social desirability, and it also neutralized authority dynamics. I did not hold any authority of the participants of this study, but some teachers could possibly perceive that I did since I work in the Home Office.

I had written approval to conduct my research within my school organization by one of the lead administrators who is second in charge of my school system. I have also obtained a letter from the Compliance Department stating that all information will be collected from them and deidentified before given to me.

Any ethical concerns related to recruitment of materials, data collection, and participant participation was addressed through how the data was collected as well as how the participants were contacted as previously mentioned. Since I work for the organization in which my research took place, I was totally hands-off for all the data collections and participant participation. Only unidentified data was given to me to include results of the teachers' MMG and classroom data. All identifiably retrieved and saved data collected by the Compliance Department was permanently deleted and destroyed once this research was completed and approved by IRB.

Summary

The MMG was used to determine teachers' motive impacts and how that will reflect in the achievement gap amongst African-American students. While differing

theories on personality may play into the analysis of teachers' motive impacts, a basic understanding of McClelland's theory on motives and Freud's Psychoanalytic Theory may serve as a starting point when hiring new teachers as well as focusing on the appropriate professional development. Ideally, a larger sample size will need to be analyzed in order to draw solid conclusions about teachers' motive and its impact on student achievement, especially within the African American student population. Careful analysis of student standardized tests and classroom grades in conjunction with how teachers rate on the MMG should show a strong correlation between highly motivated personalities and better success rates among their students, both African Americana and European Americans, and the likelihood they will pursue higher education.

Chapter 4: Results

Introduction

The purpose of this quantitative, cross-sectional correlational survey study was to examine the predictive correlation of teachers' ethnicity, years of teaching, motives of hope, and motives of fear on the academic achievement of African-American students in reading and math. The Multi Motive Grid was used to answer the following research questions:

Research Question 1: What is the relationship between the independent variables teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid on the dependent variable classroom reading grades, measured by final year end grade of African-American students?

$H_0 1$: There is no statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid and the average classroom reading grade as measured by final year end grade of African-American students.

$H_1 1$: There is a statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid and the average classroom reading grade as measured by final year end grade of African-American students.

Research Question 2: What is the relationship between the independent variables teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of

fear as measured by the Multi Motive Grid on the dependent variable classroom math grades, measured by final year end grade of African-American students?

$H_0 2$: There is no statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid and the average classroom math grade as measured by final year end grade of African-American students.

$H_1 2$: There is a statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the Multi Motive Grid and the average classroom math grade as measured by final year end grade of African-American students.

A total of 120 teachers were approached—55 reading teachers and 65 math teachers. Of the 120 teachers, 87 signed consent forms to voluntarily participate in this study, but only 55 teachers (30 math and 25 reading) completed the MMG (teacher survey). Using the data, two models were created for math and reading teachers.

Demographic Profile of the Participants in the Study

A total of 55 middle school teachers described by gender, years of teaching, ethnicity, grade level, and subject matter participated in this study. There were 12 (21.8%) male middle school teachers and 43 (78.2%) female middle school teachers who were enrolled in the study. The sample population is thus skewed toward females. The variable ethnicity was originally measured by official school records and then reclassified and divided into two groups for this study. There were 20 (36.4%) middle school teachers whose ethnic background was Caucasian and 35 (63.6%) whose ethnic identity was

minority. Study participants were middle school teachers who taught either seventh grade (50.9%) or eighth grade (49.1%). Teachers were spread evenly between the two grade levels. Relative to the variable academic subject area, 30 (54.5%) of the teachers taught math whereas 25 (45.5%) taught reading.

<div align="center">**Examination of Research Questions and Hypotheses**</div>

Mean and Standard Deviation Results (Model 1)

The descriptive statistics of the participants calculated on the predictor and criterion variables in the forward multiple regression model are shown in Table 1. The mean reading score for African-American students was 65.78. The mean teachers' motive of hope and teachers' motive of fear among African-American students were 57.36 and 54.06, respectively. In addition, the variable teacher ethnicity was dummy coded for this investigation. The minority attribute of this variable was coded as 1 and the nonminority attribute was coded as 0.

Table 1

Mean and Standard Deviation for Predictor and Criterion Variables

Variables	Mean ($n = 25$)	Standard deviation
Reading Grade	65.98	33.92
Years of Teaching	3.40	3.01
Hope	57.36	25.02
Fear	54.06	30.45

Intercorrelation Results Among Predictor and Criterion Variables

Intercorrelations were computed among the four predictors and the criterion variable classroom grade reading scores. The Pearson product moment correlation was used to measure the linear relationship between the variables of this study. Only one independent variable, teachers' motive of fear, was significantly correlated with the dependent variable average classroom reading scores ($p = .004$). The relationship between teachers' motive of fear was negatively correlated with the average classroom reading scores ($r = -0.521$). This suggests that as teachers' motives of fear increases, the average classroom reading scores decreases. See Table 2 for complete summary.

Table 2

Correlation Coefficients of Variables and Reading Scores in Model 1

Independent variables	Correlation coefficient	*p*-value
Teachers' Ethnicity	-.009	.482
Years of teaching	-.319	.060
Motive of hope	.206	.162
Motive of fear	-.521	.004*

Note. *Significant at the .01 level

Model 1 did not display any multicollinearity between the variables as values were below .700 (see Dormann et al., 2013; Field, 2013). See Table 3 for complete summary.

Table 3

Pearson Correlation of Independent Variables for Model 1 (n = 25)

	Years of Teaching	Ethnicity/Race	Hope	Fear
Years of Teaching	1	-.191	.154	.123
Ethnicity/Race		1	.175	.256
Hope			1	-.131
Fear				1

Additionally, a statistical regression procedure with the forward method was performed to predict reading scores from teachers' ethnicity, years of teaching, motive of hope, and motive of fear ($n = 25$), but only the impact of teachers' motive of fear reached statistical significance ($p < .05$). Results of the multiple regression (Table 4) indicate that there was a significant effect of teachers' motive of fear on the average grade reading scores ($R^2 = .271$, Adjusted $R^2 = .239$, $F (1, 23) = 36.322$; $p = .008$). The results of the regression indicated that 23.9% of the variance in the average classroom grade reading scores was accounted for by teachers' motive of fear, which suggests a significant correlation though it does not explain much of the variation in the dependent variable. The unstandardized and standardized coefficients were -.580 and -.521 respectively. This suggests that teachers' motive of fear had a significant negative relationship to students' average grade reading scores, meaning as teachers' motive of fear increase, average reading scores decrease. See Table 4 for complete summary.

Table 4

Forward Multiple Regression for Independent Variables (n = 25)

Model	B	R²	β	*t*	*p*-value
Fear	-.580	.271	-.521	-2.924	.008**
Constant	97.313				

Note. R = -.521; Adjusted *R²* = .239; *F* = 36.322; *df* = 1, 23; SE = .198

**Significant at the.01 level.

Based on the multiple regression analyses results for Hypothesis 1, I rejected the

null hypothesis and accepted the alternative hypothesis that there is a statistically

significant relationship between a regression model of teachers' ethnicity, years of

teaching, teachers' motive of hope, and teachers' motive of fear as measured by the

MMG and the average classroom reading grade as measured by final year end grade of

African-American students. This suggests that the variable teachers' motive of fear is

useful in predicting classroom grade reading scores for African-American students.

Assessment of Skewness and Kurtosis for Normality Check Average Classroom

Grade Reading Scores

The skewness values showed distribution across the mean value. The cutoff was

set at +1 and -1, which are considered within normality limits (Hair et al., 2010).

Similarly, kurtosis shows the peak and flatness of the measured variable. A value

between -1 and +1 is considered appropriate (George & Mallery, 2010). The dataset for

the independent variables and the dependent variable average reading scores was

negatively skewed ($p < .001$), indicating the sample is not normally distributed. See Table

5 for a complete summary.

Table 5

Test for Normality of the Data Sample for the Independent Variables and the Dependent

Variable Average Classroom Grade Reading Scores

Statistic	Years of Teaching ($n = 25$)	Ethnicity ($n = 25$)	Average Grade ($n = 25$)	Hope ($n = 25$)	Fear ($n = 25$)
Mean	3.32	.40	65.98	57.36	54.04
Std Error	.863	.10	6.78	5.0	6.09
Skewness	2.13	.44	-1.54	-.27	-.12
Kurtosis	4.71	-1.98	.50	-.53	-1.31

$p<.001$ (Kolmogorov Smirnov and Shapiro-Wilk test for normality)

Examination of Research Questions and Hypotheses

Mean and Standard Deviation Results (Model 2)

The descriptive statistics of the study participants calculated on the predictor and

criterion variables in the forward multiple regression model are shown in Table 6. The

mean math score for African-American students was 70.0. On the average, African

American student teachers had almost 5 years of teaching experience. The mean teachers'

motive of hope and teachers' motive of fear scores were 57.11 and 54.39, respectively. In

addition, the variable teachers' ethnicity was dummy coded for this investigation. The

minority attribute of this variable was coded as 1 and the non-minority attribute was

coded as 0.

Table 6

Mean and Standard Deviation Results for Predictor and Criterion Variables

Variables	Mean ($n = 30$)	Standard deviation
Math Grade	70.01	25.38
Years of Teaching	4.93	4.50
Hope	57.11	27.44
Fear	54.39	31.96

Intercorrelation Results Among Predictor and Criterion Variables

Intercorrelations were computed among the four predictors and the criterion

variable math scores. The Pearson Product Moment Correlation was used to measure the

linear relationship between variables employed in this study. Only one independent

variable, teachers' ethnicity was significantly correlated with the dependent variable math

scores ($p = .007$). The relationship between teachers' ethnicity and math scores was

positive and moderately strong ($r = .457$). This suggests that being a minority teacher

correlated positively with students' math scores. See Table 7 for complete summary.

Table 7

Correlation Coefficients of the Variables in Model 2

Independent variables	Correlation coefficient	*p*-value
Teachers' ethnicity	.457	.007**
Years of teaching	.137	.243
Motive of hope	.015	.470
Motive of fear	.255	.095

Note. **Significant at the .01 level

Model 2 did not display any multicollinearity between the variables as values were below .700 (Dormann, et al., 2013; Field, 2013). See Table 8 for complete summary.

Table 8

Pearson Correlation of Independent Variables for Model 2

	Years of Teaching	Ethnicity/Race	Hope	Fear
Years of teaching	1	.004	.041	.121
Ethnicity/Race		1	-.094	-.189
Hope			1	.050
Fear				1

A statistical regression procedure using the forward method was performed to predict math scores from the following predictor variables: teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear ($n = 30$). Of the four

variables tests, only the impact of teachers' ethnicity reached statistical significance ($p <$ .05). Therefore, the other three variables were dropped. Results of the multiple regression (Table 9) indicate that there was a significant positive relationship between teachers' ethnicity and math scores ($R^2 = .209$, Adjusted $R^2 = .178$, F (1, 26) = 6.859, $p = .015$). The results of the regression indicated that 17.8% of the variance in math scores was accounted for by teachers' ethnicity. This means that the independent variable, teachers' ethnicity correlated positively with the dependent variable math scores, but it does not explain much of the variation in the dependent variable. The unstandardized and standardized coefficients were 29.733 and .457 respectively. This suggests that being a minority teacher influences math scores in a positive manner.

Table 9

Forward Multiple Regression Results for Independent Variables and Math Scores of African-American students

Model	B	R²	B	t	p-value
Teacher					
Ethnicity	29.733	.209	.457	2.619	.015*
(Constant)	45.586			4.430	.000

Note. $R = .457$; Adjusted $R^2 = .178$; $F = 6.859$; $df = 1, 26$; SE = 11.353

*Significant at $p < .05$.

The multiple regression analyses demonstrated a significant positive relationship only between the independent variable, teachers' ethnicity and the dependent variable math scores. Based on the multiple regression analyses results for Hypothesis 2, I rejected the null hypothesis and accepted the alternative hypothesis that there is a

statistically significant relationship between a regression model of teachers' ethnicity, years of teaching, teachers' motive of hope, and teachers' motive of fear as measured by the MMG and the average classroom math grade as measured by final year end grade of African-American students. This means that there is evidence to suggest that the variable teachers' ethnicity is useful in predicting classroom grade math scores for African-American students.

Assessment of Skewness and Kurtosis for Normality Check Average Classroom Grade Math Scores

The skewness values show distribution across the mean value. The cutoff was set at +1 and -1 which are considered within normality limits (Hair et al., 2010). Similarly, kurtosis shows the peak and flatness of the measured variable. A value between -1 and +1 is considered appropriate (George & Mallery, 2010). The dataset for the independent variables and the dependent variable average math scores was negatively skewed (p <.001) indicating the sample is not normally distributed. See Table 10 for a complete summary.

Table 10

Test for Normality of the Data Sample for the Independent Variables and the Dependent

Variable Math Scores

Statistic	Years of Teaching ($n = 27$)	Ethnicity ($n = 30$)	Average Grade ($n = 30$)	Hope ($n = 30$)	Fear ($n = 30$)
Mean	5.04	.83	65.34	55.1	54.03
Std Error	.88	.07	5.5	5.2	6.05
Skewness	1.84	-1.88	1.73	-.28	-.28
Kurtosis	3.36	1.66	1.38	-1.03	-1.31

$p<.001$ (Kolmogorov Smirnov and Shapiro-Wilk test for normality)

Summary

This quantitative cross-sectional study examined the correlation of the variables

teacher's ethnicity, years of teaching, teachers' motives of hope, and teachers' motives of

fear on the academic achievement of African-American students. The study participants

included 30 math teachers and 25 reading teachers who successfully completed the Multi

Motive Grid teacher survey. The demographics of the participants are skewed towards

females (78.2%) and ethnic minorities (63.6%), and may influence the interpretation of

the data.

Data from the survey were analyzed using a forward multiple regression

procedure utilizing two models (model one: reading scores and model two: math scores)

to answer two research questions. The first question examined the relationship between

these independent variables and the dependent variable, average classroom reading grades of African-American students while the second research question examined the relationship of the variables and the dependent variable, students' math scores.

Two hypotheses were formulated and tested to examine the relationship between the four predictor variables (years of teaching $\beta1$, teachers' ethnicity $\beta2$, teachers' motives of hope $\beta3$ and teachers' motives of fear $\beta4$) and average classroom reading scores (model 1) and math scores (model 2). Intercorrelation data computed for the four predictor variables and the criterion average classroom grade reading scores (model one), showed only a significant positive correlation between teachers' motive of fear and classroom grade reading scores. The data thus support rejecting the null hypothesis as only the predictor variable, teachers' motive of fear correlated positively with reading scores for African-American students. This means the variable teachers' motive of fear may be useful in predicting classroom grade reading scores for African-American students.

The data also support rejecting null hypotheses in model two because only the predictor variable, teachers' ethnicity correlated positively with math scores for African-American students. This means that the variable teachers' ethnicity may be useful in predicting classroom grade math scores for African-American students. The two multiple regression models showed a significant predictive relationship of some of the independent variables tested on the dependent variables, average grade classroom reading and math scores for African-American students. Chapter 5 will discuss the implications

of these findings in the light of previous research and also touches on some of the

limitations of this study, suggestions for future research, and practical implications.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

The purpose of this quantitative cross-sectional correlational survey study was to examine the relationship between the independent variables teachers' ethnicity, years of teaching, and motives of hope and fear and the dependent variable of African-American middle school students' academic achievement in reading and math. Despite examining the broad topic of education reform, academic attainment, and the gap of academic achievement between African-American students and European American students, the literature was sparse. This makes this study relevant to fill the gap in the literature. This study can also improve school programs, increase student success by improving the teacher selection process, and increase teacher–student relationships though personality trait training for teachers and administrators. Knowledge gained from this study will also assist practitioners in the field to address the academic performance of African-American students.

In this study I evaluated two research questions using the MMG and the data were analyzed by forward multiple regression using two models. The first research question assessed the relationships of the independent variables teachers' ethnicity, years of teaching, motive of hope, and motive of fear to the average classroom reading grades of African-American students (Model 1). The second research question assessed these same independent variables in relation to math scores of African-American students (Model 2). Overall, a total of 55 middle school teachers were enrolled in the study with about 78.2% of the population being women and more than half of the study participants (63.6%)

representing ethnic minorities. Three of the samples were not included in the final regression analysis of the independent variables and students' math scores. This chapter provides an in-depth interpretation of the study findings, followed by recommendations for future research, study limitations, and implications for social change.

Interpretation of Findings

In the sections that follow, I have interpreted the findings of this study in relation to the theoretical framework and the literature review provided in Chapter 2. Subsequently, I interpret the findings for each of the study variables in relation to theory and available previous research.

Theoretical Foundation

The theoretical basis for this study stemmed from McClelland's theory of motives/achievement motives (Lang & Fries, 2006; McClelland, 1961; Schuhfried, 2011; Sokolowski, Schmalt, Langens, & Puca, 2000), Freud's psycho-analytic theory and recognition of an interest in human motives (Corey, 2009; Ewen, 1998), and personality theories (McClelland, 1961; Schuhfried, 2011). This framework enabled me to identify pertinent variables such as teachers' ethnicity and teachers' motives, which are associated with the academic achievement of students and offered some explanations as to how these factors impact middle school students' classroom grades (Lang & Fries, 2006). The study sample came from a minority student population from low socioeconomic neighborhoods attending a charter school in southern Texas.

Teachers' Motive of Fear and Average Classroom Grade Reading Scores

The forward multiple regression analysis gave insight into what independent variables served as the best predictors of students' academic performance in reading (Model 1). For Model 1, only the independent variable of teachers' motive of fear was significantly correlated with the dependent variable average classroom grade reading scores. According to Model 1, only 23.9% of the variance in the average classroom grade reading scores was accounted for by teachers' motive of fear. There was a negative relationship, meaning that as teachers' motive of fear increases reading grades decrease.

Based on the results of the multiple regression analysis (Model 1), only teachers' motive of fear was relevant to the performance of middle school students in reading. A teacher's sense of efficacy, especially when it comes to handling situation-specific expectations, contributes to the quality of the teacher's performance in the classroom (Bandura, 1997; Campbell, 1996). For many teachers, when efficacy fails fear takes over. The fear experienced could be due to under-preparation, lack of subject knowledge, relationships with parents and colleagues, and if the teacher is newer to the job (McCann & Johannesen, 2004). There were nine first-year teachers who participated in this study. Many schools like the ones in this study in urban areas have a large minority population (over 60% in this study) and are identified as English language learners or have special learning needs (Johnson et al., 2014). These schools have a long history of failure, marked by disorder and a lack of discipline and frequent administrative turnover with many inexperienced teachers (Johnson et al., 2014).

Studies have shown that there is a direct correlation between family socioeconomic status (SES) and academic achievement (Sirin, 2005; White 1982). Children who experience greater socioeconomic adversity, especially during the early developmental periods, are more likely to have lower test scores compared to those from more affluent backgrounds (Bradley & Corwyn, 2002; Brooks-Gunn & Duncan, 1997; Wang et al., 2017). Because of the problems the schools in this study may face, students' academic achievement can be affected by many inexperienced teachers (about 40 have 2 or fewer years of experience) who have motives of fear. These teachers are challenged by the issues in the school system, but they can become overwhelmed, which affects students. This tends to manifest in reading and English language scores because many of the students from low SES have a language problem (Johnson et al., 2014).

No other independent variables (teachers' ethnicity, years of experience, and motives of hope) were related to students' reading grades. Although there is no definitive reason for these findings, it may not be unrelated to the low sample size. This also implies that the influence of fear is stronger than the influence of the other variables, masking the effect of the other variables.

Teacher Ethnicity and Math Scores

The forward multiple regression analysis gave insight into what independent variables served as the best predictors of students' academic performance in math (Model 2). For Model 2, only the independent variable of teachers' ethnicity was significantly correlated with the dependent variable of math scores. According to the model, only 17.8% of the variance in math scores was accounted for by teachers' ethnicity. This

means that although teachers' ethnicity correlated positively with math scores, it did not explain much of the variation in the dependent variable. Regardless, the findings suggest that being a minority teacher influences math scores in a positive manner.

The results of the multiple regression model revealed that the African-American middle school students whose teachers were minorities were found to have significantly higher math scores than those students whose teachers were non-minorities. These findings are consistent with those of Oates (2003), Hyland (2005), Downey and Pribesh (2004), and Saffold and Longwell-Grice (2008). For example, Oates (2003) found that Black and White teachers had different perceptions regarding the academic performance of Black students; Black teachers had a neutral perception where as White teachers possessed a negative perception. Thus, the gap in Black-White achievement can be associated with stereotypical behavior on the part of White teachers (Oates, 2003). Hyland (2005) also found that White teachers had low expectations of their Black students because of their lack of preparation in culturally relevant teaching. Likewise, Downey and Pribesh (2004) found that White teachers were more critical of the academic performance of Black students than their Black colleagues. Finally, Saffold and Longwell-Grice (2008) found that White teachers more so than Black teachers had difficulties working with Black students due to cultural differences.

An explanation for the relationship between teachers' ethnicity and the academic achievement of African-American middle school students may be that teachers who have worked in a charter school environment are more receptive about the academic weaknesses of the students in the school structure. Because of this, teachers are less likely

to make academic assumptions of students based on ethnicity and culture. Nevertheless, these findings were not consistent with Freud's beliefs on how teachers' thoughts and actions in the school are related to the academic success of minority students (Corey, 2009; Ewen, 1998). Another explanation for these findings may be that middle school teachers as a group who possessed the innate abilities to motivate students to learn are the ones most capable of assisting minority students in to be successful in the classroom. Furthermore, teachers who exhibit a fear motive of failure tend to develop a classroom environment that improves the academic performance of their students. Thus, in addition to ethnicity being a positive factor, the beliefs and desires of teachers whose motives are to fear failure can develop classroom environments for cultivating the academic performance of minority middle school students. Additionally, teachers whose achievement motives are positive may have created pedagogical practices that help minority students achieve in reading and math (see (McClelland, 1961; Lang & Fries, 2006; Schuhfried, 2011).

Teachers' Motive and Academic Achievement

The personality feature of the teacher is a critical factor in the kind of atmosphere that is created in classrooms. As a result, a teacher's personality or motive characteristics becomes a major factor to consider when examining the academic achievement of students. The results of the multiple regression model indicated that teachers who exhibited a fear of failure and having a personal need to achieve had a greater impact on improved academic reading scores among African-American middle school students. These findings correspond to Colston (2015), Garcia et al. (2011), Lovat et al. (2011),

and Ngware et al. (2014), who found that teachers' motive of achievement significantly impacted the academic performance of students. Colston (2015) found that the integrative behaviors of teachers based on their personality was significant in enhancing student achievement. Garcia et al. (2011) also found that student performance on standardized examinations was based on the personality styles of the teachers, which play a major role in student academic success. Additionally, Lovat et al. (2011) found that the personality of the teacher is an important predictor in setting up the learning environment, and positive classroom experiences allows students to connect with their teachers and motivation to learn and perform well. Lastly, Ngware et al. (2014) found that teaching styles and quality of instruction were key factors in student learning achievement.

Limitations of the Study

The scope of this study was to examine whether teachers' internal personality motives, years of experience, and ethnicity had a significant influence on the academic achievement of their African-American students. Despite evidence that fear negatively affects reading and teachers' ethnicity can determine if a minority student excels in math, this study has some limitations. For instance, the study did not have a probability sampling strategy. Probability sampling means that every sample has a known probability of being included or representative (Frankfort-Nachmias & Nachmias, 2008). But the participants in this study are not representative of all teachers or students in the population of this study. Due to constraints of accessing teacher and student data, a nonprobability sampling strategy was deemed most appropriate for this research study.

The sample size is also a limitation of this study as it did not meet the minimum number of participants per my G*Power calculation. The participants included 30 math teachers and 25 reading teachers. According to the G*Power calculation, this study needed a minimum of 129 total teacher samples (Faul, Erdfelder, Buchner, & Lang, 2009; Heinrich-Heine-Universität Düsseldorf, 2013). For clarity, 129 teachers were needed for each model; Model 1 (reading) and Model 2 (math). Therefore, the actual sample size was significantly lower than the required sample size. Also, within the sample size, there were 3 (5.4%) missing cases for math. Although this is a small percentage and those participants still completed the MMG, this presents another limitation as some demographic information was missing and could not be identified. Sample size limitations may preclude generalization of the findings of this study.

As per the G* power calculation, sample size is suboptimal. Naturally, sample size has a significant effect on sample distribution. It is often observed that small sample size results in non-normal distribution, a fact that is evident in this study. Therefore, a small sample size coupled with the presence of outliers makes the sample very skewed. In Model 1 (reading), there were two outliers where one teacher had 11 years of experience, and one teacher had 14 years of experience. For Model 2 (math), 2 teachers had 18 years of experience, and 1 teacher had 11 years of experience. As reminded, Model 2 also had 3 missing teacher cases. Thus these findings may indeed not represent a normal sample.

Additionally, the use of one charter school system in the Houston, TX area, posed a selection threat (Campbell & Stanley, as cited in Wiley, 1963) and is a limitation.

However, this one charter school system was comprised of 16 schools surrounding the Houston area in all major parts of Houston that had a high population of low socioeconomic populations. Statistics demonstrated that these low SES areas were heavily populated by African Americans and Hispanics. Accordingly, while a potential weakness might have been that this research study's targeted population was from one school system in one city, it was well-thought-out that Houston, TX is one of the larger and major cities in the United States, and the one school system represented all major low SES populated areas of Houston, TX.

Furthermore, the study was limited to middle school grades seven and eight only. Academic grades and assessment percentage data were taken from only African-American students in grades seven and eight who live in low SES areas of Houston, TX. Survey data was only limited to teachers of the said students. Simon (2011) stated that "limitations are potential weaknesses in your study and are out of your control" (p. 2). The above-mentioned limitations presented information beyond my control, but were known due to the scope and purpose of this research study.

The fact that the findings of this study are female driven could also be a potential limitation. There were 43 (78.2%) females who participated in this study versus only 12 men (21.8%) who participated in this study. However, statistics suggest that this ratio of female versus male teachers is the norm at this educational level. According to the National Center for Education Statistics (2018b), in 2011-12 76% of public school teachers were female. In 2015-16, 77% of teachers in public schools were female. In fact, there is a history of more female teachers than male teachers with female teachers

accounting for at least 70% of the total population of teachers from 1987 according to the National Center for Education Statistics.

The number of minority teachers (35 or 63.6%) compared to Caucasian (20 or 36.4%) also presented a limitation to this study. Minority teachers were the majority variable who participated in this study, and that is not the norm at this educational level. The National Center for Education Statistics (2018b) provided statistical evidence showing that Caucasian teachers have been the leading race/ethnic group dating back to 1987-88 by at least 80%. The Texas Academic Performance Report from the Texas Education Agency (n.d.-a) also indicated that Caucasian (White) teachers were the leading race/ethnic group at the southern Texas charter school district in 2016-17. In 2016-17, there were 271 (39.3%) Caucasian (White) teachers compared to minority teachers; African American at 172.1 (25%), Hispanic at 144.3 (21%), American Indian at 2 (0.3%), Asian at 29.1 (4.2%), or Pacific Islander at 15.3 (2.2%). One possible rationale for why more minority teachers participated in this study than Caucasian teachers is that I am a minority, and minority teachers could easily relate to me. According to a study by Dee (2005), race/ethnicity does have effects on teacher perceptions of student performance and that the effects associated with race and ethnicity appeared to be concentrated among students of low SES.

Recommendations for Future Research

Per the results of this study, I have several recommendations for future research. The findings from the current study agree with and also suggest the recommendations of Good and McCaslin (2008) in that there is a need for more research on participant

perceptions. As previously mentioned, a learner's perception of his/her teacher support

has been associated with improved academic success and achievement motivation

(Darling-Hammond, 2000). Learners who feel that their teachers encourage them have

been shown to be more devoted to learning; thus more successful academically (Becker

& Luthar, 2002).

Likewise, the way people think of their goals, perceptions, values and attributions

may dictate the kind of environments they pick to be in as well as the behavior they

display (Ryckman, 2012; Nevid, 2014). Peoples' behavior, in turn, may modify the

environment as well as the way they think. All three of the aforementioned variables

influence each other in a reciprocal manner. Additionally, as Ferguson (2003) stated:

"teachers' judgments about how much they enjoy teaching students inevitably affect

teachers' behaviors. This can apply to entire classrooms and to individual students.

Teachers may respond to difficult students by withdrawing support" (p.480).

Subsequently, there is a possibility that the perceptions teachers hold at the beginning of

the year to a greater extent predicts students' end of year performance.

Secondly, I recommend that school counselors become an integral part of the

teacher selection process as well as be a part of the strategic planning process of

schoolwide administration and teacher professional development opportunities. Luck and

Webb (2009) as well as Duffy et al. (2008) recommended that school counselors

recognize their roles as critical stakeholders and examine research-based teaching

methods and programs. Such recommendations will aid counselors in working with and

collaborating with administrators and teachers in the teacher selection process and providing effective professional development opportunities.

It is also recommended that future studies consider the multiple cultures of African-American students as a factor in their research. Bulus (2011) recommended that adding culture and African American student achievement to his study which explored teachers' locus of control could help explore the academic achievement gap and possibly give recommendations for closing the academic achievement gap, or at least increasing African American student educational academic performance. As indicated in Morgan's (2010) study, one problematic reason identified that African-American students encounter poor results academically is that there is no knowledge of their culture including learning styles and communication styles; thus, teachers' teaching styles do not match their learning styles. For these reasons, student culture is recommended to be added for future research studies.

It is recommended that the data from this research study also be used in future studies related to African-American students' acceptance into four-year colleges or universities. Roderick, Nagaoka, and Coca (2009) conducted a study on college readiness for low-income minority students. In their study, they found that there were ethnic disparities between in minority student performance and what was required for college admissions.

I recommend that future studies include teachers' majors in college. Goe (2007) found a direct relationship between teacher college majors and student achievement in

math. Teachers who majored and had degrees in math along with experience and who

taught math had better student achievement scores.

Lastly, I recommend that future studies consider multiple grade levels as well as a

larger geographical location, and/or multiple school districts. Including these additional

variables in future studies could produce multiple results including comparing students in

different school districts as well as increasing the validity and reliability of the research

study. As indicated in the limitations of this study, this current research study was limited

to middle school grades seven and eight only, and it did not meet the minimum required

participants needed for this study. Expanding this study would potentially gain the

minimum number of participants needed, which will aid in the increase of validity and

reliability as mentioned above.

Social Change Implications

As mentioned in Chapter 3 of this research study, the social implications of this

research study could only be formed by what the data of this study produced. For

example, if teachers' hope, fear, years of teaching, or ethnicity played a role in African

American student grades, social implications would then be based on the results of this

data. The hopeful outcome of this research study was to create social change by

improving counseling programs and school programs that already exist (i.e. beginning of

year staff development on student developmental stages, explanation of high percentage

of low socioeconomic status within the school zone, appropriate and inappropriate

responses to students and parents, helpful tips for parent conferences, teaching classroom

strategies, homelessness, character education month activities, recognizing monthly

awareness such as mental health awareness, violence, etc.), increasing student success by improving the teacher selection process, and increasing teacher and student relationships by providing personality trait training to teachers and administrators by school counselors.

Counselors have a direct and positive impact on overall student achievement (Carrell & Hoekstra, 2014). Luck and Webb (2009) conducted a study on students participating in a school counselor led intervention program and its effect on student achievement in reading and math. Students who participated in this program showed improvement in reading and math (Luck & Webb, 2009). These implications tie directly into the ASCA Model and how school counselors impact student achievement in addition to how school counselors effectively communicate with all stakeholders (ASCA, 2017; Luck & Webb, 2009). The data of this research study indicated that there is a need to include topics on teacher and student perceptions and culture in future teacher trainings, and why it is important for school counselors to be a part of the decision-making team, planning team, and teacher selection process.

Additionally, teachers with the right balance of fear of failure and motivation for success will continue to prove to be more effective at reducing the gap between African American and European American students. As school counselors provide information to administrators about personality traits, together school counselors and administrators will train newly hired teachers. By defining key characteristics of effective teachers, school counselors and administrative staff can more effectively hire, evaluate and train teachers to further reduce achievement gaps, particularly among middle school African-American

students. The result of these hopeful outcomes also has the potential to provide the educational system with the ability to raise cultural awareness thereby increasing African American academic attainment. As this occurs, action steps and interventions can be created and implemented toward closing the gap between African American and European American students.

Conclusion

The research demonstrates that the impact of teachers on African-American middle school students' success is dependent more on the student-teacher relationship than the influence of hope, fear of the teachers associated with academic success. In some cases, African American middle school students showed a slight increase in classroom grades when the teacher was a minority. For a Caucasian teacher to do the same with minority students it is likely they have to maintain a culturally aware classroom free of inherent biases, expectations and goals. In addition, teachers' motives of fear should be used in conjunction with the efficacy to achieve success.

To improve the academic achievement of African-American students, teachers should undertake professional development so that they are provided with the tools needed to motivate students. Counselors should play a significant role in arranging professional development, in-services and workshops for teaching staff and administrators throughout the year.

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Appendix A: NIH Training Certificate of Completion

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **LaConia Nelson** successfully completed the NIH Web-based training course "Protecting Human Research Participants".

Date of completion: 04/11/2017.

Certification Number: 2373320.