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THE INFLUENCE OF TEACHER EXPECTATIONS ON THE ACADEMIC ACHIEVEMENT OF 11TH GRADE HISPANIC FEMALE STUDENTS

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THE INFLUENCE OF TEACHER EXPECTATIONS ON THE ACADEMIC ACHIEVEMENT OF 11TH GRADE HISPANIC FEMALE STUDENTS

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ABSTRACT

THE INFLUENCE OF TEACHER EXPECTATIONS ON THE ACADEMIC ACHIEVEMENT OF 11TH GRADE HISPANIC FEMALE STUDENTS

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The purpose of this research was to examine the effects that teacher expectations have on the academic achievement of Hispanic female students in the eleventh grade, who attend a suburban high school. The goal was to shed light on the importance of teacher expectations, for these students. Teacher expectations have been, and continue to be, a critical issue in education when addressing student achievement or lack thereof. Many educators feel that expectations give students a blueprint to success. Expectations allow students to formulate an idea of where they should be academically, while working on a pathway to get there. This study provides research that identifies the effects that teacher expectations have on the academic achievement of Hispanic female students, however; other factors will be discussed. According to Workman (2012), "Research suggests that the expectations a teacher sets for an individual student can significantly affect the student's performance. Teacher expectations can, for example, be based on student characteristics such as race, ethnicity, and family income level, or indicators of past performance" (p. 1). Many studies have been conducted on the educational gap between minority students and their White counterparts. In this study, I explored if achievement gaps exist for this group of minority women. It is no secret that there is a huge disparity in education for Hispanic Americans. This study examined if gender changes the context of the disparity or adds another layer of injustice.

DEDICATION

This dissertation is dedicated to my entire family, my ancestors that came before me and the generations that will come after.

Growing up, my parents did the best they could to provide for our family and ensure that my siblings and I receive a good education. For every tear my mother cried and every defeat my father suffered, God has granted me the fruits of THEIR labor.

To my two beautiful children, “my purpose”, Michael Jewell, Michaela Rae, and my husband Michael Anthony, thank you for supporting me through this journey. It is because of you that I aspire to accomplish more, give more, and grow daily.

Lastly, thank you to my siblings and friends who encouraged me daily to keep pushing and remembering why I started.

Without God’s mercy, faith in the process and my endless grind, the completion of this dissertation wouldn’t have been possible. As I come to the end of this journey, my favorite scripture, Isaiah 61:3 comes to mind. God has truly given me Beauty for Ashes!

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The completion of this dissertation would not have been possible without the support of my Bellmore-Merrick Cohort. We spent many nights counseling each other, tutoring each other and wiping each other's tears. I'm sure all of you can agree, it was all worth it. I would not have wanted to take this journey with any other group of educators. Thank you for friendships that will last a lifetime!

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CHAPTER 1

Introduction

Over the past decade, many public schools in the United States have experienced a change in demographics due to an increase in the Hispanic new entrant population. According to Bill Chappell (2015), “By around 2020, ‘more than half of the nation’s children are expected to be part of a minority race or ethnic group” (p. 1). Unfortunately, some of these organizations have not embraced the cultural differences of these students. An alarming number of educator’s lack an understanding of the students that sit in front of them daily. This was made evident to me during a professional development on Equity and Cultural Proficiency. During this professional development, a teacher made the comment that “these parents aren’t teaching their children values; our students lack values.” The question posed to the teacher was whether the parents of his students would agree, or could it be that his values differed from that of his students? If their values did differ, how did that shape his relationship with his students, influence how the curriculum is taught, and affect how his students learn? To this, he didn’t have an answer. I later wondered if his perceptions of his students influenced his expectations of them. Views such as his could be detrimental to the academic achievement of minority students, such as Hispanic females. Graff (2016) argues, “If a teacher possesses only limited knowledge and understanding of cultural differences in the group of learners, this poses huge challenges in classroom teaching and may affect negatively the 'student's ability to become successful learners” (p. 2).

According to the National Center for Educational Statistics (2012), half of all Hispanic females will enter school speaking Spanish as their first language. They are often placed in remedial programs that track them into lower level curricula and slow their academic progress. In 2012, Hispanic students dropped out of high school at a national rate of 13%, surpassing African Americans and Whites. Although Latinas are going to college in record numbers, they are significantly less likely to complete a degree, compared to all other major groups. Craig (2011) suggests that lack of teacher expectations and cultural differences between students and teachers influence the achievement gap of Hispanic students.

Purpose of the Study

The purpose of this research was to examine the effects that teacher expectations have on the academic achievement of Hispanic female students in the eleventh grade, who attend a suburban high school. The goal is to shed light on the importance of teacher expectations for these students.

Theoretical/Conceptual Framework

Intersectionality is a framework for theorizing how discriminations and disadvantages affect a person, group of people, or social problem. According to YW Boston (2017), intersectionality "takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face" (p. 1). Crenshaw (1989) rationalized that women must be looked at in terms of multiple qualifying sources when necessary. That being, race, class, gender identity, sexual orientation, and religion. Crenshaw (1989) states:

> This focus on the most privileged group members marginalizes those who are multiply burdened, and obscures claims that cannot be understood as resulting

> from discrete sources of discrimination. I suggest further that this focus on otherwise-privileged group members creates a distorted analysis of racism and sexism because the operative conceptions of race and sex become grounded in experiences that represent only a subset of a much more complex phenomenon (p. 140).

Intersectionality Theory provides the possibility of addressing all factors that contribute to teacher mindset of Hispanic female students. This is displayed below in *Figure 1*.

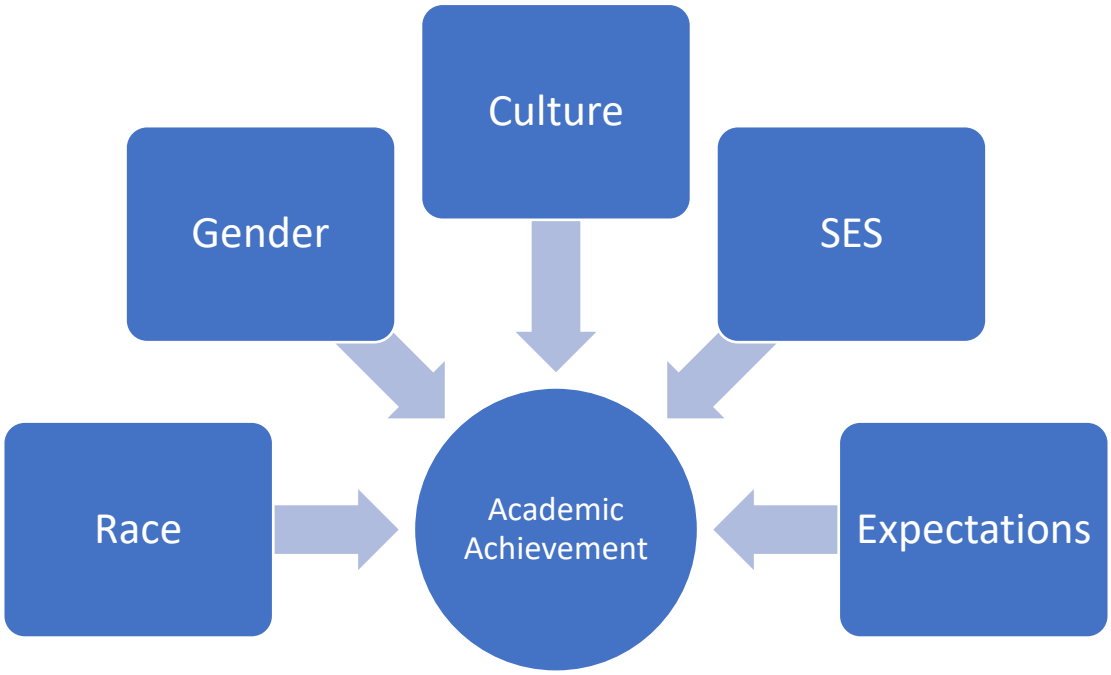

Figure 1. Intersectionality and Academic Achievement

Significance of the Study

This study supports the United States Department of Education (2017) annual performance plan by identifying some factors that can lead to the achievement of Hispanic female students. Goal 1, under the U.S. DOE performance plan, was to increase post-secondary education and create lifelong learners (p. 21). This research will provide

educators with culturally responsive educational literature that can prepare Hispanic female students to be college and career ready, while motivating them to be lifelong learners. In return, there will be an increase in post-secondary enrollment and retention by this group.

Goal 2, under the US DOE annual performance plan, focuses on student performance and the ability of teachers to deliver excellent instruction that are aligned with a rigorous instructional standard. To improve the educational performance of students, the department identified a few areas that needed priority: 1. Developing Teachers as Leaders, 2. Positive School Climate 3. Lowering the Disparity Rate and 4. Closing the Achievement Gap. (p. 42) This study will assist in the development of teachers as leaders by providing them with recommendations that supports culturally responsive teaching and lesson planning (e.g. expectations, inclusive activities, literature, and response to intervention). Examining the factors that lead to the achievement of Hispanic female students will promote a positive school climate by fostering an organization that is inclusive of all and embrace differences by being culturally aware. Students learn best when they feel safe and trust those around them. Providing a positive school climate will increase student sense of belonging and allow them to be active participants in their education. Younghans (2018) suggest, that when students feel safe, supported, respected, and valued in their environment, the foundation is set for them to learn and achieve their best.

Research Questions

1. To what extent is there a relationship between gender and race/ethnicity on student achievement level as measured by the New York State Global Studies Regents?
2. What is the relationship between teachers' expectations of student-teacher relationships and locus of control on the achievement of Hispanic female students?

Definition of Terms

Teacher Expectations- for the purposes of this study, teacher expectations refer to the perceptions that instructors have regarding the ability levels of students.

Hispanic female – includes anyone from Spanish-speaking countries/territories that identify as female. (e.g., Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Honduras, Mexico, Panama, Paraguay, Peru, Puerto Rico, and Spain.)

Latinas- anyone who identifies as female and was born in or with ancestors from Latin America and living in the U.S. (For the purpose of this research Hispanic females and Latina(s) are used interchangeably.)

Academic Achievement- Passing with distinction = 85, Passing = 65, Failing = below 64 on the New York State Global Studies Regents.

Academic Expectations- Level of education a student realistically will attain based on teacher point of view.

Dropout- A student who leaves school without earning a high school diploma or General Education Diploma from either a public or private school.

Push-out- A student that leaves their school before graduation, through the encouragement of the school.

School engagement- Observable behaviors related to academic performance and positive attitude about learning, such as attendance and being prepared for class (e.g. homework and school supplies).

Culturally Responsive Education- The inclusion of students' culture referenced in all aspects of planning, teaching, and learning to make learning encounters more relevant and effective for them.

Intersectionality- The overlapping of social structures such as race, gender, social economic status, and sexual orientation.

Student-Teacher Relationship- Academic rapport between teachers and their students that influence learning.

Locus of Control- The belief that events in one's life, whether good or bad, are caused by controllable factors such as one's attitude, preparation, and effort.

Cultural Capital- Tangible and intangible assets that are unrelated to income. Identified by three categories: institutionalized (education or specialized knowledge), embodied (personality, speech, skills), and objectified (clothes or other belongings).

This research will provide educators with an explanation as to why Hispanic females lag behind their Caucasian and African American counterparts in achievement. This study will provide suggestions on lessening the educational disparity and achievement gap between the groups, by developing school cultures that support all students.

CHAPTER 2

Review of Related Research

The role of education in the United States is to prepare individuals to be lifelong investigative learners, that contribute positively to society, for the purpose of evolution. Education should foster socioeconomic growth, understanding of differences and social/emotional literacy. However, not every child is afforded the opportunity of an equal education. Who determines the level of education a child receives and where they are positioned in society? According to Domina, Penner & Penner (2017), "schools explicitly position themselves as gatekeepers, intentionally sorting students into social roles that they will ultimately play in a complex and highly specialized adult society" (p. 316). This categorical inequality creates a cycle of exclusion for students of certain economic and cultural backgrounds (e.g., Hispanic females). By placing children in subgroups, they are alienated from the experiences afforded to students outside their category (e.g. gifted and talented programs or AP course). Domina, Penner & Penner (2017), also suggest that students understanding of race determines how they identify themselves (p. 318). How children view themselves is as important to the educational process as it is in the outcome. Students are motivated to achieve based on how they believe others see them and they adopt roles based on these perceptions and expectations.

Based on his research findings, Hofstede (1986), discussed the relevance of cultural differences between teachers and students. He noted that problems in teacher-student interactions can arise from: 1. differences in the social positions of teachers and students; 2. differences in the relevance of the curriculum (training content); 3. differences in profiles of cognitive abilities between the populations from which teacher

and student are drawn; 4. differences in expected patterns of teacher/student and student/student interaction (Hofstede, 1986, p. 303). In this chapter, the researcher explore literature that expands on cultural differences, teacher expectations and the effect on academic achievement.

Related Research

It is important to explore identities and experiences of Hispanic females to understand the complexity of prejudices they may face because of teacher expectations. The related literature will show some essential themes that influence and are a result of teachers' expectations of these students. Culturally Responsive Education, Gender Experiences, Social /Cultural Capital, Student and Teacher Relationships, Drop-out vs. Push-out and Color Blindness will be discussed as emerging themes in literature.

Teacher expectations have continued to be considered a result of, as well as, a contributing factor of student achievement and success. The question is, what influence does teachers' expectations have on their students? How do they decide which expectations are realistic and which are not? In a study conducted by Turner, Davies, and Weber (2015), it was reflected that every teacher reported that students' standardized test results influenced their expectations—they had high expectations for high achieving students and low expectations for low achieving students. Some teachers who participated in the study claimed that their expectations weren't influenced by ethnicity because they did not notice ethnicity. However, those same teachers admitted that they knew of teachers whose expectations were low for certain groups of students. Turner (2015) and his colleagues also suggest that "Ethnicity and achievement are uncomfortable topics and teachers may avoid it due to fears that they could be labeled

racist." These researchers believe it is important for educators to understand that talking about ethnicity does not make them racist. However, "Failing to acknowledge students' racial and cultural background and excluding material that is culturally relevant to the students, however, is racist" (Turner, 2015 p. 65).

Social and Cultural Capital

Social capital theory and cultural capital theory was coined by French sociologist Pierre Bourdieu. He came up with these theories to address the primary dynamics of power in society, which he was deeply concerned. Bourdieu differentiated social capital and cultural capital through means of text-to-world examples. Although there is no definitive definition of social capital, Bourdieu framed social capital as accumulated authentic or practical resources acquired by individuals or groups through relationships. According to Claridge (2015), "Bourdieu's work emphasizes structural constraints and unequal access to institutional resources based on class, gender, and race." Therefore, social capital will influence the economic resources that one gains from being part of a certain social group and the relationships they attain. Coleman (1988), *Social Capital in the Creation of Human Capital* gives thought to the importance of relationships and what defines an effective relationship. He provides us with examples of social capital and how it may differ from country to country, or between cultures (e.g., social capital available in Jerusalem and suburban Detroit) (p. 99). The article suggests that social capital should not be confused with human capital. Human capital is dictated by a person's worth through experiences, wealth, and education, whereas; social capital is defined by relationship.

Unlike social capital, cultural capital is the accumulation of knowledge, behaviors, and skills. Cultural capital falls into three categories: institutional (education or specialized knowledge), embodied (personality, speech, skills), and objectified (clothes or other belongings). Bourdieu believed that "the best measure of cultural capital is undoubtedly the amount of time devoted to acquiring it" (p. 25). Some researchers believe that Bourdieu's theory of cultural capital can explain why some students are more successful than others. Teachers wrongly associate the cultural capital of the dominant as intelligence because children from high-socioeconomic status backgrounds have more cultural capital than those from lower SES. This is widely due to the thought that cultural capital is passed down from generation to generation. Cultural capital is important to the educational success of students. DiMaggio (1983), *Cultural Capital and School Success* outlines the importance of cultural capital in the educational arena. He hypothesizes that cultural capital positively relates to school success (p.190). His study found that cultural capital has a significant impact on grades. How teachers view student's cultural capital affects their expectations of achievement.

Historically, educators are said to communicate more easily with and have higher expectations for, students who are identified as the dominate culture. Ironically, most of the literature studied on the topic has not provided concrete examples of how culture capital influence ability, intelligence, or skill set. Bourdieu himself acknowledges that the higher class always enforces the skills they have mastered as the indicator of excellence. This is not cultural capital; it is capital influence. Many children are not absent of cultural capital. They are absent of dominant forms of cultural capital. They do not dress, speak, or think the part of the elite, so they are said to lack ability, knowledge,

and skill. In retrospect, they are rich in culture and identify with the values that have been passed down through generations.

Yosso (2005), suggests that "cultural capital is not just inherited or possessed by the middle class, but rather it refers to an accumulation of specific forms of knowledge, skills and abilities that are valued by privileged groups in society (p. 76). Therefore, it eliminates the cultural importance of the lower groups in society because their culture doesn't carry any capital outside of the home or neighborhood in which they live. For this reason, minority groups share their own social capital within their defined groups, with hopes of being as successful as the majority. Many sociologists believe that cultural capital is difficult to measure objectively. It is most beneficial to the educational arena if teachers learn to embrace the differences of their students and set high expectations for learning and achievement regardless of status and cultural history. How do they attain the skills and ability that was not passed down from their parents? Where do they learn what achievement looks like? How do teachers relate to these outliers?

Expectations for Minority Students' Academic Achievement

Houston (2012) believes that children are capable of learning and their race and economic background should not influence their academic success. He states, "When applied to academics, intrinsic motivation might refer to learning and doing well in school simply for the enjoyment of the pursuit of knowledge whereas extrinsic motivation might refer to doing well in school because it could lead to a better job or entrance into a graduate school" (p. 7). A true "learning environment" is one that includes the characteristics of the learners and fosters learning the culture that makeup the learning environment. Some minorities and economically challenging backgrounds

encounter barriers in academia, and those barriers can potentially affect their academic achievement. Some of these barriers are identified in a qualitative study conducted by Vega, Moore, and Miranda (2015). Eighteen students in grades 9-12, from six Crawford City high schools, participated in the study. Of the 18, 10 identified as African American and 8 Latino. From data collected (e.g., questionnaire, semi structured interview, and historical data), Vega, Moore, and Miranda (2015), note that students thought that their teachers did not have their best interest and had negative attitude towards them, often treating them unfairly. Many wondering "why the teachers didn't choose a different career" (p. 41). As a result, students relied upon themselves to make education decisions. According to Payton (2014), research literature identified a "particular danger of low expectations combined with an attitude of futility communicated to certain students, leading to erosion of their confidence and motivation for school learning. The influence of teachers with high expectations can have a greater positive impact on students as opposed to teachers who have low expectations" (p. 55). Gershenson & Papageorge (2018) examined if teacher expectations were important to student success and if differences in teachers' expectations of students based on race, helped to explain gaps in college enrollment and completion. Gershenson & Papageorge (2018) used the Education Longitudinal Study of 2002, that had a national sample size of almost 6,000 students. These students were followed for 10 years beginning in grade 10. The study included information that was obtained from numerous data sources (e.g., student surveys, teacher surveys, standardized tests, and administrative data from schools), (Gershenson & Papageorge, 2018). This study followed students from 2002-2012, to measure their educational accomplishments. Teacher expectations of each student was shared from

student participants 10th-grade math and reading teachers. Students' academic and sociodemographic backgrounds were collected to assess whether they influenced both teacher expectations of their students and student outcomes. Gershenson & Papageorge (2018) found "clear disparities in the expectations that teachers have for students of different races" (P. 66). However, it was unclear if the lack of expectations were due to racial bias or socioeconomic differences. Gershenson & Papageorge (2018) suggests that white teachers are optimistic about their white students completing a post-secondary education and are less optimistic about black students, which they believe explains why more white students earn a 4 year or masters level degree. Overall, they conclude that teacher expectations increase students' likelihood of going to college and earning a degree.

Previous studies have suggested that teacher expectations have an impact on the academic achievement of students. What about student's expectations of their own academic achievement? In a study conducted by Mello, Anton-Stang, Monaghan, Roberts & Worrell (2012) they aimed to determine if African American and Hispanic student's expectations about their education and occupation as adolescents, varied based on different variables (e.g. ethnicity, race, gender). Mello, Anton-Stang, Monaghan, Roberts & Worrell (2012) wanted to determine if student's expectations during adolescence effects their educational and occupational accomplishment as adults. Participants were asked to commit to a longitudinal study and were accessed at ages 14, 16, 18, 20, and 26. The study included a large sample size of 2,356 Hispanic and African American students nationwide who were in grade 8 in 1988. From the larger sample, subsamples of male and female were created. According to Mello et al (2012), a trajectory analysis was used,

and participants were surveyed longitudinally at ages 14, 16, 18, 20, and 26 from grade 8 to 8 years post high school. Pre-high school and high school surveys consisted of students' expectations for themselves educationally and professionally. Post high school surveys inquired about actual educational and occupational accomplishments. The research indicated that there were gaps between adolescent occupational expectations and their post-secondary education and profession. Students focused more on their educational future than they did their professional future. As a result, expectations about future schooling positively predicted college attendance, amongst all independent variables. Hispanic females had more expectations for post-secondary education than African American and Hispanic males. Overall, Hispanic male and females connected post-secondary educational decisions to future occupation. This research outlined some of the expectations of Hispanic females on their own education and referenced how intersectionality can affect the educational outcomes of Hispanic females.

Gender Experiences of Hispanic Females

Unmuth (2012), suggests that Hispanic women are more likely to graduate from high school and college when compared with Hispanic men. Historically, women were considered the minority in post-secondary education enrollment compared to males. “The Department of Education predicts that women will earn 61.6% of all associate degrees this year, 56.7% of all bachelor’s degrees, 59.9% of all master’s degrees, and 51.6% of all doctor’s degrees. According to Kirst (2013), 140 women graduated with a college degree at some level in 2013 for every 100 men. In the 18-24 age cohort, a full 60 percent of all bachelor’s degrees earned by all Hispanics were earned by females”(Mellander 2015).

While other minority groups such as African American females experience many challenges and setbacks in education, Hispanics face their own barriers (e.g. cultural expectations as a woman). Although, “Hispanic women are more likely to graduate from high school and college when compared with Hispanic men, some statistics suggest they trail behind African-American and white women on same such measures” (Unmuth, 2012). The article suggests that many Hispanic females aspire to attend college, but many don’t see earning a college degree as their reality. Unmuth (2012), believes that the unattainable goal for most, is due to “A cultural emphasis on loyalty to family. Latinas may be expected to take on additional duties as caregivers, such as helping to watch younger children or aid elderly family members” (p. 1). Unfortunately, caretaking may also include that of their own child. Unmuth (2012), also suggests that Hispanic female adolescents are more likely than most young women in the United States to have their own children as teenagers.

Hispanic girls are said to drop-out of school at a far greater rate than White and African American girls in the United States. According to the National Center for Educational Statistics, 2018 data showed that 7 percent of Hispanic girls leave school without a diploma, compared with 5 percent of Black girls and 3 percent of White girls. Hispanic females face special social and cultural pressures that result in them dropping out of school before earning a diploma.

Canedy (2001), quoted Representative Ileana Ros-Lehtinen, Republican of Florida, who is an Hispanic woman as saying, "We definitely have a very schizophrenic framework and concept where you have both the Old-World model of what a female should be and then that conflicts with the modern-day version, the Americanized version

that tells us you can be a mother and have a career," (Canedy, 2001). Ms. Ros-Lehtinen, a former teacher, believes that many of the girls interviewed experience mixed messages from teachers, parents, and grandparents. Culturally they are supposed to be beautiful and to find a husband that will take care of them. In academia, they are told to get an education and be independent. These opposing views cause many Latinas to become stressed and eventually dropout.

Teacher expectations play a role in Hispanic females' achievement. The educational disparity and dropout rate amongst Latinas have become a source of great concern. As a result, researchers and educators are taking a closer look at the subgroup. Like its African American counterparts, it is equally important for researchers to identify how teacher expectations of the group affects their achievement. Most of the research surrounding Hispanic Americans focus on the plight of the Latino male students, however, the struggle of the Hispanic female student is equally important and in dire need of a solution. Low expectations breeds insecurities for Hispanic girls, creating additional layers to peel back before they can reach their greatest potential.

Student and Teacher Relationships

Educators number one priority should be to "grow people" and be "in service of children". Unfortunately, the race to meet state and national achievement standards has replaced the effort to build relationships and foster a sense of belonging for students. Shepard, Salina, Girtz, Cox, Davenport, et al (2012), believe that without meaningful relationships with educators, students have little reason to connect with school and achieve academically. School connectedness is defined as "the belief by students that adults in the school care about their learning as well as about them as individuals" (p. 48).

Building relationships is significant to the learning process of any student, however; it can be life changing for African and Hispanic students. A teacher willingness to show concern for a student and compassion for his or her present circumstance, builds trust. When a student trusts their teacher, they will follow them and begin to see their learning environment as a safe space. Shepard, Salina, and Girtz, et al (2012), studied 150 students in a high school of 1500 students in which 85% of whom were Hispanic. Many of these students participated in gangs, violence, and drugs, which contributed to a huge "drop-out" rate and only a 50% on-time graduation rate. Most students were considered low SES with 70% of students being eligible for the free and reduced lunch. To help change the trajectory of students' lives, the school developed an innovative program for 150 at risk students. The program was able to yield a 92% graduation rate. The goal of this program was to provide academic and social support for students with a focus on the whole child. As a result of building social emotional literacy amongst the teaching staff, students were able to meet post-graduation goals. The students who participated in this study acknowledged the impact of having someone in their lives who believed in them and cared about them. Trust was at the center of their success, "I really don't trust teachers but she showed me that she cared and so I trusted her" (p. 51). Shepard, Salina, Girtz, Cox, Davenport, et al (2012) noted that having supportive educators motivated students to gain the credits needed to graduate and eradicate themselves from negative environments and relationships.

Gehlbach, Brinkworth, Harris, (2012) study supports the claims of Shepard, Salina & Girtz, et al by finding that productive student teacher relationships influence positive achievement and motivational outcomes. They attest that students who feel that

their teachers are supportive have better achievement outcomes. Students tend to be more cooperative and attentive in classes where teachers show an interest in the students social and emotional needs. Although the study showed that many student and teacher relationships worsen as the year progressed, the finding supported the possibility that their relationships are flexible. Student-teacher relationships can improve over time and lead to positive outcomes. Gehlbach, Brinkworth, Harris, (2012) believes that negative student and teacher relationships create detrimental student outcomes academically. They believe that "students who form weaker social bonds with their teachers are more likely to be disengaged or feel alienated". (p. 691) Thus, creating a decline in academic achievement, hindering growth, and causing students to feel pushed-out of school.

Dropout vs. Pushout

"Conversely, teachers cannot educate students in whom they have no confidence and students cannot learn from teachers in whom they have no trust,"(Davis & Dupper 2004, p. 183). There is a clear difference between being a high school drop-out and being a victim of push-out. Yes, victim is the term we would give a teenager who has been forced to waive his or her free public education due to a teacher's or educational organization's lack of ability to provide a safe and inclusive space for learning. A drop-out is a student who leaves school without earning a high school diploma or General Education Diploma from either a public or private school. A push-out is a student that leaves their school before graduation, through the encouragement of the school. The question is, are most students pushed-out and called dropouts to take the responsibility

off the school? The National Clearing House on Supportive School Discipline (2014) identified some of the following elements as factors that contribute to student push-out:

- the lack of adequate resources and overcrowded schools
- overreliance on punitive measures such as suspensions and expulsions
- lack of adult support for students
- low expectations
- overemphasis on high stakes testing and test preparation
- lack of physical and emotional safety at school
- poor or limited teacher training and support
- inadequate curricula and interventions that fail for individual or special education needs
- lack of effective and equitable college preparatory and career counseling services
- lack of cultural and linguistic competence
- lack of parent, student, family, and community participation in school decision making
- little or no academic mentoring and support for students
- a history of systemic racism and inequality

According to the National Center for Educational Statistics (2019) the total status dropout rate in 2016 for Hispanic students16- to 24-year-olds was 9.1 percent, with 7.0 percent of females dropping out. NCES also reported that, “Hispanics born in the United States had a lower status dropout rate than Hispanics born outside the United States. Some 15.9 percent of Hispanic 16- to 24-year-olds born outside the United States were

status dropouts, compared with 6.4 percent of first-generation Hispanics and 6.6 percent of second-generation or higher Hispanics"(p. 16). How does the push-out vs. drop out debate explain the percentage of Hispanic students discontinuing their education? Bradley and Renzulli (2011) found that students drop-out or are pulled-out of school is due to responsibilities they have outside of school (e.g., pregnancy, caretaker, or work). Whereas, class more than race applied to students who were pushed out of school. Based on their study, Bradley and Renzulli argue that pushed-out Hispanic students' dropout due to issues within school, effects of class and poverty, and to a lesser extent cultural differences of the students. Tate (2008) argued that students negative experiences inside of school influenced their motivation to stay in school. She sighted failure to provide a welcoming and inclusive atmosphere within public schools for schoolchildren as being "disproportionate and increasingly damaging on students from vulnerable populations that are even more susceptible to instances of bias and alienation" (p.5). These biases and feelings of alienation causes students to disengage from school. They often feel unsupported and judged by the very people that should support and protect them. For them school isn't a safe space. Tate (2008) states, "school officials may participate in harassment not only through inaction, but by actively engaging in subtle forms of bias and discrimination towards students. Moreover, school officials who disproportionately target students of color for discipline based on their own stereotypes and prejudices alienate students and ultimately exclude them from school" (p. 5). Like other researchers, Tate (2008) suggests that SES has an impact on student push-out. Students who are pushed-out often experience failing schools, limited resources, teachers who are poorly trained, lack of expectations, absence of opportunities, cultural non-responsiveness and a

disconnect with peers, teachers, and school. Tate's study exposes the need for teachers to be trained to be culturally responsive to their students. Some educators are not trained and/or encouraged to meet students where they are academically, socially, and/or emotionally. Tate (2008) believes, "A core problem in schools is the lack of social connectedness" (p.9), thus, students being pushed-out.

Color-Blindness

Race can be a very sensitive topic to discuss due to fear of being labeled a racist, intense judgment, extreme emotion, and sometimes physical conflict. These concerns have led to many people, including educators, adopting an approach called "color-blindness". According to Apfelbaum, Norton and Sommers, (2012), people believe that color-blindness can stop prejudice and discrimination. They suggest that "color-blindness is rooted in the belief that racial group membership and race-based differences should not be taken into account when decisions are made, impressions are formed, and behaviors are enacted" (p. 1587). This notion is supported by some educators in their classrooms. They would like to believe that they do not see race and treat all students equitably, not equally. Social theorists say that perceptual differentiation of race occurs as early as the age of 6 months, therefore; the adults in the classroom also see race. Apfelbaum, Pauker, Sommers, and Ambady (2010) explored if color-blindness reduces racial inequity. They studied the effects of promoting a color-blind approach to diversity among students who were 8 to 11 years old. The study aimed to determine if students could identify instances of inequity because of race and if they were able to seek support from the teacher to help address the inequity. As a result of their study, Apfelbaum, Pauker, Sommers, and Ambady (2010), suggested that color-blindness may not reduce inequity as much as it

adjusts the lens through which inequity is perceived and publicly evaluated. Some researchers view the practice of color-blindness as a form of racism. If teachers were to follow that premise, how do they effectively address race and equity in their classrooms? Harvey-Wingfield (2015) notes that a person that does not see race, averts their eyes from the ways in which people engage in practices that reproduce neighborhood and school segregation or rely on "soft skills" that disadvantage racial minorities in the job market (p. 2). She believes many people who adopt color-blindness are well intended but ill informed. Harvey-Wingfield (2015), believes that in most social interactions, whites are seen as individuals. Whereas, racial minorities are made aware that they will be judged because of their connections to their group and will be treated by their counterparts based on the stereotypes attached. Unfortunately, the treatment based on these stereotypes are negative. Bonilla-Silva (2003) recognizes four frameworks that recur in the debate of color-blind racism: 1. Abstract Liberalism- using ideas associated with political liberalism and economic liberalism in an abstract manner to explain racial matters (e.g., equal opportunity or individual choice), 2. Naturalization- allows whites to explain away racial phenomena by suggesting they are natural occurrences (e.g., gravitating towards one's own race or culture), 3. Cultural Racism- relies on culturally based arguments to explain the standing of minorities in society (e.g., why one group has prospered more than another), and 4. Minimalization of Racism- suggests discrimination is no longer a central factor affecting minorities' life choices (e.g., belief that discrimination and racism has improved or non-existent) (p.76). Of the four frameworks, he finds abstract liberalism to be the most challenging and hardest to explain due to the historical context of what liberalism is (e.g., people and institutions can improve). Bonilla-Silva (2003),

summarizes that “color-blind racism’s frames are pliable because they do not rely on absolutes (e.g., All blacks are…). Instead, color-blind racism gives some room for exceptions (e.g., Not all blacks are but most are…) and allows for a variety of ways of holding on to the frames-from crude and straightforward to gentle and indirect” (p. 96). His arguments on color-blindness creates wonderings of what the alternative to color-blindness is in an educational setting. Williams (2011), states that an “alternative to color-blindness is multiculturalism, an ideology that acknowledges, highlights, and celebrates ethnoracial differences. It recognizes that each tradition has something valuable to offer. It is not afraid to see how others have suffered because of racial conflict or differences” (p.3). A multicultural approach to education allows children and teachers to see each other for who they really are and determine how they want to interact with each other. This approach also helps teachers create a culturally responsive classroom and curriculum.

Culturally Responsive Education

Although Hispanic females are affected by teacher expectations, their homelife also plays a huge role in their educational success. These girls feel a huge disconnect with teachers due to cultural differences. They believe that their teachers think of them as dropouts who aren’t serious about their studies. For these reasons, teachers must develop a cultural response to teaching and student learning.

Culturally responsive education is a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world. Culturally Responsive Education theorists such as Dr. Gloria Ladson-Billings and

Dr. Geneva Gay believed that students experience a disconnect between their cultural backgrounds and what happens in schools. Gay (2010) states:

> Cultural differences as assets; creating caring learning communities where culturally different individuals and heritages are valued; using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students; challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression; being change agents for social justice and academic equity; mediating power imbalances in classrooms based on race, culture, ethnicity, and class; and accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups (p. 31).

It is the responsibility of the teacher to create an environment that promotes academic success. Studies have shown that a true learning environment is one that includes the characteristics of the learners and fosters learning the culture that makeup the learning environment (Turner, Davies, and Webber, 2015). To promote academic success, teachers must utilize strategies that are relevant to students' culture. According to Hsiao (2015), due to the increase of culturally diverse schools, it is imperative that educators become culturally responsive teachers. In his study, participants were preservice teachers enrolled in their final semester of college. They took a Culturally Responsive Teacher Preparedness Scale (CRT survey) to measure their perceived level of preparedness for culturally responsive teaching, not their actual level of preparedness. Independent *t tests* were used to test the score differences. The results indicated that the

scores of culturally responsive teacher preparedness scale perceived by preservice teachers were not different in terms of race and gender. The Culturally Responsive Teacher Preparedness Scale (CRT survey) also suggested that relationships and expectations should be shared with parents or families, so they are involved in their students' learning and expectations of success for their child is clear.

In another study by Smolcic and Arends (2017), their goal was "to better equip preservice teachers to work with culturally and linguistically diverse learners, through an opportunity to note the complexity and ever-changing nature of "culture," to grapple with their own linguistic and cultural privileges, and to move beyond essentialist representations of those who come from backgrounds different from their own" (p. 1). Smolcic and Arends (2017) view can be supported by Cazden & Mehan, (1989), which suggest that culture has a significant influence on the learning process. Students learn best when their teachers are culturally aware and responsive to their needs, based on cultural differences. Responsive teachers are also aware and develop their lessons around the social identity difference that may be present in the classroom (e.g., social economic status, race, gender, and sexuality). Gay (2000) notes that most of the teachers entering the field of education are white and monolingual, who lack cultural awareness outside of their own. The lack of intercultural experience can have a negative effect on how these teachers interact with students who do not look like them, speak the same language as them or practice the same religion as them. Villegas & Lucas (2002) believe that teachers could have difficulty relating to students who do not share the same "white, middle class privilege" as they do. Smolcic and Arends (2017) believe that it is critical for teachers to

have knowledge, skills and experience that is responsive to students of different cultural and linguistic backgrounds (P.1).

Understanding students' culture is more important than any strategies teachers will learn. Strategies will be abstract without connection. Teachers need to be able to relate to students' experiences and cultural background. Turner, Davies, and Weber (2015), argued that failing to acknowledge students' racial and cultural background and excluding material that is culturally relevant to students, is a form of racism. If a teacher builds relationships with their students, there is the opportunity to learn the cultural background and experiences of their students. Teachers cannot depend on artificial connections (e.g. news, media, text) because children can see through them. Personal connections must be made (e.g. conversations, cultural exchanges). Students perception of how their teachers perceive them is based on how much interest they show in them. Garza (2009), offers that educators perceive their actions and character toward students as compassionate, however; students may feel differently. In her study, Vega (2015), stated that "Students believed that their teachers did not care about them, had negative attitudes, and did not treat them fairly" (p. 48). These student perceptions of their teachers' attitude towards them, could have an impact on their mindset on achievement. It is vital for culturally diverse students to foster a relationship with their teachers that exhibit respect, expectation, and compassion. Building these relationships will motivate Hispanic female students to learn if they feel that they are in a safe learning environment. There is a saying in education that says, "Students don't care how much you know, they want to know how much you care." The mindset behind this quote mirrors that of a culturally responsive educator. Unfortunately, the focus on data, standardized testing, school report

cards, teacher and principal accountability ratings have made the actualization of this quote instinct.

Relationship Between Prior Research and Present Study

According to Emily Workman (2012), “Research suggests that the expectations a teacher sets for an individual student can significantly affect the student’s performance”. As a result of this review, a few themes emerged: 1. Expectations, 2. Culturally Responsive Education, , 3. Gender Experiences, 4. Social /Cultural Capital, 5. Student and Teacher Relationships, 6. Drop-out vs. Push-out and 7. Color Blindness. Current literature neglects to provide a deeper understanding of how race, gender, language, and culture are interrelated when looking at student achievement. This study will assist in the development of teachers as leaders by providing them with literature that supports culturally responsive teaching and lesson planning (e.g. expectations, inclusive activities, literature, and Response to Intervention). This research will also provide educators with an explanation as to why Hispanic females lag behind their Caucasian and African American counterparts in achievement. This study will aim to provide literature that will address and lessen the educational disparity and achievement gap between the groups.

CHAPTER 3

Methods

This research was to examine the effects that teacher expectations have on the academic achievement of Hispanic female students in the eleventh grade, who attend a suburban high school. The goal was to shed light on the importance of teacher expectations for these students.

Hypotheses/Specific Research Questions

1. To what extent is there a relationship between gender and race/ethnicity on student achievement level as measured by the New York State Global Studies Regents?

$H_{0.1}$ – There will be no difference in mean achievement scores between gender.

$H_{1.1}$ – There will be a difference in mean achievement score between gender.

$H_{0.2}$ – There will be no difference in mean achievement scores between race/ethnicity.

$H_{1.2}$ – There will be a difference in mean achievement score between race/ethnicity.

$H_{0.3}$ – There will be no interaction effect between gender and race/ethnicity on achievement level.

$H_{1.3}$ – There will be a difference in mean achievement score for different combinations of students' gender and race/ethnicity.

A two-way ANOVA was conducted to assess the relationship between gender (IV_1: male, female) and race/ethnicity of students (IV_2: White, Black, Hispanic) on achievement level (DV: New York State Global Studies Continuous Variable).

2. What is the relationship between teachers' expectations of student-teacher relationships and locus of control on the achievement of Hispanic female students?

$H_{0.1}$ – There will be no difference in mean Hispanic female students' achievement scores between teachers' expectations of the student-teacher relationship.
$H_{1.1}$ – There will be a difference in mean Hispanic female students' achievement scores between teachers' expectations of the student-teacher relationship.

$H_{0.2}$ – There will be no difference in mean Hispanic female students' achievement scores between teachers' expectations of the students' locus of control.
$H_{1.2}$ – There will be a difference in mean Hispanic female students' achievement scores between teachers' expectations of the students' locus of control.

$H_{0.3}$ – There will be no interaction effect between teachers' expectations of student-teacher relationship and locus of control on Hispanic female students' achievement.

$H_{1.3}$ – There will be a difference in mean expectation scores within Hispanic females for different combinations of teachers' gender and race/ethnicity.

A two-way ANOVA was conducted to assess the relationship between teachers' expectations of student-teacher relationship (IV_1: low, high) and locus of control (IV_2: low, high) on achievement level (DV: New York State Global Studies Continuous Variable) for Hispanic female students.

Research Design and Data Analysis

To investigate the interaction between teacher expectations and Hispanic female students' achievement, a quantitative non-experimental design was conducted to examine the interaction between gender, race, and teacher expectations, as related to student achievement. Descriptive statistics were computed for study variables to confirm that all values were within the expected ranges and to minimize any data errors that may have occurred. SPSS version was used to conduct statistical analyses. A two-way ANOVA was conducted to assess the first hypothesis examining the relationship between gender (IV_1: male, female) and race/ethnicity of students (IV_2: White, Black, Hispanic) on achievement level(DV: New York State Global Studies Continuous Variable). A separate two-way ANOVA was conducted to assess the relationship between teachers' expectations of student-teacher relationship (IV_{STR}: low, high) and student academic locus of control (IV_{SLC}: low, high) on achievement level (DV: New York State Global Studies Continuous Variable) for Hispanic female students.

Variables

Independent Variable(s)	Qualitative / Quantitative	Number of levels	Names of levels	Active / Attribute	Between /Within	Main /Covariate
Teachers	Quantitative	2	1: Female 2: Male			
Expectations		2	1: Low 2:High			
Ethnicity		3	1: Hispanic 2: White/ Non-Hispanic 3: African American/ Non-Hispanic			

Dependent Variable	Operational Definition	Qualitative / Quantitative
As indicated by scores on New York State Regents Exams in the past 3 years	Score of 65 and Above = Achievement Score of 64 and Below = Lack of Achievement	Quantitative

Sample

The 149 participants consisted of 13 teachers and 136 eleventh grade students from a small suburban high school of 548 students on the south shore of Nassau County, New York. Approximately 31% of teachers were male, while 69% were female, where 15.4% identified as White, 49.3% Black, or 7.7% Multiracial. Of all the students, 36%

qualify and receive free or reduced lunch. The school is in a middle-class community and has a 94% graduation rate. Students SES (social economic status), educational background (e.g. ELL, IEP, 504) and years in the country will be considered within the sampling. There was a convenience sampling of 11th grade students and teacher participants. Of the student participants, 48% were male and 52% were female. Table 1 displays sample characteristics for teachers and students including students' social economic status, disability status, and LEP eligibility.

The Global Studies Regents is a gateway to students graduating from high school. The thought is that 11th graders would have performed to the best of their ability on the Global Regents, in hopes of attaining a high school diploma. The teachers would also understand their importance to the study and answer all questions thoughtfully.

Table 1.
Sample Characteristics (N = 149)

	No (%) of Participants		
	Total	Students	Teachers
Gender			
Male	69 (46.3)	65 (47.8)	4 (30.8)
Female	80 (53.7)	71 (52.2)	9 (69.2)
Race/Ethnicity			
White	31 (10.6)	21 (15.4)	10 (76.9)
Black	69 (46.3)	67 (49.3)	2 (15.4)
Hispanic	48 (32.2)	48 (35.3)	---
Multiracial	1 (0.7)	---	1 (7.7)
Age			
21-25			1 (7.7)
31-40			4 (30.8)
41-50			5 (38.5)
51+			3 (23.1)
Disability			
No Disability		110 (80.9)	
Learning Disability		26 (19.1)	
Poverty Level			
No Poverty		55 (40.4)	
Low Income Family		81 (59.6)	
LEP Eligibility			
No ELL Eligibility		130 (95.6)	
ELL Eligibility		6 (4.4)	

Instruments

For this study, I utilized data from the New York State Regents and a survey instrument:

A. New York State Global Studies Regents – Passing = 65, Failing = below 64. The validity of the Global Studies Regents was conducted by Pearson for New York State Education Department. The reliability estimate for the Regents Examination in Global History and Geography is 0.90, showing high reliability of examinee scores.

B. The second instrument (Appendix A) used was McCargar, (1993), Survey of Educational Expectations (SEE) to produce data on teacher expectations of student roles in the classroom.

All the information from the questionnaires was summarized and analyzed to show teachers view of students' respective roles in the classroom. This survey was used as part of research to determine trends and best practices in education. To help us achieve this goal, teachers' honest responses were necessary.

The first part of the survey consisted of the purpose of the survey and the collection of demographics of the subjects. The information collected was teacher's: years at school (New less than 1 yr., 1-2 years, 3- 5 years, 6-9 years,10 or more years, age (21-25, 26-30, 41-50, or 51+), ethnic background (White Non-Hispanic, Black/African American Non-Hispanic, Hispanic/Latino, or Other, years in the USA (Less than one year, 1-2 years, 2-3 years, 3-4 years, 4-5 years or 5+ years), overseas experiences (Vacationed abroad___ day/s ___week/s___ month/s ___year/s, Worked abroad___ day/s ___week/s ___month/s ___year/s, or Lived abroad___ day/s ___week/s ___month/s ___year/s and Gender (male or female).

The second part of the survey provides instructions for completing the survey. 1. If you have completed this questionnaire previously, please do not fill one out again. 2. While completing the questionnaire, think about the classes you have taught at this high school. 3. For each item, indicate whether you strongly agree (SA), agree (A), neither agree nor disagree OR don't know (N), disagree (D), or strongly disagree (SD). The SEE has eight five-item sets with 46 questions on student roles. The validity of this form was conducted by the originators and changes were made to yield a Coefficient Alpha reliability of 0.60 and 0.77 for the teacher sections. Data Coding: The Survey of Educational Expectations has five response choices: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree (coded + 2, + 1, 0, - 1 , and - 2). The SEE manual was used to determine which questions to use to calculate teachers' expectations of student-teacher relationships and student academic locus of control high/low scores. The survey takes approximately 30 minutes to complete. Teachers completed the online survey via google forms.

Procedures for Collecting Data

After successfully defending my dissertation proposal, I submitted the IRB application to my dissertation mentor, department chair and associate dean of education for approval. They approved all consent forms and/or letters being used for the purpose of study. Once given IRB approval, I obtained approval from the superintendent of the school district to conduct a study in his school district. The instrument used was adapted from: McCargar (1993). Teacher and student role expectations: Cross-cultural differences and implications. Modern Language Journal, 77(2), 192-207. On December 17, 2019,

emails containing the survey link was sent to the district superintendent of schools, who forwarded the link to the high school teachers. Participants took the survey utilizing google forms during their own time. The survey was estimated to take teachers approximately 30 minutes to complete. The New York State Global Studies Regents was used to collect data on student achievement. Data from the Regents provided information on student demographics that was necessary for the completion of this study (e.g. Ethnicity, SES, IEP or 504, and Gender). Data analyses from google forms was exported in Excel and imported into SPSS. Student scores were identified by student ID numbers and sorted based on gender and ethnicity. SPSS version 25, was used to conduct statistical analyses. A two-way ANOVA was conducted to assess the first hypothesis examining the relationship between gender (IV_1: male, female) and race/ethnicity of students (IV_2: White, Black, Hispanic) on achievement level (DV: New York State Global Studies Continuous Variable). A separate two-way ANOVA was conducted to assess the relationship between teachers' expectations of student-teacher relationship (IV_{STR}: low, high) and student academic locus of control (IV_{SLC}: low, high) on achievement level (DV: New York State Global Studies Continuous Variable) for Hispanic female students.

Research Ethics

This study required a convenience sampling of 11th grade students and teachers in a suburban high school. Teachers anonymously took the Survey of Educational Expectations electronically. Teachers were given an informed consent letter along with the SEE survey. In the letter teachers were assured that the superintendent would not

have knowledge of their participation in the study nor their responses to the survey. All data collected is stored in a locked file. Participants identities remain anonymous.

Chapter 4

Results

The purpose of this research was to examine the effects that teacher expectations have on the academic achievement of Hispanic female students in the eleventh grade, who attend a suburban high school. This study examined if gender changes the context of the disparity between female Hispanic students and their White and Black counterparts or if it adds another layer of injustice. Descriptive analysis was conducted and revealed that, within the entire sample, students obtained a mean score of 78.85 (*SD* = 15.91) on the New York State Global Studies Regents. When evaluating the students' performance as a pass or fail, as recommended by the state, 18.4% (*n* = 25) of students did not obtain the necessary score of 65 while 81.6% (*n* = 111) achieved a passing score of 65 or higher. The mean score for female students was 79.97 (SD = 15.38) while the mean scores for male students was 77.63 (SD = 16.51). White students obtained a mean score of 86.19 (SD = 11.93), while the mean score for Hispanic students was 79.13 (SD = 14.77) and Black students was 76.36 (SD = 17.02). There was a statistically significant difference in mean scores in student performance based on poverty levels $t(134) = 2.23$, $p = .027$ where those who were considered from low income families (n = 81) scored significantly lower (M = 76.38, SD = 16.49) than those were not from low income families (n = 55, M = 82.49, SD = 14.41). A significant difference was also found between students who were classified with a learning disability (n = 26) versus those that did not (n = 110), $t(134) = 4.81$, $p < .001$. The mean difference in score was 15.46 (CI: 9.10 to 21.83) with those with a learning disability (M = 66.35, SD = 16.79) scoring significantly lower than those without a learning disability (M = 81.81, SD = 14.24).

The data regarding teachers' expectations was obtained through the Survey of Educational Expectations. This survey was used as part of research to determine if there were trends in education. 13 teachers participated in the study and completed the SEE survey. The mean of teachers' expectations of the student-teacher relationship was 3.69 (*SD* = 1.32) while student academic locus of control was 2.08 (*SD* = 1.75). The student-teacher relationship scale mean score reported by female teachers (n = 9) was 3.78 (SD = 1.20) and 3.50 (SD = 1.73) for male teachers. The mean score for teachers who were white was 3.8 (SD = 1.48) while non-White teachers' mean rating score for the student-teacher relationship scale was 3.33 (SD = 0.58). The mean score for female teachers' ratings of student locus of control was 2.33 (SD = 1.94), while male teachers mean rating was 1.50 (SD = 1.29). The mean score for student locus of control reported by White teachers versus non-White teachers were similar, 2.10 versus 2.00 respectively.

Research Question 1

1. To what extent is there a relationship between gender and race/ethnicity on student achievement level as measured by the New York State Global Studies Regents?

A two-way ANOVA was conducted to examine the relationship between gender and race/ethnicity of student on achievement as measured by the New York State Global Studies Regents. Residual analysis was performed to test for assumptions of a two-way ANOVA. No outliers were detected by inspection of a boxplot. Assumption of normality was met for all condition ($p > .05$) except for Black male students ($p = .021$) as assessed using Shapiro-Wilk's normality test. The calculation of z-scores and inspection of Q-Q plots assisted in the decision to analyze the data using a two-way ANOVA as it is

considered to be fairly robust to deviations from normality (Maxwell & Delaney, 2004). There was homogeneity of variance assessed by Levene's test (p = .193).

The interaction effect between students' gender and ethnicity on achievement was not statistically significant, $F(2, 130) = 1.92$, p =.150, partial η^2 = .029. Table 2 and figure 2 provide a summary of the achievement scores based on gender and ethnicity. As a result of the lack of a statistically significant interaction effect, analysis of the main effect for students' ethnicity was performed, which indicated that the main effect was statistically significant, $F(2, 130) = 3.10$, p = .048, partial η^2 = .046. Due to unequal participants in each condition, all pairwise comparisons were run, where it reported 95% confidence intervals and p-values are Bonferroni-adjusted. The marginal means for achievement 86.27 (SE = 3.49) for White students and 76.39 (SE = 1.90) for Black students, a statistically significant mean difference of 9.89, (95% CI .244 to 19.53), p = .042. There was no statistically significant unweighted marginal mean difference for achievement between Black and Hispanic students or White and Hispanic students (p > .05). The unweighted marginal means of student achievement scores for each of the ethnicity conditions can be seen in Table 3.

An analysis of the main effect of student gender on achievement was conducted. There was no statistically significant difference in achievement score for males (M = 78.72, SE = 2.06, 95% CI: 74.64 to 82.79) and females (M = 81.91, SE =2.25, 95% CI: 77.45 to 86.37), $F(1, 130) = 1.09$, p = .298, partial η^2 = .008.

Table 2.
Descriptive Statistics of Achievement for Gender and Ethnicity

Student Gender	Student Ethnicity	*n*	*Mean*	*SD*
Male	Black	32	77.03	17.05
	White	13	85.92	12.10
	Hispanic	20	73.20	16.82
	Total	65	77.63	16.51
Female	Black	35	75.74	17.57
	White	8	86.63	12.47
	Hispanic	28	83.36	11.68
	Total	71	79.97	15.38

Note. Data presented for all student participants (*n* = 136). Higher scores represent better performance on the New York State Global Studies Regents Exam. SD=Standard Deviation

The results of this test allowed the researcher to accept the null hypothesis that there is no interaction effect between gender and race/ethnicity on achievement level.

The results of this test allowed the researcher to accept the null hypothesis that there is no difference in mean achievement scores between gender.

Table 3.
Estimated Means of Student Ethnicity

Student Ethnicity	*n*	*Mean*
Black	67	76.39
White	21	86.27
Hispanic	48	78.28

Note. Data represents all student participants. (*n* = 136). Higher scores represent better performance on the New York State Global Studies Regents Exam

The results of this test allowed the researcher to reject the null hypothesis and accept that there is a significant difference in the mean achievement score between race/ethnicity.

Figure 2. Cluster Bar Graph of Student Achievement by Gender and by Ethnicity

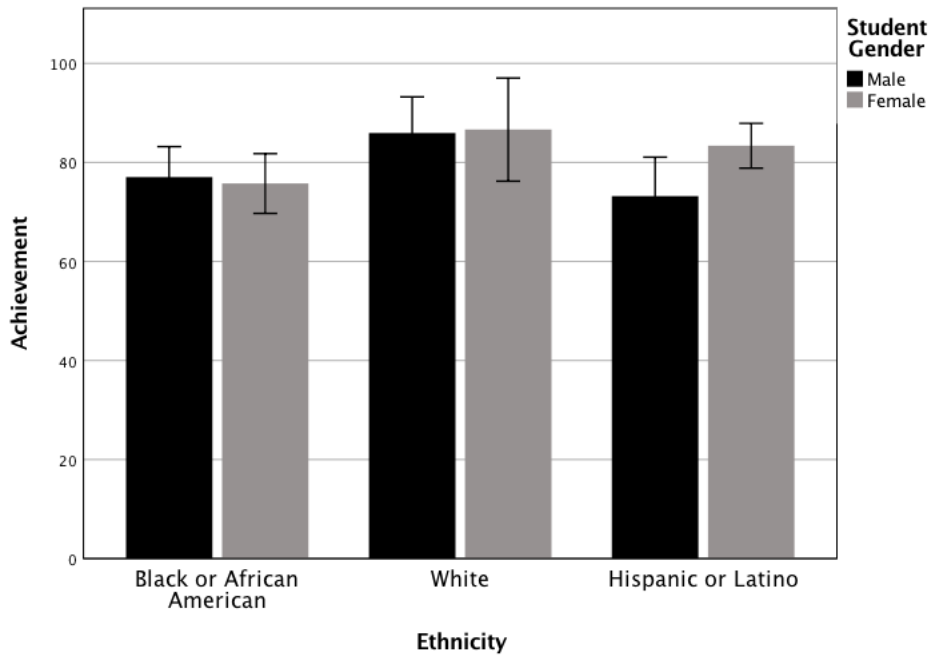

Figure 2. Achievement is the Students' Mean Score on New York State Global Studies Regents Exam. Higher scores reflect better performance. Error bars are set at 95% Confidence Interval.

Research Question 2

2. What is the relationship between teachers' expectations of student-teacher relationships and locus of control on the achievement of Hispanic female students?

A two-way ANOVA was conducted to examine the relationship between teachers' expectation of the student-teacher relationship and locus of control on achievement for Hispanic female students. Residual analysis was performed to test for assumptions of a two-way ANOVA. Outliers were assessed by inspection of a boxplot; normality was assessed using Shapiro-Wilk's normality test for each cell of the design and homogeneity of variance was assessed by Levene's test. There were no outliers, residuals were normally distributed ($p > .05$) and there was homogeneity of variances ($p = .615$).

The interaction effect between teachers' expectations of the student-teacher relationship and students' locus of control on achievement was not statistically significant, $F(1, 24) = .054$, $p = .818$, partial $\eta^2 = .002$ (see table 4 and figure 2 for summary of scores by condition). Therefore, an analysis of the main effect of teacher expectation of the student-teacher relationship on achievement was conducted. There was no statistically significant difference in achievement score for low expectations ($M = 83.42$, $SE = 3.14$, 95% CI: 76.92 to 89.90) and high expectations ($M = 83.20$, $SE = 3.38$, 95% CI: 76.24 to 90.17), $F(1, 24) = .002$, $p = .963$, partial $\eta^2 < .001$. A main effect for teachers' expectations of students' locus of control was also conducted. There was no statistically significant difference in achievement score for low expectations ($M = 85.48$,

SE = 3.28, 95% CI: 78.72 to 92.24) and high expectations (*M* = 81.14, *SE* = 3.24, 95% CI: 74.45 to 87.84), $F(1, 24) = .884$, $p = .356$, partial $\eta^2 < .036$

Table 4.
Descriptive Statistics of Achievement for Teachers' Expectations

STR	SLC	*n*	*Mean*	*SD*
Low	Low	8	86.13	9.83
	High	7	80.71	13.97
	Total	15	83.60	11.83
High	Black	6	84.83	11.96
	White	7	81.57	10.37
	Total	13	83.08	11.98

Note. Data presented for all student participants (*n* = 28). Higher scores represent better performance on the New York State Global Studies Regents Exam. SD=Standard Deviation, STR=Student-Teacher Relationship, SLC=Student Locus of Control

Figure 3. Cluster Bar Graph of Student Achievement by Teacher Expectation

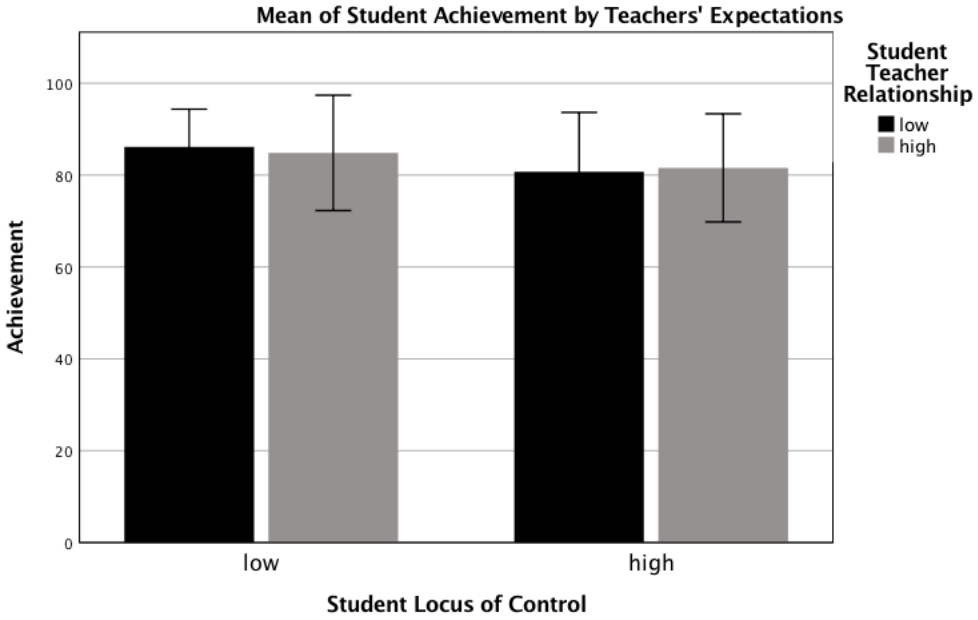

Figure 2. Achievement is the Students' Mean Score on New York State Global Studies Regents Exam. Higher scores reflect better performance. Error bars are set at 95% Confidence Interval.

Maxwell, S. E., & Delaney, H. D. (2004). *Designing experiments and analyzing data: A model comparison perspective* (2nd ed.). New York: Psychology Press.

The results of this test allowed the researcher to accept the null hypothesis that there will be no interaction effect between teachers' expectations of student-teacher relationship and locus of control on Hispanic female students' achievement.

The results of this test allowed the researcher to accept the null hypothesis that there is no difference in mean Hispanic female students' achievement scores between teachers' expectations of the student-teacher relationship.

The results of this test allowed the researcher to accept the null hypothesis that there will be no difference in mean Hispanic female students' achievement scores between teachers' expectations of the students' locus of control.

Chapter 5

Discussion

Implication of Findings

The purpose of this research was to examine the effects that teacher expectations had on the academic achievement of Hispanic female students in the eleventh grade. The goal was to shed light on the importance of teacher expectations for these students. In this study, I explored if achievement gaps exist for this group of minority women. This study examines if gender changes the context of the disparity or adds another layer of injustice.

It is still the belief that schools, and educators must be more culturally aware and sensitive to their students' academic needs. Despite the push for culturally responsive teaching and learning, school districts have more work to do. Gunn (2018) suggests that "there's no amount of multiculturalism that can undo the legacy of segregation that has underdeveloped the cognitive resources of students and their competence as learners." She in return argues that educators should focus on Zaretta Hammond's three dimensions of equity, 1. Multicultural Education- integrates and celebrates diversity in schools, allowing all students to see themselves manifested in their school's culture and curriculum and experiencing cultures and viewpoints outside of their own, 2. Social Justice Education- allows students to identify discrimination and disparities surrounding them. 3. Culturally Responsive Pedagogy- focuses on improving the learning capacity of diverse students who have been ostracized educationally. This mindset is shared by organizations such as Generation Ready who has dedicated their efforts to ensuring educational equity. Generation Ready (2017) believes that "educational excellence cannot exist without educational equity. Educators have a responsibility not only to teach

students, but to support them in their social and emotional development. To ensure such learning and development is possible for every student, educators must adapt to the diversity of their community and allow students to see their lives reflected in curriculum, instructional materials, and school practices" (p. 1). Like most culturally aware educators and proponents of CRE, Generation Ready counts color blindness as a huge factor in the educational disparity among students who have been marginalized.

Research Question #1

To what extent is there a relationship between gender and race/ethnicity on student achievement level as measured by the New York State Global Studies Regents?

Previous claims that an achievement gap exist between Hispanic females and their White and Black counterparts, was not supported by the findings in this study. The study found that there is no interaction effect between gender and race/ethnicity on achievement level. However, there is a significant difference in the mean achievement score between race/ethnicity. The order of achievement level of each by race/ethnicity from worst to best was Hispanic males, African American females, African American males, Hispanic females, White males, and White females. There appeared to be a main effect for ethnicity. African Americans as a whole, performed worse on the Global Regents than the other ethnic group. According to Barnum (2018), middle-income and upper-income African American students are chronically underperforming compared to other racial and ethnic groups. The lack of continuity between the preschool years and the primary grades contribute to the achievement gap (Takanishi, 2016). Some researchers suggest that African American students are often less motivated to learn from a

curriculum that ignores their culture and heritage (Pollard, 1993, p.344). There was no statistically significant mean difference between Hispanic students and African American students or Hispanic students and White students. A study showed that Hispanics who are proficient English speakers and have lived in the United States for a couple of years are catching up to their White counterparts. Most are second or third generation American, not recent, or new immigrants **(**Carnoy & Garcia, 2017). Gender gaps were small compared to race/ethnicity differences but are still significant enough to mention. "African American male students, on average, are less successful than other racial/ethnic groups, including African American women. African American males in particular lag behind on almost every indicator of academic achievement" (Dulabaum, 2016). Literature suggest that African American girls fall behind all other girls of different ethnic groups academically, including high school graduation rates (Smith-Evans & George, 2014). Results of this study showed that Hispanic females performed better than any other minority group (e.g. African American males and females and Hispanic males).

Although the findings did not support the claim that an achievement gap exist between Hispanic females and their White and Black counterparts, there was a statistically significant difference in mean scores in student performance based on poverty levels. The study showed that those who were considered from low income families scored significantly lower than those who were not from low income families. These findings support Crenshaw (1989) argument that women must be looked at in terms of multiple qualifying sources, class being one of them. Unlike Gershenson & Papageorge (2018) who found "clear disparities in the expectations that teachers have for students of different races" (P. 66), this study did not find a clear disparity in

expectations of students based on race/ethnicity. However, like Gershenson & Papageorge (2018), it is unclear if expectations or lack of expectations are a result of socioeconomic differences.

Research Question #2

What is the relationship between teachers' expectations of student-teacher relationships and locus of control on the achievement of Hispanic female students?

Overall, this study was unable to support that teachers' expectations of student-relationships and locus of control had an influence on the achievement of Hispanic female students. There was no interaction effect between teachers' expectations of student-teacher relationship and locus of control on Hispanic female students' achievement. No difference in mean Hispanic female students' achievement scores between teachers' expectations of students' locus of control was found. Expectations did not influence student achievement on the Global Studies Regents. Taggort (2018) concludes that, "Latina/o students' academic achievement is directly influenced by their experiences in school, including inter- and intra-school segregation, experiences with school faculty and staff, and prior academic achievement"(p.461). Like the current study, not much research has been able to reveal if teacher expectations influence student outcomes outside of specific experimental settings (Papageorge & Gershenson, 2016). The results of this study support the claim that teacher expectations aren't necessarily relevant for student outcomes but are simply predictions of their achievement.

Limitations of the Study

There were limitations regarding the internal and external validity of the study:

Participants. Although the Superintendent of schools emailed the Survey of Educational Expectations, the researcher was unable to ascertain who opened and read the email. There was also a chance that the student had more than one of the teachers who participated in the study. If a student had one teacher in grade 9 and a different teacher in grade 10, the expectations may differ based on grade level expectations. There was a threat to the statistical conclusion of the validity of the study due to the small sample size of teachers and Hispanic female students who participated in the study. Therefore, the results from the second hypothesis should be considered with caution.

Instrumentation. The researcher only used the teacher portion of the Survey of Educational Expectations with the focus on teachers' expectations of student-teacher relationship and students locus of control. The adaptation of the SEE can affect the reliability and validity of the instrument.

Generalization. The sample population does not represent the population at large. The results of this study can be generalized to similar districts with the same demographics. For example, districts that have higher or lower social economic status, lack of diversity among students and staff may yield different statistical results.

Teacher Development. It is unknown if teachers in this district had already been given professional development or training on the importance of teacher expectation or culturally responsive education. Training in these areas could have changed the way teachers answered the questions on the SEE.

Recommendations for Future Research

1. Conduct the study as a mixed methods study to get student and teacher accounts through a qualitative approach of observation and interview. This will allow the perspective of the Hispanic female student to be represented. How teachers view themselves and how their students view their experience in their classes may differ.
2. Conduct the survey with a larger population of teachers who have and haven't been trained on teacher expectations or CRE. This will allow a comparison of CRE practice and a determination if CRE training has a significant influence on teacher preparedness to teach diverse students.
3. Many standardized tests are best predicted by IQ or GPA and not "subjective" measures like expectations. Outcome measure should be a numeric grade in that course or one important exam from that course instead of a standardized exam. Using outcomes in the teacher's classroom would be a better design to see the influence that teacher's expectation has on student achievement.

Recommendations for Future Practice

Teachers should be culturally responsive to be considered competent educators. Ladson Billings (2001) believes that competent teachers "understand culture and its role in education", "take responsibility for learning about students' culture and community," "use student culture as a basis for learning," and "promote a flexible use of students' local and global culture" (p. 98). Educators must be provided with professional development that assist in gaining the skills needed to create and maintain a culturally responsive classroom. Determining were each teacher is in their responsiveness is the difficult part.

There are many areas that could be addressed but not all pertain to each teacher or school district. The best way to address the loopholes is by having teachers complete a needs assessment to determine where the deficits exist. Prater and Harris Devereaux (2009) describe the intended outcome for any culturally responsive training as a three-part process,1. Dispositions- self-identity, cultural identity, and awareness , 2. Knowledge- diversity standards, Role of first language and culture in learning and Instructional practices, and 3. Skills- infuse multicultural perspectives, modeling and creating a safe space. To ensure that the expected outcomes are reached, these sessions should be given as a series. Having multiple sessions would allow teachers to case study their room, come back to the table with successes, failures, and questions. These steps would help ensure that the training is meaningful.

Conclusion

Hispanic females have closed the achievement gap and high school completion rate in the past decade. According to the National Center for Education Statistics (2019) between 2016–17, "the adjusted cohort graduation rate (ACGR) for public high school students was 85 percent, the highest it has been since the rate was first measured in 2010–11. Asian/Pacific Islander students had the highest ACGR (91 percent), followed by White (89 percent), Hispanic (80 percent), Black (78 percent), and American Indian/Alaska Native (72 percent) students". The dropout rate declined for Hispanic youth from 21.0 to 8.2 percent. Dropout rates were higher for males than for females for all subgroups, including Hispanics, (males-10.0 and females' 6.4 percent). Teacher expectations could have influenced the shift in high school completion rate amongst Hispanic female students, however; this study was unable to establish the relationship. It

is also possible that Houston (2012) belief that children are capable of learning and their race and economic background should not influence their academic success because, "When applied to academics, intrinsic motivation might refer to learning and doing well in school simply for the enjoyment of the pursuit of knowledge" (p. 7), is valid. Due to the limitations of the study, it is a possibility that teacher's responses to the survey were a reflection of culturally responsive education training prior to the study. Educators and administrators can use this research to expand on the conversations about teacher expectation and cultural literacy.

APPENDIX A

IRB Approval

Federal Wide Assurance: FWA00009066

Dec 9, 2019 12:59 PM EST

PI: Erica Taylor
CO-PI: Mary Ellen Freeley
Ed Admin & Instruc Leadership

Re: Expedited Review - Initial - **IRB-FY2020-238** *THE IMPACT OF TEACHER EXPECTATIONS ON THE ACADEMIC ACHIEVEMENT OF 11TH GRADE HISPANIC FEMALE STUDENTS*

Dear Erica Taylor:

The St John's University Institutional Review Board has rendered the decision below for *THE IMPACT OF TEACHER EXPECTATIONS ON THE ACADEMIC ACHIEVEMENT OF 11TH GRADE HISPANIC FEMALE STUDENTS* . The approval is effective from December 6, 2019 through December 4, 2020

Decision: Approved

PLEASE NOTE: If you have collected any data prior to this approval date, the data needs to be discarded.

Selected Category: 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Sincerely,

Raymond DiGiuseppe, PhD, ABPP
Chair, Institutional Review Board
Professor of Psychology

Marie Nitopi, Ed.D.
IRB Coordinator

APPENDIX B

NIH Certificate of Completion

Certificate of Completion

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

Date of Completion: 09/14/2018

Certification Number: 2911733

NIH National Institutes of Health
Office of Extramural Research

APPENDIX C

Instrument

Purpose:
All the information from the questionnaires was summarized and analyzed to show teachers view of students' respective roles in the classroom. This survey was used as part of research to determine trends and best practices in education. To help us achieve this goal, your honest responses will be necessary

Demographic information:

Please complete this section. Do not write your name on this form.

1. How long have you been a teacher at this high school? Check the appropriate block.
   □ New (less than 1 yr.) □ 1-2 years
   □ 3- 5 years □ 6-9 years □ 10 or more years

2.What is your age? Check the appropriate block.
□ 21-25 □ 26-30 □ 41-50 □ 51+

3. What is your ethnic background? Check the appropriate block.
□ White Non-Hispanic □ Black/African American Non-Hispanic □ Hispanic/Latino

□ Other. Please write the name here _____

4. If you were not born in the USA, how long have you been here? Check the appropriate block.
□ Less than one year □ 1-2 years □ 2-3 years
□ 3-4 years □ 4-5 years □ 5+ years

5. What overseas experience do you have? Please check all the appropriate items and write in the length of time for each.
□ Vacationed abroad ___day/s ___week/s ___month/s ___year/s
□ Worked abroad ___day/s ___week/s ___month/s ___year/s
□ Lived abroad ___day/s ___week/s ___month/s ___year/s

6. What is your gender? Check the appropriate block.
□ Female □ Male

Instructions:
1. If you have completed this questionnaire previously, please do not fill one out

again.

2. While completing the questionnaire, think about the classes you have taught at this high school.
3. For each item, indicate whether you strongly agree (SA), agree (A), neither agree nor disagree OR don't know (N), disagree (D), or strongly disagree (SD).

I think students should:	**SA**	**A**	**N**	**D**	**SD**
1. Call teachers by their first names.					
2. Feel embarrassed about giving a wrong answer.					
3. Ask the teacher how to get a better grade.					
4. Learn something because it is important to be well educated.					
5. Present their own opinions in class.					
6. Attend classes every day.					
7. Disagree openly with the teacher during class.					
8. Raise their hands for permission to speak in class.					
9. Work with group members in class to achieve group assignment goals.					
10. Treat teachers as equals of students in the classroom.					
11. Accept their mistakes as a natural part of learning.					
12. Ask questions so a teacher will notice them.					
13. Participate in class discussions.					
14. Hand in assignments on time.					
15. Agree with the teacher.					
16. Keep eye contact when talking with the teacher.					
17. Make comments during group work activities that will help group members.					
18. Learn better from a teacher of the same gender.					
19. Admit not knowing an answer.					
20. Ask for criticism from the teacher.					
21. Learn something to get a better job in the future.					
22. Volunteer to participate in class activities.					
23. Meet the course work criteria.					
24. Disagree openly with the teacher only after class.					
25. Wait to speak until called upon by the teacher.					
26. Not give assignments from completed courses to other students currently taking the course.					
27. Complete assigned sections of group					

assignments with care.					
28. Accept the authority of teachers in the classroom.					
29. Admit making a mistake.					
30. Ask questions when confused in class.					
31. Learn something just because it is interesting.					
32. Volunteer to answer questions.					
33. Follow the teacher's instructions carefully in class.					
34. Disagree with the opinions of teachers.					
35. Follow the teacher's instructions exactly in class.					
36. Agree with group members rather than disagree with them.					
37. Show respect to teachers in the classroom because of their position.					
38. Not make mistakes when answering questions.					
39. Help other students answer questions in class.					
40. Learn something only because it might be on a test.					
41. Talk the same amount as other students in class.					
42. Try to figure out ideas they don't understand on their own.					
43. Write ideas to match the teacher's ideas.					
44. Make jokes in class.					
45. Give another student the answer to a question during a test/exam.					
46. Complete assignments to responsibly benefit self and classmates.					

Adapted from: McCargar, D. F. (1993). Teacher and student role expectations: Cross-cultural differences and implications. Modern Language Journal, 77(2), 192-207.

Appendix D
Consent

Dear [redacted],

I am a doctoral candidate in Administration and Instructional Leadership Program in The School of Education at St. John's University. I will be conducting research to examine the effects that teacher expectations have on the academic achievement of Hispanic female students in the eleventh grade. My faculty mentor is Dr. Mary Ellen Freeley, Associate Professor of Administration and Instructional Leadership in The School of Education at St. John's University.

The Instructional Review Board of St. John's University has given conditional approval to approach schools for my research. A copy of their approval is accompanied with this letter. Please consider allowing high school teachers in the [redacted] school district to participate in this research. I also ask that you allow me to access and utilize all data from the June 2019 Global Studies Regents examination.

The teachers that participate in this study will be asked to complete a 30-minute electronic survey during a faculty meeting. I will be responsible for the distribution and collection of data from all surveys. Participation in this study is encouraged but strictly voluntary. A teacher can refuse to participate or withdraw from the study at any time without penalty. All information collected will be confidential and kept in secured files. The identity of the school and teachers will remain anonymous. The Superintendent can elect to withdraw the school's participation at any time without penalty. A copy of the survey will be made available to you prior to its administration.

I look forward to conducting my research in your school district.

Thank you for your consideration.

Sincerely,

Erica D. Taylor

ST. JOHN'S UNIVERSITY
8000 Utopia Parkway, Queens, NY 11439

Letter to Participants/Informed Consent Form

Dear Educator,

You have been invited to participate in a research study to examine the effects that teacher expectations have on the academic achievement of Hispanic female students in the eleventh grade. As a doctoral candidate in the Administration and Instructional Leadership Program in The School of Education at St. John's University, I will conduct this research as part of my doctoral dissertation. My faculty mentor is Dr. Mary Ellen Freeley, Associate Professor of Administration and Instructional Leadership in The School of Education at St. John's University.

Commitment to this study will require you to complete the Survey of Educational Expectations (SEE). This survey helps to produce data on teacher expectations of student roles in the classroom. As a participant, you will be asked to complete a 30-minute electronic survey during a faculty meeting. I will be responsible for the distribution and collection of data from all surveys. Participation in this study is encouraged but strictly voluntary. You can refuse to participate or withdraw from the study at any time without penalty. To preserve anonymity, the electronic survey responses will only be seen by the researcher. Your immediate supervisor will not see any completed surveys. All electronically returned survey responses will be destroyed and the identity of the school and you as a participant will remain anonymous.

If there is anything about the study or your participation that has not been made clear, or if you have any questions, you may contact me at erica.taylor17@stjohns.edu or the faculty mentor, Dr. Mary Ellen Freeley at (718) 990-5537, freeleym@stjohns.edu. Questions about your rights as a research participant can be addressed by contacting the University Instructional Review Board, St John's University at (718) 990-1440.

Thank you for your participation.

Sincerely,

Erica D. Taylor

Erica D. Taylor

St. John's University Doctoral Candidate

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