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Examining the Intersection of
Cultural Competence and Classroom Management Self-Efficacy
in Northwest Arkansas K-6 Teachers

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education in Adult and Lifelong Learning

by

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Abstract

This study aims to examine the relationship between Northwest Arkansas K-6 teachers' cultural competence and classroom management self-efficacy. Multiple linear regression will be the quantitative approach used for analyzing K-6 teachers' self-reported data. Valid and reliable instruments will be used to measure the concepts as operationalized for this study. Cultural competence will be measured using the "Multicultural Teaching Competency Scale" and classroom management self-efficacy will be measured using the "Teachers' Sense of Efficacy Scale." Demographic information will be collected to control for two variables: a teacher's years of experience in teaching and race/ethnicity. Descriptive statistics and inferential statistics will be used to analyze the samples' data. Descriptive statistics will provide a summarized context of the participants' data. Inferential statistics will be analyzed to determine the strength of the relationships between the variables. A statistically significant relationship would indicate that the relationship between variables in the sample may exist in the population. Research suggests that the determining factor in student achievement in schools is teacher quality. This study will provide additional empirical data on factors influencing teacher quality by examining the relationship between cultural competency and classroom management self-efficacy. Findings from this study will contribute to the body of research focused on addressing the increasing demands in public schools influenced by the shifting demographics of students they serve.

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Dedication

This study is dedicated to my amazing husband and precious children. Tyler, thank you for picking up the slack in all areas of our life as I took time to write and study these past few years at night and on weekends. You never complained and celebrate along with me as I made progress toward this goal. Caroline, Thomas, and Ethan, your encouragement and prayers were a sustaining force for me through this journey. Your sticky notes with positive words on my laptop and books will always be a cherished memory of the sweet way you supported your mom. I love you to the moon and back again infinity times! As I dedicate this study to you four, I pray we continue to grow in our faith and love for serving others.

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Chapter 1: Introduction

Teacher preparation programs have historically approached classroom management as a course on preventing student misbehavior; however, emerging literature cites the need to redefine classroom management in relation to the growing diversity among U.S. students. This shift in demographics and increased demands for social justice requires teachers to demonstrate a level of cultural competency that enables them to build cross-cultural relationships essential to a supportive learning environment for students. In this chapter, I outline how cultural competency has become a critical attribute in developing classroom management skills in educators. I discuss how classroom management in K-12 school settings is a common factor in teacher attrition, job satisfaction, and student achievement research. I theoretically define concepts related to cultural competency and classroom management self-efficacy and describe the questions guiding this quantitative multiple regression study. I conclude this chapter by discussing the proposed study's scope and limitations.

Background of Study

The subject of classroom management in teacher preparation programs often emphasizes the importance of controlling students' behavior and minimizing disruption through building relationships with students, establishing procedures, and using rewards and punishments (Evertson & Emmer, 2022). However, as K-12 student populations become increasingly more diverse, research suggests the need for classroom management to focus on equity (Milner et al., 2018). This need highlights a challenging clash of "norms" in the classroom. The predominantly female, white, middle-class K-12 teacher population starkly contrasts the multicultural student population (Egalite & Kisida, 2018). Gloria Ladson-Billings (2006) describes the disconnect many teachers have as a "poverty of culture" (p. 105). An example is when a student is labeled "difficult," and the explanation for the difficulty is blamed on the student's culture. This cultural

lens deficit prevents teachers from uncovering their students' true academic and social needs of and prevents students from reaching their true learning potential.

Research suggests that teachers' belief in their ability to positively impact student learning results in an increase in student achievement (Corkett et al., 2011; Tschannen-Moran & Woolfolk Hoy, 2001). A recent meta-analysis concluded that the context of a teacher's work environment is a determining factor in the correlation between teacher self-efficacy and student achievement (Kim & Seo, 2018). This context includes the teacher's length of teaching experience and school type (Bay, 2020). Further research is needed to understand contextual variables that influence teachers' self-efficacy in today's classrooms, which are becoming more linguistically and culturally diverse (Kahn et al., 2014).

Attrition Among Classroom Teachers

High attrition rates for K-12 classroom teachers are problematic for the profession, with one-third of teachers leaving in the first three years of teaching and one-half leaving within the first five years (Billingsley, 2004; Chambers Mack et al., 2019). Research suggests that stress, increased by problems with students' attitudes, progress, and discipline, is the most significant factors for attrition (Chambers Mack et al., 2019). Teachers in urban communities report higher stress levels than in other regions (Haberman, 2005). Factors that contribute to their higher stress include lack of funding for schools and the impact of collective trauma which manifests, in teachers and students alike, as physical health problems, mental health issues, and an increase in risky behaviors (Belanger et al., 2018; Delale-O'Connor et al., 2017; White House, 2015). Hirschberger (2018) states, "Collective trauma is a devastating event in a group's history that has far-reaching effects and profoundly influences both perpetrator and victim groups many years after the events have ended" (p. 10.) These traumatic events in the past and present have cultural

implications in the classroom; they leave students with difficult questions and emotions that teachers feel unprepared to manage (Venet, 2021). Much of the teacher population does not share the demographics or lived experiences of those most impacted by these types of traumas. It is challenging for these teachers to recognize the implicit bias embedded in their instruction and to know how to confront the deficit thinking that can occur with trauma response behaviors in classrooms (Bazemore-Bertrand & Porcher, 2020). Teachers need to recognize that these contextual issues can result in expressed behaviors which are frequently misinterpreted, and students become mislabeled as “disrespectful” or “uncaring.” These misunderstandings often lead to punishment of students instead of determining the supports these students need (Delale-O’Connor et al., 2017).

Changing Demographics

Researcher Richard Milner (2012) has extensively studied the rapidly changing demographics in United States schools. He is redefining the labels given to school settings to reflect the demographics more accurately. For example, a “rural” setting could be considered racially, ethnically, and linguistically homogenous; however, rural areas in Northwest Arkansas are better described by Milner’s term “urban characteristic.” Urban characteristic describes an area that includes a high population of English Language Learners, students living in poverty, and/or historically marginalized racial or ethnic groups. Milner defines urban characteristic schools as those “that are not located in large cities but may be experiencing increases in challenges that are often associated with urban contexts” (p. 560). In two Northwest Arkansas school districts, the majority of their students represent Hispanic or Latino cultures. The largest school district has 49 different languages spoken, and 36% of students are considered English Language Learners (Northwest Arkansas Council, 2021). Redefining our school settings as urban

characteristic helps bring awareness to educational stakeholders of the need for more support to increase teachers' cultural competence. It also adds a search term for academics to consider when studying similar settings. It is critical to explore the relationship between variables identified in current literature to inform educators of suggested actions that can bring systemic change and create supportive classroom environments for all students.

As the student demographics are rapidly changing, it is also essential to examine the demographics of teachers. Statistics indicate non-Hispanic, white public-school teachers in the United States make up 79% of the workforce, while 53% of K-12 students are non-white (Schaeffer, 2021). It is critical to increase teachers' understanding and appreciation of cultural differences among themselves, the students, and the community they serve, as it impacts their classroom management decisions and student learning outcomes (Walter, 2018). Otherwise, teachers' lack of cultural awareness may cause them to misinterpret classroom behavior and further marginalize students by separating them from the class (Souto-Manning & Cheruvu, 2016; Venet, 2021). When teachers are not prepared to view students' misbehaviors as expressed needs, they tend to separate students from their classroom for discipline or punishment. This punitive action can harm the relationship between the teacher and student continuing the cycle of stress. Focusing on meeting the students' needs, rather than shaming or punishing, empowers students and teachers to build skills that lead to a supportive learning environment (Souers & Hall, 2018).

Need and Purpose

As the political, social, and medical climate in the United States has undergone extreme changes in the last few years, stress on educators is becoming more apparent as districts encounter a lack of qualified applicants and rising attrition rates in current staff (Will, 2021). The

lack of diverse representation in the teacher population has been documented in research for decades and “[d]espite the suggested benefits of diversity, the elementary and secondary educator workforce is still overwhelmingly homogenous (U.S Department of Education, 2016, p.31). The COVID-19 pandemic has changed the landscape of normal operations for Educator Preparation Programs (EPPs) and professional development teachers. It exposed existing inequities in public education and opportunities to focus on the needs of our K-12 students. Collecting data from current teachers who have experienced teaching through a pandemic could support the argument to embed more culturally responsive teaching practices in curriculum and field experiences. The purpose of this regression study is to examine the relationship between cultural competency and teachers’ classroom management self-efficacy. Research suggests that context influences the dependent variable of classroom management self-efficacy (Bandura, 1989). Controlling for the contextual variables of a teacher’s length in the number of years of teaching and whether the teacher’s school receives funding for students based on the majority of families who qualify for free or reduced lunch will help clarify a relationship between cultural competency readiness and classroom management self-efficacy (Berger et al., 2018; Stipek, 2012). This study aims to add empirical support for increasing teachers’ self-efficacy by highlighting the relationship between cultural competence and classroom management. Shifting the focus away from the traditional method of managing student behavior and increasing teachers’ cultural knowledge and skills would give teachers more confidence in their ability to lead their classrooms (Milner et al., 2018).

Research traditionally categorized teaching settings as urban, rural, or suburban based on population density; however, the landscape of teaching settings is now better characterized by the cultural makeup of a community such as Milner (2018) and other researchers define through

the term “urban characteristic”. As K-12 teachers are primarily white, middle-class females (La Salle et al., 2020), this homogenized teacher population would benefit from having a deeper understanding of their own cultural norms and their impact on students with differing cultural norms (Souto-Manning & Cheruvu, 2016). Studies indicate that a teacher’s lack of cultural competence negatively impacts culturally diverse students (Gay, 2013; Ladson-Billings, 2006; Milner et al., 2018). Misinterpreted student behavior leads to punishment, suspension, or expulsion, contributing to the Cradle to Prison Pipeline (CtPP) (Bottiani et al., 2018; Rumberger & Losen, 2016; Welch et al., 2022). This study will provide empirical data on the relationship between cultural competency and classroom management self-efficacy by adding to the body of research advocating for a need to shift coursework in educator preparation programs to meet the needs of the population of students served in K-12 settings.

Definitions

Several concepts will be prominent in the context and setting of this study. The following is a list of conceptual definitions that frame the background for the research.

Classroom management self-efficacy is defined as teachers' “judgments of their capability to successfully perform classroom management tasks in the face of difficulties, for example, by interacting with individuals and groups, setting classroom guidelines, expectations and rules, and controlling disruptive behavior” (Lazarides et al., 2020, p.2).

Cultural competence readiness is the “[t]eachers’ ability to recognize their world views, to understand and embrace the cultural diversity of their students, and to confront their potential biases and assumptions in their interactions with diverse students and their families” (He, 2013, p. 56).

Educator Preparation Program (EPP) is the “entity responsible for the preparation of P-12 educators at initial and advanced levels. EPPs may include non-profit organizations, public or private institutions of higher education, a school district, a corporation, or a governmental agency” (Council for the Accreditation of Educator Preparation, 2020).

Race/Ethnicity refers to groups and cultures having socially significant differences in language, ancestry, practices, and beliefs (National Center for Education Statistics, 2020).

Urban Education (Urban intensive, emergent, characteristic) is defined through research by Milner (2012) to reframe understanding that current school settings are better described on a continuum of having categories of urban intensive, urban emergent, and urban characteristic rather than rural, suburban, and urban. Urban intensive schools are “...those that are concentrated in large, metropolitan cities across the United States, such as New York, Chicago, Los Angeles, and Atlanta” (p.560). Urban emergent schools are typically located in large cities but not as large as the major cities. They have some of the same characteristics and challenges as urban intensive schools and districts in terms of resources, qualification of teachers, and academic development of students. Urban characteristic schools are not located in big cities but may be beginning to experience increases in challenges that are sometimes associated with urban contexts such as an increase in English language learners in a community. These schools may be in locations considered to be rural or even suburban areas. Reframing the language for these settings allows past and present research to be applied to populations that may have previously been considered “urban” areas.

Years of experience is operationalized by respondents reporting their number of years teaching, including their current year.

Research Question

As student demographics in Northwest Arkansas school districts continue to diversify, it is essential to collect data on the teachers working with these students. This data will inform decisions for preparing future educators and determine policy changes to support professional development initiatives. This study will examine the relationship between classroom management self-efficacy and a teacher's cultural competence while considering the teacher's context. The control variables will be the years of teaching experience and the teacher's race/ethnicity. The research question for this study is:

What is the relationship between a teacher's perceived cultural competence readiness and classroom management self-efficacy?

Scope and Limitations

This study aims to add to empirical research on the relationship between teachers' cultural competency readiness and classroom management self-efficacy. Limitations include the self-reported nature of surveys to measure the variables. There is a risk of increased bias as teachers decide what to disclose on surveys; this could lead to skewed results from responses influenced by social desirability. The participants for the study are situated in Northwest Arkansas, which fills a gap in the literature around cultural competence and the rapidly changing demographics of this area of the state. However, this focus on a particular population may threaten external validity if not enough teachers willing to participate in the study. Enough respondents in each subcategory are required to run the multiple regression analysis that will determine whether the results are statistically significant.

Summary

Examining the relationship between the variables of cultural competency and teachers' classroom management self-efficacy as it relates to managing and leading a classroom effectively for all learners could contribute critical data that influences educational policy in public schools and Educator Preparation Programs (EPPs) that have similar changing student demographics. This study is an attempt to address the problem of changing student demographics by exploring the underlying teacher variables and following the most current research on reimagining classroom management for equity (Milner et al., 2018). I expect this study to make contributions to the research and literature regarding the impact of cultural competency on teachers' self-efficacy, ultimately improving students' learning and achievement.

Chapter 2: Literature Review

Research supports shifting the previously held definition of “classroom management” toward a collective understanding that our teaching pedagogy must evolve with the changing demographics of our students (Gay, 2013; Milner et al., 2018). This shift points to the need to increase teachers’ cultural competence and understand how it can impact student learning outcomes (National Education Association, 2008). This reimagining of classroom management practices can increase student achievement and decrease the use of exclusionary practices, such as suspending and expelling students for misbehavior (Milner et al., 2018). Exclusionary practices in schools “frequently begin with classroom management strategies and choices” and “can have life-long consequences” (Delale-O’Connor et al., 2017, p. 181).

Not only does the shift towards increasing teachers’ cultural competence have the potential for decreasing exclusionary practices, but it also supports students who may not cause “trouble” for teachers and yet still disengage from learning while in the classroom (Souers & Hall, 2018). Students can be cognitively disengaged in the classroom for many reasons including but not limited to hunger, exhaustion, family issues, or lack of relationship with the teacher (Venet, 2021). In a meta-analysis report, John Hattie (2003) reviewed over 500,000 studies to distinguish the characteristics of expert teachers and determined that “excellence in teaching is the single most powerful influence on student achievement” (p.4). As teachers experience growth in their cultural competence, their relationships with students evolve and teachers’ self-efficacy increases (Martin, 2021).

Research Methods

Multiple databased were used to review current literature, including Google Scholar, EBSCO, and SAGE. Initially, broad search terms were used within the EBSCO database accessed through the University of Arkansas Library system, including (classroom management) and (cultural competence) and (K-12 school or teaching). Search term combinations of (teachers or teaching) and (classroom management and self-efficacy) were also used. Additional resources were found in the references of the peer-reviewed articles relevant to my context. The terms (cultural competence or culturally responsive) and (K-12 teaching) were also used to find the most up-to-date research on the variables that interest my study. The terms (preservice or teacher candidate) were also included in subsequent searches to determine the current research direction suggestions for my own context. The terms (Cultural competence or culturally responsive) and (classroom management self-efficacy) were used to find the current research of the intersection of my variables. As reference lists of the curated articles were examined, I determined which were the most credible, current, and applicable to inform my research questions. These resources informed the design of my study, which examines the role cultural competency plays in developing classroom management self-efficacy in educators.

In the following chapter, I share research-based evidence to explain how teacher classroom management issues contribute to teacher attrition, low job satisfaction, and negative impact on student achievement (Wang et al., 1993). I theoretically define concepts related to cultural competency and classroom management self-efficacy and describe the questions guiding this study which will be addressed using a multiple regression quantitative approach to investigate relationships between factors impacting the variables.

Impact of Classroom Management Practices

What might appear to observers as a well-run classroom of quiet, obedient students could also use the exclusionary practices of fear, intimidation, and punishment to control students and eliminate their perceived misbehavior (Delale-O'Connor et al, 2017). Current research shows that valuing and incorporating students' diverse cultural and linguistic assets is critical to providing a supportive learning environment (Khalifa et al., 2016). The problem is that teacher preparation programs tend to equate classroom management with eliminating disruptive behavior instead of using a culturally responsive, equity-based lens that allows teachers to see the benefits of cultural diversity in the classroom.

Cradle to Prison Pipeline

Researchers Hayes and Fasching-Varner (2015) define equity as inclusion, or representing fairness, justice, and what is in the best interest of students without personal or socioeconomic circumstances hindering students' ability to succeed. Equality, on the other hand, represents the notion that everyone receives the same treatment or resources regardless of what individuals may need to succeed in meeting goals (Center for Public Education, 2016). The problem of measuring "good" classroom management without an equity lens is that it can exacerbate harmful practices to students that trigger their trauma response and potentially perpetuate the cradle to prison pipeline (CtPP) (Edelman, 2007). The CtPP is a documented phenomenon that traces schools' use of exclusionary practices, including suspension, expulsion, and calls to local law enforcement for student misbehaviors and the long-term impacts on the students as they tend to continue encounters with the judiciary system in their lifetime (Delale-O'Connor et al., 2017). Even though "no data exist to show that out-of-school suspensions and expulsions reduce disruption or improve school climate," these policies are still common in

schools (Skiba, 2014, p. 30). It is documented that Black students are disproportionately punished through exclusionary means compared to their peers of other races (Office for Civil Rights, 2014). Black students in the United States accounted for 31.6% of all students arrested at school or during a school-related activity, which is twice their total student enrollment of 15.1% (Office for Civil Rights, 2021). Students who are suspended or expelled during their K-12 education are more likely to drop out of school and continue into adult incarceration (Balfanz & Fox 2014; Marchbanks III et al., 2014; Safer et al., 1981). Since it is documented that there is a correlation between suspension/expulsion in K-12 schools and the increased risk of future incarceration, it is important to recognize the impact on a local level as Arkansas reflects this phenomenon nationally and internationally. In Arkansas K-12 public schools in the 2011-2012 school year, 21% of the student population consisted of Black students, representing 50% of suspensions and 33% of expulsions (Smith & Harper, 2015). Arkansas incarcerates 900 per 100,000 people, which is more than the average of the United States (698 per 100,000 people) (Jones, 2018). To put the United States' statistic of overreliance on incarceration into perspective, the country with the next highest incarceration rate is the United Kingdom, with 139 per 100,000 people incarcerated. Keeping students connected inside their classrooms by using restorative instead of exclusionary practices is the best way to help students gain the academic and behavioral skills needed to overcome the systemic barriers perpetuating the cradle to prison pipeline (Milner et al., 2018).

Social Emotional Learning and Trauma Informed Education

It is important to make the distinction that inequity in classroom management practices does not only hinder students that have historically been considered a marginalized demographic. As research in neuroscience has increased over the last decades, the implications are becoming

more accessible in teacher education. Around 1995, public schools began to adopt social and emotional learning (SEL) curriculum to equip students with soft skills such as conflict resolution strategies and techniques for regulating one's own emotions (Clarke et al., 2021). Through the research on Adverse Childhood Experiences (ACES), we now know lifelong health consequences are correlated to harmful emotional and physical experiences that occur in the formative years of birth to age 18 if they have not been buffered with resilient factors (Anda & Felitti, 2006). Arkansas ranks highest in the nation ACES prevalence, including poverty, divorce, neglect, and abuse (Sacks & Murphey, 2018). Children that have had or are living in trauma will have additional needs that must be met. These needs may manifest in classroom settings as "triggers" or trauma responses such as outbursts, aggression, and/or compliance issues. Teachers must understand how to best support these diverse students (Venet, 2021). For example, when a teacher uses shouting, sarcasm, or shaming language toward students to control students' behavior, some students react with the fight, flight, or freeze brain response that essentially turns "off" the front part of the brain that is used for cognitive thinking. If teachers have not been trained in the indicators of this response, they may further punish the students and cause further trauma (Souers & Hall, 2018). Advances in educational research have led to the development of social/emotional learning (SEL) and trauma-informed (TI) principles for teachers to facilitate the culture of "brain friendly" classroom environments that help teach students how to recognize emotions and self-regulate their learning (Pawlo et al., 2019; Durlak et al., 2011).

On average, there is one counselor per 450 students in public elementary schools in Arkansas, although research recommends one counselor per every 250 students (Patel & Clinedinst, 2021). Today's teachers must be equipped to meet their students' social and emotional needs in addition to their academic goals. However, SEL initiatives taught without a

lens of cultural responsiveness can cause harm if teachers cannot recognize the influence of their own pedagogical choices on students' behavior (Camangian & Cariaga, 2021). One example is the common SEL practice of forcing students to close their eyes during mindfulness or breathing exercises. Students with a background of trauma tend to have physically adverse responses when forced to close their eyes, and teachers with a culturally responsive pedagogy would allow students a choice in their body position (Duane et al., 2021).

Cultural Competence

Cultural competence is understood as educators' capacity to articulate the complexity of students' and families' culture across multiple factors (e.g., race, ethnicity, gender, class, geography, sexual orientation, family history, language, and religious affiliation) (He, 2013). The underlying idea of building cultural competence in educators stemmed from the concept of "multicultural education" (Banks, 1995) which posits that all students should have an equal opportunity to learn and that some students have "a better chance to learn in schools as they are currently structured than do students who belong to other groups or who have different characteristics" (Banks, 2014, p. 1). This term has come to mean more surface-level integration of culture by appreciating foods and celebrations rather than Bank's intention (Hammond, 2018).

Evolving Terminology

As straightforward as the definition seems, the concept of cultural competence is referred to by various educational terminology. Building on properties similar to those in Bank's work, Gloria Ladson-Billings (1995) brought forth a proactive approach to developing "cultural relevant pedagogy" in teachers that "not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools perpetuate" (p. 469). Continual development in the language

around culture challenges educators to confront implicit bias in themselves and empower students by tapping into their cultural assets to engage them in meaningful learning (Ladson-Billings, 1995; Ford, 2010). Zaretta Hammond (2018) continues Ladson-Billing's work of culturally relevant pedagogy in her framework of "culturally responsive teaching." Hammond describes this framework as one in which educators approach teaching as a way of forming strong relationships with students, but these relationships must directly impact teachers' instructional choices. Hammond states that culturally responsive teaching occurs when teachers "recognize and name a student's learning moves and not mistake culturally different ways of learning and making meaning for intellectual deficits" (p. 5). Educators use terms related to cultural competence interchangeably although there is nuance in the application; however, the underlying philosophy is that teachers must work to continually assess and learn about their students' diverse backgrounds and needs that are most often different than their own (Harmon, 2012).

Influence on Teaching

A longitudinal study by Mette et al. (2016) researched teachers' perceptions of the impact of their three years of culturally responsive training. Their results indicated that "there seemingly still exists the notion that racism is so deeply embedded and reinforced that teachers who identify as White are not able to deconstruct the narrative of how public school systems favor White students" (p. 17). Results indicated that the training helped teachers acknowledge cultural differences, yet the pressure from additional school improvement efforts contributed to a perceived lack of significant student improvement even though data suggested percentage increases for non-white students.

A study was conducted by Kahn et al. (2014) to provide data on the relationship between preservice teachers' beliefs about diversity and their cultural competency. Results indicated that the preservice teachers believe that having significant cross-cultural relationships was a factor contributed to their cultural competence. Data analysis also revealed that special education majors had higher levels of culturally competent beliefs than their general education peers. However, the results were insignificant and cannot be generalized. The researchers emphasized the need to further develop culturally competent teaching practices through teacher education programs and ongoing professional development.

Teacher education accreditation programs and state-level departments of education are increasingly asking Educator Preparation Programs (EPPs) to collect data on teachers' cultural competency, underscoring this attribute's value for K-12 teachers (Cormier, 2021). As these concepts relate to classroom management, teachers' classroom management self-efficacy is determined by their perceived beliefs that they can successfully lead and manage the diverse needs of students in their classrooms (Lazarides et al., 2020). As the students in classrooms across the United States become increasingly more varied, there is a need to examine the relationship between classroom management self-efficacy and cultural competency.

Classroom Management Self-Efficacy

Classroom management is the area in teaching most reported as challenging for novice teachers (Çakmak et al., 2019). And yet, classroom management does not receive needed attention in research or professional discussions (Eisenman et al., 2015). Martin et al. (2016) reiterates the significant impact classroom management has on teachers' stress and attrition, yet it is challenging to research due to its complexity (p.31). Authors of a commonly adopted

textbook for classroom management courses in EPPs suggest that “how a teacher achieves order is as important as whether a teacher achieves order” (Evertson & Emmer, 2022, p. 4).

History

Helping teacher candidates understand the development of classroom management theory over time can increase their self-efficacy and ultimately increase student achievement (Kim & Seo, 2018). Albert Bandura (1977) developed the concept of self-efficacy as the primary determinant of behavioral change that occurs in a person. This concept is built on the theory that the psychological determination to persist under challenging situations and reduce defensive behaviors impacts the level of a person’s self-efficacy.

In the 1970s, Jacob Kounin (1970) released seminal research that brought classroom management from focusing on teacher authoritative control to more student-centered pedagogy with an emphasis on learning. A principle of Kounin’s classroom management still prevalent today is that teachers can be proactive in preventing misbehaviors in students rather than reactive. There was not another major shift in classroom management research until the early 2000s as diversity among students increased in the United States and put a spotlight on the cultural responsiveness of teachers. Along with this shift, an emphasis on how experiences shape cognitive development emerged and set the stage for trauma-informed education. This provided guiding principles for educators including ensuring safety, establishing trustworthiness, maximizing choice, maximizing collaboration, and prioritizing empowerment (Harris & Fallot, 2001). These concepts evolved into an emphasis on social-emotional learning (SEL) principles as research demonstrated the importance of positive teacher-student relationships and supportive environments for learning (Jennings & Greenberg, 2009; Marzano & Marzano, 2003). Empirical research in classroom management tends to focus on behavior management strategies (Aasheim

et al., 2020) or teachers' self-efficacy and the impact on burnout or stress (Aloe et al., 2014). A longitudinal study showed teachers' classroom management self-efficacy positively related to aspects of their perceived classroom management and that "neglecting context in investigations of how self-efficacy may impact teaching behaviors over time could mask important relationships" (Lazarides et al., 2020).

The challenge in today's changing demographics of K-12 students is the implication of the answers to the following questions about the long-held definition of classroom management with its emphasis on disruptive behavior: Who gets to define what counts as disruptive? At what point are the adults assessed for their part in causing the student to become disruptive? And who decides what the consequences are for the students deemed "disruptive? The answers to these questions will only come from continued dialogue between researchers and practitioners. This dialogue must address the philosophies we hold about child development and the systemic realities built into the fabric of our traditional institutions. Modern understandings of neurodevelopment, diversity, equity, and inclusion must be incorporated into this conversation (Venet, 2021). As the dialogue develops through continued empirical research on these topics, it is also essential to ask ourselves whose voices are missing from the conversations so that we avoid the echo chamber we so easily find ourselves in while doing this critical work. It is important to understand the implications of teachers' classroom management self-efficacy on students' long-term learning, especially when the demographics of schools include a wide variety of academic, economic, linguistic, and ethnic differences (Berry et al., 2019).

Cultural Competence and Classroom Management Self-Efficacy

Research is being conducted at the intersection of culturally responsive pedagogy and classroom management self-efficacy (Callaway, 2017; Weinstein et al., 2003). Lois Weiner (2003) describes two frameworks through which classroom management has historically been

researched to analyze academic challenges of students in urban schools. First is the deficit paradigm of classroom management which accredits challenges in behavior to a problem lying within students, their home lives, or their communities (McKay & Devlin, 2016). The second paradigm focuses on attributing the problems with management to deficiencies of individual teachers (Brophy, 1979). In contrast to these two frameworks, Weiner (2003) suggests researchers use a contextualized, multidimensional lens to understand the factors within school settings and society that influence the actions and perceptions of students and teachers in urban settings. Weiner states “teachers who are culturally different from their students have a greater challenge in creating a trusting classroom environment” (p. 308). Weiner’s research references culturally relevant teaching and the practice of “reframing” deficit language when working with preservice teachers to increase their ability to see student behaviors through an alternate, positive lens.

Effects of Culturally Responsive Teaching on Classroom Management

Findings at the intersection of cultural competence and classroom management self-efficacy suggest that teachers are not necessarily competent in instruction unless specifically trained in cultural competency (Bentley-Edwards et al., 2020). Callaway (2017) conducted a study examining how teacher efficacy impacts culturally responsive teaching and classroom management. The results of the study determined that there was a positive relationship between culturally responsive teaching and teacher’s self-efficacy, as well as a moderate statistically significant relationship between classroom management and instructional strategies. A correlational survey study conducted on 274 preschool teachers examined the relationship between the teachers’ self-efficacy belief levels and their classroom management skills and found a moderate, positive relationship with the variables of teacher’s length of experience, type

of school, and number of children in the class as predictor variables (Bay, 2020). Teachers in an additional study with strong self-efficacy perceptions tended to use more organized instructional strategies than those with low self-efficacy belief and classroom management skills and maintained more supportive learning environments for students (Tschannen-Moran & Woolfolk Hoy, 2001). Considering the positive effects of teacher's self-efficacy on classroom management and the positive impact of culturally responsive teaching, it is the aim of this study to add to the empirical research on the relationship between teachers' cultural competency and classroom management self-efficacy.

Theoretical Framework

While researching the variables of teachers' classroom management and cultural responsiveness, two theories emerged in empirical research. Bandura's (1977) Self-efficacy Theory and Critical Race Theory (CRT) work together to inform teachers' cultural responsiveness in instructional decision making (Aloe et al., 2014; Bazemore-Bertrand & Porcher, 2020). Although race is a tenant of CRT, the theory has expanded into the intersection of diverse identity traits that influences the makeup of a person's culture and background experiences.

Self-Efficacy Theory

The key teacher quality consistently tied to student achievement is the teacher's own internal belief in influencing student outcomes (Guskey, 1987). This belief stems from the underlying theoretical framework of Albert Bandura's (1977) Self-Efficacy Theory (SET). The theory posits that a person's belief about the impact one can make in a given situation is a key factor resulting in behavioral change.

Researchers focused on behaviorism for much of the 19th century as external behaviors seemed to be influenced by external awards and punishments. As researchers learned more about the way humans interact and the impact social experiences have on behavior, the Social Cognitive Theory emerged (Bandura, 1989). This theory moved researchers to examine internal thought processes and the ways perceptions are formed based on feedback from others. This perception of the level of belief a person has about his/her ability to influence outcomes was termed “self-efficacy.” Self-efficacy has been further researched in various domains over the years with a focus in education on a teacher’s self-efficacy and the impact on student outcomes (Guskey, 1987).

A teacher’s self-efficacy consistently remains a determinant of student success in current studies (Kim & Seo, 2018). Bandura (1989) asserts that cultural context impacts individuals’ perception from four sources of information: mastery experiences, vicarious experiences (observing and modeling experiences), personal feedback, and affective emotional reactions. The theory situates self-efficacy as a measure of persistence “in the face of obstacles and aversive experiences” (p. 194). Research on the factors contributing to the development of self-efficacy in teachers is limited (Klassen & Chiu, 2011). A study by Pfizner-Eden (2016) introduced an assessment to determine what contribution each of the four sources of self-efficacy made toward its development in German preservice teachers. Results indicate mastery experiences to be a significant predictor.

As teachers’ understanding of cultural differences in the classroom impact the teacher-to-student and student-to-student interactions, it is important to view a teacher’s understanding of self-efficacy considering his/her cultural competence. Tschannen-Moran and Woolfolk Hoy (2001) built upon Bandura’s teacher self-efficacy work and developed a way to measure this

variable. They stated in their conclusions, “In these days of hard-nosed accountability teachers’ sense of efficacy is an idea that neither researchers nor practitioners can afford to ignore” (p. 803).

Critical Race Theory

As mentioned, self-efficacy is impacted by cultural context (Bandura, 1989). “Competence precedes confidence” is a common adage used in education, but it is important for teachers to consider how to build experiences for learning that tap into the strengths students bring from their backgrounds. A theory that espouses the strengths versus deficits view of culture through race is Critical Race Theory (CRT). The underlying tenants of CRT can assist teachers in understanding the cultural contextual differences they have with their students and the disparities that this cultural “gap” can cause in educational outcomes (Ladson-Billings, 2006). This understanding of systemic issues in education can inform teachers as they apply the research to reach the diverse needs of their students (Bazemore-Bertrand & Porcher, 2020).

In the 1930s “critical theory” was established in academia as an approach for critiquing society through its use of power structures, shifting the focus away from individuals (Bohman, 2021). The theory provided insights into the relationship between power and hidden practices that have legal and practical consequences. Civil rights activists and legal scholars brought more attention to the theory in the 1970s as more subtle forms of racism increased in society. In 1989, Kimberlé Crenshaw coined the term “Critical Race Theory” to bring attention to the role race plays in the legal system. The major principles of CRT include the idea that racism is ordinary, that people considered White have privileges over people in historically marginalized race groups, and that there is intersectionality of identity characteristics (Delgado & Stefancic, 2017).

Intersectionality is a term referring to a person's identity being made up of many characteristics such as gender identity, socioeconomic status, faith traditions, home language, dis/ability, and sexual orientation among others. Analyzing data with a lens of intersectionality can help reveal potential issues. For example, researchers in one school district found that in one school year, Black boys were suspended at 3 times the rate of white boys; however, black girls were suspended at a rate of 6 times than that of white girls (Crenshaw et al., 2015). Empowering teachers with data reflecting the unique realities of the impact of intersectionality helps teaching practices become responsive to the holistic needs of all students (Waitoller et al., 2016). Differing characteristics of identity often determine what power or privilege is afforded a person depending on the context of the situation.

A few years ago, CRT was relegated to legal and academic realms, but it has since made its way into headlines as a politically divisive topic resulting in certain state legislators passing bills to ban it from K-12 settings. CRT scholarship sought to bring to light continued discriminatory practices embedded in policies in various sectors of the United States, but it has now become a catch all phrase for legislators banning anything in curriculum related to race, social justice, or the teaching of the history of enslaved people (Sawchuck, 2021). It is important to note that CRT is not taught in K-12 public schools, but it is a theoretical framework that can help educators critically analyze systems regarding inequities present in classrooms (Ladson-Billings & Tate, 1995).

Recognizing the gaps in the majority White teacher population's understanding of cultural context is a step towards culturally responsive teaching. Race is only one facet of "culture"; however, using a CRT lens opens the conversation into examining practices for other implications of intersectionality. When teachers understand the inequities persisting in our

systems and their impact on students' academic and social outcomes, they develop a sense of empowerment. Gaining knowledge and changing practices to meet students' needs instead of dismissing them as "cultural differences" builds relationships and the self-efficacy needed to persist in teaching diverse learners (Ladson-Billings, 2006).

Hypothesis

As the changing demographics of public schools shifts toward an even more pronounced "divide" in the cultural backgrounds of the teachers and the students they serve, it becomes critical that educators and those that prepare future teachers understand the underlying factors for teacher effectiveness and their impact on student achievement. As classroom management is consistently reflected in the literature as a major factor in teacher attrition, stress, and depersonalization of instruction (Aloe et al., 2014) it is important for teacher educators to provide practice of the most effective management skills to empower future and current educators. Gay (2013) states, "access to knowledge about culturally responsive teaching...might increase teachers' confidence and competence about implementing it in their own classrooms" (p. 60). Teachers that can interpret students' behaviors as developmentally appropriate expressions of need are most effective in providing a culturally responsive classroom environment (Hammond, 2018). My hypothesis that emerges from research is that the greater the degree of a teacher's cultural competence, the greater the degree of a teacher's classroom management self-efficacy (Choi & Lee, 2020). To explore my hypothesis, the following research question was constructed:

What is the relationship between a teacher's perceived cultural competence and classroom management self-efficacy?

Summary

The language around culture in classrooms has evolved over the last few decades in the United States as schools became racially integrated and engaged in persistent problem solving to remove barriers to learning present in K-12 classrooms. Educators need training in recognizing student behaviors as expressed needs rather than “misbehaviors” which leads to suspension and expulsion and aids in the “cradle to prison pipeline” (Milner, 2012; Souers & Hall, 2018). It is intended that this study will make contributions to the research and literature regarding the need for increasing cultural competency in preservice teachers’ educator preparation programs (EPPs), justification for reframing “classroom management” from managing student behaviors to an equity-based lens using teachers’ and students’ strengths rather than a deficit lens, and ultimately improving K-12 students’ learning and achievement.

It is critical for Arkansas teacher preparation programs and educators’ professional development to reflect what the data indicate: Educators must be prepared to interact and support students’ diversity of needs in a culturally responsive manner to avoid placing students in a system built to punish rather than to heal and teach children the skills needed to manage their own behavior.

Chapter 3: Methods

The purpose of this quantitative study is to examine K-6 teachers' cultural competency and its relationship to classroom management self-efficacy. Using multiple regression will provide statistics that can help define the relationship between the outcome variable (classroom management self-efficacy) and the independent variable (cultural competency) in this study. Multiple regression allows for the consideration of multiple independent variables that could affect the dependent variable. This method allows examination of the strength of the relationship between classroom management self-efficacy and cultural competency while controlling for additional independent variables. The control variables for this study are the teacher's years of experience and the teacher's race/ethnicity. In this chapter I will introduce the methodology for my study including the research questions, hypotheses, methods for selecting the study setting, selection of participants, data collection, and the threats to internal and external validity.

Study Design

Data on variables derived from the literature on the impact of cultural competency readiness on teachers' classroom management self-efficacy will be collected from K-6 teachers. An electronic survey will be sent to teachers that includes Likert-type questions from valid and reliable measurement assessments for the independent variable of cultural competency and the dependent variable of classroom management self-efficacy (See Appendix A and B). Control variables emerged from the literature review that could influence a teacher's classroom management self-efficacy: years of teaching experience and race/ethnicity. These variables will be reported by the participants in demographic questions included in the survey. The study will be deployed during a three-week period prior to the fall semester and concluding the week teachers return for their districts' professional development.

Research Question and Hypothesis

This study is designed around a research question related to the predictors of classroom management self-efficacy in K-6 educators in Northwest Arkansas. To explore this relationship, a cross-sectional multiple linear regression model will be used. In multiple regression all predictor variables are included in the equation, or model, that will be analyzed. The categorical variables will be dummy coded in order to use the data in the regression analysis. Regression treats the categories of being high or low based on the “1” or “0” that defines each category. Leaving out one category, as the reference, allows information to not be redundant in the regression output. Interpretation of results for the categories with a dummy code of “1” would be made in reference to the category left out of the dummy coding (Roberts & Roberts, 2021). For example, the control variable of a teacher’s race/ethnicity would be coded with those choosing a race/ethnicity other than the reference category as a “1” while the reference category of “white” would be a “0”. The variables for this study are delineated in Table 1.

Table 1
Operationalized Variables

Variable	Variable Name	Variable Type
Dependent Variable	Classroom Management Self-Efficacy Score	Continuous, sum scores: 12-108
Independent Variable	“CULTURAL” Multicultural Competence Readiness Score	Continuous, sum scores: 16-96
Control Variable	“YEARS” Teaching Experience	Continuous, total: 1+
Control Variable	Race/ethnicity: “AMERICAN INDIAN” =American Indian or Alaska Native “ASIAN” =Asian “BLACK” = Black or African American “HISPANIC” =Hispanic (or Latino or Spanish descent)	Categorical: Dummy Coding *White is the reference category

To reiterate, the research question guiding this study is:

What is the relationship between a teacher's perceived cultural competence and classroom management self-efficacy after controlling for the teacher's years of experience and race/ethnicity?

The substantive hypothesis for the research question is:

- Hypothesis: The greater the degree of a teacher's cultural competence, the greater the degree of a teacher's classroom management self-efficacy.

This hypothesis can be expressed mathematically as:

- ($H_0: b_1 = 0$; $H_1: b_1 \neq 0$)

For multiple regression, there must be two or more predictor variables examined in each model. A model is what determines the line that best fits the data on a scatterplot that minimizes the variance of each of the predictor variables (X) as they relate to the dependent variable (Y).

The best fit is a linear line that is the best approximation of the data set. The greater the dispersion of the error's variance, the less likely the independent variables are found to have a significant effect on the dependent variable. The use of multiple regression will determine the overall fit of the model in relation to the contribution to each of the predictors to explain the total variance (Roberts & Roberts, 2021). Using multiple regression allows for variables to be added to the model which provides the strength of each variable on the dependent variable. If there is not a good fit, it usually means the model is missing an important variable (X) that would help predict the dependent variable (Y).

The model used to answer the research question is expressed mathematically:

$$\text{Model: } Y = b_0 + b_1X_{\text{CULTURAL}} + b_2X_{\text{YEARS}} + b_3X_{\text{AMERICAN INDIAN}} + b_4X_{\text{ASIAN}} + b_5X_{\text{BLACK}} + b_6X_{\text{HISPANIC}} + b_7X_{\text{NATIVE HAWAIIAN}}$$

Research points to context of a teacher's environment as influencing self-efficacy (Ladson-Billings, 2006). The model will provide information on the relationship between the variable of a teacher's cultural competence readiness, after controlling for years of experience and race/ethnicity, on the dependent variable of classroom management self-efficacy. The model will account for all independent variables to determine if there is a statistically significant amount of variance in the dependent variable of classroom management self-efficacy.

Study Setting

Data will be collected from teachers in Northwest Arkansas to make inferences about this demographic and setting. The Educator Preparation Program for the University of Arkansas places teacher candidates in the schools around Northwest Arkansas as it is convenient for students to travel from courses held on campus to their field-based sites. The Office of Teacher Education (2022) at the University of Arkansas reported 771 teacher candidate placements across 50 school buildings in Northwest Arkansas for the 2021-2022 school year. This area of the south-central United States is considered an "urban characteristic" area since the demographics have undergone drastic ethnic and linguistic change in the last 20 years (Milner et al., 2018). According to the Northwest Arkansas Council (2021), in 1990, 95.82% of the population was white while the Hispanic/Latino population was 1.3%. It is projected for 2022 that 69.5% of the population will be white, while the Hispanic/Latino population will be 17.9%. Two of the largest school districts in Northwest Arkansas reflect the national trend of having the majority of their population be students of color (Northwest Arkansas Council, 2021). One of the largest cities in Northwest Arkansas (population: 50,061) increased its Asian Indian population by 239% over

the span of ten years (Northwest Arkansas Council, 2021). The rapidly changing population in this area where teacher candidates are placed to learn from their mentor teachers makes this an important area to study to potentially inform decisions in educator preparation programs.

Participants and Placement

Participants for this study are the roughly 1,800 K-6 certified teachers in Northwest Arkansas (U.S. News & World Report, n.d.). Survey data will be provided by participants through non-probability sampling method. The method of sampling will be through voluntary response and snowball sampling. Principals of school districts will be emailed the IRB approval, description of the study, and the Qualtrics link that they will be asked to send to their faculty to encourage participation. Teachers will volunteer to respond and be encouraged to send the survey on to colleagues by a statement at the end of the survey.

Sample size for this study was determined through GPower statistical software (Faul et al., 2007). It was determined with predictor variables (cultural competency score, dummy coded race/ethnicity, and teacher's years of experience) for multiple regression using F-tests for a general linear model, a sample size of 98 participants would be needed to detect a moderate effect size of 0.15 with a significance criterion alpha level set at .05 which is commonly used in educational research (Leahey, 2005). Working with area school districts and principals, the response number is obtainable. Teachers' demographic data for Arkansas is reported for all certified teachers and is not disaggregated by grade level bands. According to Arkansas Department of Education (2022) the racial makeup of teachers in Northwest Arkansas is consistent with the rest of the state with 87.9% white, 0.4% Asian, 9.1% Black/African American, 1.6% Hispanic, 0.5% Native American/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander, 0.3% reporting as 2 or more races. Most teachers report being

between 41-45 years old; however, the majority of teachers in each racial group have less than 3 years of experience teaching with the exceptions of the 2 or more races and the Native American/Alaska Native groups with an average of 10 years of teaching experience each.

Materials

The survey instrument will be a combination of data collection tools including the Multicultural Teaching Competency Scale (MTCS) which will be used to determine a score for each participant's cultural competence readiness (See Appendix A). The MTCS is a 16 item self-assessment for teachers and was found to have a high reliability rate of .88 in a Cronbach's alpha statistical test and a significant positive correlation ($r = .51$) with the Teacher's Multicultural Awareness Survey (Spanierman et al., 2011). A participant scoring high on the MTCS would indicate a higher cultural competence; it is to be noted that several questions are written in reverse scoring language. The self-assessment reflects three dimensions of multicultural teaching: awareness, knowledge, and skills, with a teacher's sum score falling between 16-96.

The short form version of the Teachers' Sense of Efficacy Scale (TSES) will be used to determine the score for a teacher's classroom management self-efficacy (See Appendix B). The TSES includes twelve items representing three factors of efficacy (instruction, management, and engagement) and it is considered valid and reliable compared to other surveys attempting to assess classroom management self-efficacy with an alpha reliability rate of .90 and validity accounting for 61% of the variance (Tschannen-Moran & Woolfolk Hoy, 2001). This instrument is particularly suited for my study since it addresses previous issues in assessing classroom management by including items regarding instructional strategies and student engagement rather than a focus on overcoming student disruptions. A teacher's sum of scores obtained can be between 12-108. In addition to the MTCS and the TSES, demographical questions will be

included for this study pertaining to the participant and the participant's teaching setting (See Appendix C).

Measures

Dependent Variable: Classroom Management Self-Efficacy

Classroom management self-efficacy as the dependent variable will be measured by self-reported responses to the short version form of the TSES. The TSES is designed for teachers to respond to statements such as "How much can you do to control disruptive behavior in the classroom?" and "How much can you do to help your students value learning?" on a 9-point Likert scale ranging from *none at all* (1), *some degree* (5) to *a great deal* (9). As the TSES focuses on teachers' own sense of self-efficacy around instruction, engagement, and management, it is an appropriate measure of the aspect of a teacher's classroom management as conceptualized for this study.

Independent Variable: Cultural Competency Readiness

Cultural competency readiness is conceptually defined for this study as how adept teachers are in their knowledge about students' diverse backgrounds and needs that are most often different than their own (Harmon, 2012). Operationally, this variable will be measured by teachers' self-reporting their responses on the MTCS. The MTCS asks participants to rate their 16 responses using a 6-point Likert-type scale, *strongly disagree* to *strongly agree* for statements such as, "I understand the various communication styles among different racial and ethnic minority students in my classroom" and "I rarely examine the instructional materials I use in the classroom for racial or ethnic bias". The MTCS is an appropriate measure for this study that reflects current research for the need to reimagine classroom management away from a focus on

preventing disruptive behaviors and toward culturally responsive instruction (La Salle et al., 2020; Milner et al., 2018; Venet, 2021).

Control Variables: Years of Teaching, Race/Ethnicity

Control variables were selected based on research that suggests context can influence students' behavior resulting in changes in teachers' self-efficacy (Bandura, 1977; Ladson-Billings, 2006). According to the literature, years of teaching experience has been found to influence classroom management self-efficacy (Klassen & Chiu, 2011). The control variable years of experience teaching will be self-reported as a continuous variable. Race/ethnicity will be a categorical variable: American Indian or Alaska Native, Asian, Black or African American, Hispanic (or Latino or Spanish descent), Native Hawaiian or Pacific Islander, or White

Data Collection

After approval is received from the University of Arkansas Institutional Review Board, I will collect data electronically using the University of Arkansas' Qualtrics software to deploy the survey beginning August 1 as teachers begin planning for the upcoming school year and attend a week of professional development prior to the first day of school. K-6 principals in Northwest Arkansas will be contacted through email to ask for their assistance in encouraging their classroom teachers to complete the survey as a contribution to educational research (See Appendix D). The email will include the purpose of the study, the IRB approval, and the Qualtrics link to the survey. At the end of the survey a separate link will take participants to a Google form to complete if they wish to be entered for a chance at winning one of three \$20.00 Amazon gift cards. The amount for each card was determined by rounding up to the hourly wage based on the average teaching salary for Northwest Arkansas certified teachers (Salary.com, 2022). The separate form will ensure participant data will not be tied to survey responses.

Principals will be sent a reminder email two weeks after the initial email is sent to encourage participation. Social media will be used to distribute the research request to reach more Northwest Arkansas teachers and serve as a reminder to complete the survey. Data will be kept secure in a password protected file and anonymity will be ensured through participant ID numbers associated with participant surveys.

Data Analysis

Descriptive and inferential statistics will be used to analyze the data collected from participants. The analysis of the descriptive statistics regarding participant demographic information will provide context for the sample and could provide confirmation of the trends observed nationwide for teacher demographics (Schaeffer, 2021). Inferential statistics will be used for this study using multiple regression in order to analyze the results from the electronic survey to test the hypothesis. Multiple regression is a statistical test to determine the relationship between two or more variables and the dependent variable. To reject the null hypothesis, which states that there is not a relationship between the independent variables and the dependent variable, the p-value must be less than the significance level of 0.05. A p-value greater than 0.05 indicates that the null hypothesis is not significant and cannot be rejected. This statistical method will provide a regression coefficient which gives the expected increase of the dependent variable when the independent variable increases by one while holding the other independent variables constant (Hoy & Adams, 2016). The coefficients give the estimated magnitude and direction, either positive or negative, between each independent variable and the dependent variable. The F-statistic will be used to determine if the coefficients in the model are significant. The R^2 will be used to determine how much of the variance found in the dependent variable is explained by the combination of the independent variables in the model (Field, 2018).

There are eight assumptions that must be checked in order to carry out multiple regression on the data collected. Two assumptions have already been met for this study since the dependent variable is measured on a continuous scale and there are two or more independent variables. The remaining assumptions will be checked after data is collected. The assumption of independence of observations (or residuals) can be checked by using data collection software to ensure only using each participant's results one time. Scatterplots created using IBM developed SPSS software version 28, will confirm the assumption that there is a linear relationship between variables and the assumption that the variance of residuals are homoscedastic (the variability in scores for the independent variables is the same at all values for the dependent variables). Scatterplots can also confirm that there are no significant outliers and examining a Q-Q plot will show that the residuals are normally distributed (the residuals should be in a fairly straight line.) The final assumption to check is that of multicollinearity to ensure that the independent variables are not too correlated with each other. The Variance Inflation Factor (VIF) provides values through SPSS, if they are lower than 10 it indicates that the variables do not have issues with multicollinearity. If all assumptions are met, a correlational multiple regression method of analysis using the output from SPSS would be the appropriate research approach for the cross-sectional survey data (Field, 2018).

Internal and External Validity

As this study is designed to have participants respond by self-reporting data through a survey, a threat to internal validity would be response bias of social desirability which could influence the reliability of the results. This type of response bias is when participants consciously or subconsciously respond the way they believe would be more socially acceptable and overreport the behaviors that are deemed more positive. I will address this threat by stressing

anonymity in the survey instructions and ensuring that no personally identifiable information will be linked to survey responses. I will also emphasize that honest answers will help inform future educators in decision making around classroom management and culturally responsive education. An additional threat to internal validity is omitted variable bias. A potential additional variable may not be included that could influence the relationship between the independent and dependent variables. This could lead to biased estimates in the results of the data analysis if an unidentified variable is left out of the model. To address this potential threat, deriving the variables through theoretical reasoning based on research was used. The variables will be included in the multiple regression models which will provide each variable's unique contribution of variance on the dependent variable.

A threat to external validity is that the sample demographics of the population are unique to the setting of the study. Graduates from the researcher's university are readily hired as K-6 teachers in the setting for the study which may inhibit the generalizability of the results to those that graduated from different Educator Preparation Programs (EPP). Replications of this study in differing geographical locations would increase generalizability to other settings. Non-response bias is also a threat to external validity in that those participants choosing to participate in the survey may inherently be more self-efficacious than those choosing not to participate. To mitigate this thread on the study's external validity, the survey is as short and accessible as possible and can be completed within 5 minutes on a mobile device. Clear and detailed instructions will precede the survey.

Summary

This chapter presented the methods to carry out the study including the setting participants, materials for data collection, plan for data analysis and possible threats to validity.

Examining the control variables of years of teaching experience, and the teacher's race/ethnicity can determine the influence of cultural competence on a teacher's classroom management self-efficacy. Using multiple regression for this study will provide needed empirical research and insight into the relationship between teachers' cultural competence and classroom management self-efficacy.

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Appendix A

Measure of Independent Variable: Cultural Competence Readiness Survey

MULTICULTURAL TEACHING COMPETENCY SCALE

TEACHER BELIEFS INVENTORY SCORING PROCEDURE

Spanierman, L. B., Oh, E., Heppner, P. P., Neville, H. A., Mobley, M., Wright, C. V., Dillon, F. R., & Navarro, R. (2011). The Multicultural Teaching Competencies Scale (MTCS): Development and initial validation. *Urban Education, 46*, 440-464.

- 1=Strongly Disagree
2=Moderately Disagree
3=Slightly Disagree
4=Slightly Agree
5=Moderately Agree
6=Strongly Agree

1. _____ I plan many activities to celebrate diverse cultural practices in my classroom.
2. _____ I understand the various communication styles among different racial and ethnic minority students in my classroom.
3. _____ I consult regularly with other teachers or administrators to help me understand multicultural issues related to instruction.
4. _____ I have a clear understanding of culturally responsive pedagogy.
5. _____ I often include examples of the experiences and perspectives of racial and ethnic groups during my classroom lessons.
6. _____ I plan school events to increase students' knowledge about cultural experiences of various racial and ethnic groups.
7. _____ I am knowledgeable about racial and ethnic identity theories.
8. _____ My curricula integrate topics and events from racial and ethnic minority populations.
9. _____ I am knowledgeable of how historical experiences of various racial and ethnic minority groups may affect students' learning.
10. _____ I make changes within the general school environment so racial and ethnic minority students will have an equal opportunity for success.

11. _____ I am knowledgeable about the particular teaching strategies that affirm the racial and ethnic identities of all students.
- 12. _____ I rarely examine the instructional materials I use in the classroom for racial and ethnic bias.**
13. _____ I integrate the cultural values and lifestyles of racial and ethnic minority groups into my teaching.
14. _____ I am knowledgeable about the various community resources within the city that I teach.
15. _____ I often promote diversity by the behaviors I exhibit.
16. _____ I establish strong, supportive relationships with racial and ethnic minority parents.

Item #12, which is bolded above, is reverse scored such that 6 = 1, 5 = 2, 4 = 3, 3 = 4, 2 = 5, 1 = 6. Higher scores indicate greater levels of multicultural teaching competency.

Factor 1: Multicultural Teaching Skill consists of the following 10 items: 1, 3, 5, 6, 8, 10, **12**, 13, 15, 16

Factor 2: Multicultural Teaching Knowledge consists of the following 6 items: 2, 4, 7, 9, 11, and 14

For more information please contact Lisa Spanierman lisa.spanierman@asu.edu

Appendix B

Measure of Dependent Variable: Classroom Management Self-Efficacy

<h3>Teacher Beliefs</h3> <p><i>Directions:</i> Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.</p> <p>Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.</p>		<p>This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.</p>								
		None at all		Very Little		Some Degree		Quite A Bit		A Great Deal
1.	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5.	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6.	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7.	How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8.	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9.	To what extent can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10.	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11.	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12.	How well can you implement alternative teaching strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Appendix C

Control Variables: Researcher Created Questions

1. (Required) Select the category that represents the number of years you have taught including the current school year:

1-2 years3-9 years10 or more years
2. (Required) Current grade level taught:
K 1 2 3 4 5 6 (type in if a split classroom) _____
3. (Required) Do you teach in a school that receives Title 1 funding (50% or more of the school population receives free or reduced prices for lunch)
Yes No
4. (Required) What is your racial/ethnic identity? Select all that apply
American Indian or Alaska Native
Asian
Black or African American
Hispanic, Latino, or Spanish descent
Native Hawaiian or Pacific Islander
White
5. (Optional) Gender
Male_____
- Female_____
- Non-binary_____
4. (Optional) Select (Yes/No) if you would like to receive a separate form which will ask for your email address for a randomized chance of receiving a \$20.00 Amazon gift card.

*Enter Email Address _____

Email addresses will not be connected to the data collected in the survey.

Appendix D
Survey Invitation Email

Dear <Principal Name>:

I am writing to request your K-6 certified teachers' participation in a survey I am conducting to research culturally responsive teaching and classroom management skills to help inform our Educator Preparation Programs in revising our courses. I would sincerely appreciate it if you could forward the following message to your certified faculty:

Dear K-6 Certified Teachers,

I am conducting a research study examining cultural responsiveness and classroom management beliefs in K-6 educators in Benton and Washington Counties. The survey should take approximately 5-7 minutes to complete. All information collected will remain confidential and no identifying information will be tied to responses. You may choose at the end of the survey to provide your email address to participate in a random drawing for a chance to win one of three \$20.00 Amazon gift cards. Your contribution to this research will help inform Educator Preparation Programs and in-service professional development opportunities in determining revisions to curriculum and instruction methods. I am grateful for your valuable time and honest responses to this survey. <Qualtrics Survey Link>

Sincerely,

Bonnie King, M.A.T.

ADLL Doctoral Candidate

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