

Using the Daniel C. Fritz Perception Model to Measure Educators' Perceptions/beliefs of the Characteristics of Poverty That is Most Prevalent Barrier to Student Achievement in a Southern Virginia School District

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Abstract

The purpose of this quantitative study is to measure educators' beliefs of the characteristics of poverty using the Daniel C. Fritz Perception Model. The researcher looked at perceptions/beliefs, which were common issues of poverty within the district according to educators' years of experiences; then measure their perception strengths and beliefs based off the 4-point Likert Scale. Statistical significance examined by the researcher showed which issues were most relevant according to those perceptions between those groups concerning the experience in education. The Statistical Package for Social Sciences (SPSS) software was used to compile data and run a statistical analysis.

Keywords: Poverty, Daniel C. Fritz Perception Model, 4-point Likert scale, Perception Strength Model, Perception; Student Achievement

1.1 Introduction

Poverty has been a problem for the some of the American people for decades. Poverty can be inherited from past generation family members or it can be situational do to divorce, unemployment from losing jobs and not receiving any income. Poverty is detrimental to one's mental and physically. It could cause stress on the mind, and home life, relationships with love ones. It is also a sad situation when it involves children, because it also effects the child's physical and mental health. This study will be looking at poverty as it affects children's academic achievement based on the perception of educators. Educators must know the characteristics of poverty, its affects and solutions to continue the "War on Poverty" (Wagner & Jensen, 2014). If educators know about the characteristic of poverty, they can collaborate and discuss strategies (school base factors) that can target and help increase achievement scores of impoverished students (Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007).

This quantitative study examined the different types of poverty and showed certain characteristics of poverty that affected student achievement; even though various studies had revealed the effects of poverty, students could achieve success through diligence, self-determination, motivation, and hard work from students, parents, teachers, and administrators (Fritz, 2018; Follman, 2011).

Educators' perceptions played an important role in student achievement. In some cases, educator perception was a barrier to student achievement. Strategies to help counter this barrier were presented in previous studies by the researcher. Some school-based factors and outside influences aided in the progress of children's success academically (Barr & Parrett, 2007; Hayes, 2008).

1.1.1 Background

Issues of Poverty

Poverty was a challenging issue that affected families in neighborhoods and school districts all over the nation. According to Venkatasubramanian (2001), those who were affected by poverty lacked power or influence in their surroundings. Poverty showed lack of knowledge and limited opportunities to become financially successful. Venkatasubramanian (2001) asserted that he believed that knowledge was information used and applied to solve life's problem and increased the opportunity for success. Children who lacked food for a proper diet, health care or became exposed to an unsafe environment (Bogges, 2008). Some single parents were on disability or government assistance and were financially unable to take care of a household alone (Fritz, 2018, 2019; Berliner, 2009).

Poverty had negative consequences for children. Poverty had detrimental effects on the parents and their children's lives at home and in their surrounding environment, which caused stress on students. Fritz (2018) revealed possible solutions, such as parental involvement, consistent intervention, effective leadership and classroom management to improve achievement despite impoverished conditions. D'Aoust (2008) stated that poverty could be described at many different levels: parents had very low-income or were unemployed; families lived in a bad environment, such as violent, gang-infested neighborhoods; children or parents were afflicted with chronic illnesses that overpowered them in their daily lives. Childhood poverty was associated with dropping out of school and early childbearing (Fritz, 2018, 2019; Duncan & Brooks-Gunn, 1997; Duncan, Brooks-Gunn, & Klebanov, 1994; Haveman & Wolfe, 1994; Huston, 1991; Korenman, Miller, & Sjaastad 1995; McLeod & Shanahan 1993). Students tried their best to succeed, but the consequences of these issues were so great made concentrating on academics a challenging task.

The National Center for Children in Poverty (1997) reported that poverty had been associated with poor health and poor brain development. Poor health and brain development could come from toxins in the environment or an unsafe lifestyle practiced by the parents of those children. There were a lot disputes and debates that children affected by an impoverished environment could not achieve academic success (Fritz, 2018; Rowland, 1999). Coleman et al. (1966) and Jensen (1969) showed that poverty was tied to inherited learning disabilities, such as problems with reading comprehension and critical thinking skills such as solving word problems in mathematics. Students struggled with reading word problems in mathematics and understanding the systematic procedures on their own (Rowland, 1999).

Hunger, Poor Finances. Some children go to bed at night without proper nourishment, because parents were financially unable to buy healthy food for their children to eat. Without proper management of diet and a healthy lifestyle, children struggled academically due to hunger; they were not able to think and focus properly learning; let alone, passing tests or measured task (Banks, 2001). The most common indicator associated with poverty was the number of children who were receiving free or reduced lunch in accordance with the Nation School Lunch Program (NSLP; Moore, 2011). Individual students who were not having their basic needs met at home were considered to be suffering from poverty and would possibly qualify for the free and reduced lunch programs (Banks, 2001).

Healthcare. Some parents could not afford healthcare for their families. Some of the children had chronic illnesses from living in unhealthy environments such as exposures to lead, second-hand smoke, and environmental smoke. Some children had asthma, bad dental health, skin deficiencies, or other ailments that interfered with their learning (Fritz, 2018; Blazer, 2009).

Serious health issues not addressed could cause poor school attendance (Fritz, 2018; Einspar, 2010). Unfortunately, parents of the children living in poverty could not afford to pay for their child's healthcare or could not take time away from work to take their children for treatments. Sometimes these children went to school sick with all kinds of health issues that distorted concentration, focus, and motivation (Fritz, 2018, 2019; Blazer, 2009).

Homelessness. One of the terrible plights of poverty was homelessness. Children were living in shelters, on the streets, camping grounds, and families living with families. Homelessness was having a terrible effect our children across the nation (Duffield et al., 2007). Any number of reasons caused evictions; families were staying with friends or relatives where they may not have had enough room in the household to rest and sleep properly. Children had to sleep on the floors of the house or shared beds with others (Einspar, 2010).

Duffield, Heyback, and Julianelle (2007) found from 2000 to 2006, there was an extraordinary increase in the number of homeless families with children enrolled in the public school system all across the nation. Approximately 2 million homeless children had gone through endless challenges to try to survive to get their basic needs met. These issues had caused many problems; because, some families had to sleep in the shelter or sleep on the streets and panhandle (Fritz, 2018, 2019; Einspar, 2010).

Teenage pregnancy. Teen pregnancy was also associated with poverty in both urban and rural communities. Children having babies were often unable to continue school or find work. Often family support was lacking, causing an increase in dropout rates. According to Duffield and Julianelle (2007), many teen mothers lost their jobs and had to depend on the government for financial assistance. Teen parenting also led to poor school attendance.

Poor attendance. Poverty led to poor school attendance and eventually high dropout rates. Inconsistency, residential instability, due to homelessness, and other factors such as lack of motivation due to poverty stressors and physical ability led to poor attendance and high dropout rates. Sometimes children neglected school to assist their parents financially by helping take care of their siblings or working to pay bills and utilities (Berliner, 2009).

Violence in the home. Some poor homes were prone to violence if the parents were lacking consistency in teaching their children. Sometimes appropriate decision-making was not taught in the correct manner within the home. Drugs could be involved or opportunities to make fast cash illegally could lead to some acts of violence. Lack of intervention from the parents and the communities by not teaching the children proper social skills, appropriate language skills, general knowledge, and cognitive skills appropriate for the children's age group caused children to make poor decisions and be ill-equipped to meet the challenges of everyday life (Ferguson, Bovaird & Mueller, 2007).

Behavior Problems. Some low performing Title I schools were having issues with behavior problems. Teachers were struggling with teaching the lesson because of the disruptive behavior in the classroom. Teachers were dealing mostly with classroom management more so than teaching the standard course of study (Fritz, 2018; Townsend, 2010).

School readiness/ Executive functioning. School readiness reflected a child's ability to become functional academically and socially within the school environment (Ferguson, Bovaird, & Mueller, 2007). School readiness required physical well-being, proper motor development, emotional health, positive approaches to learning new things, social knowledge, and competence paralleled with the proper age. For example, school readiness entailed learning about the social environment and being exposed to certain stimuli conducive to that appropriate age group, including language skills, general knowledge, and cognitive skills appropriate for that age group. Children at different age groups and grade levels sought challenges to stimulate their mind and loved certain challenges such as games and puzzles that were appropriate at their age levels (Fritz, 2018).

2.1 Methodology

The researcher chose to use a quantitative methods approach to measure the strengths of educators' beliefs/perceptions on the characteristics of poverty using the Daniel C. Fritz Perception Model based on the 4-point Likert Scale. According to Creswell (2014), it was appropriate to use this method, because the researcher thought it was appropriate to use a significant data analysis employing a One-Way Analysis of Variance (ANOVA) inclusive of a survey using a 4-Point Likert Scale. The perception model helps to give unequivocal results based on the Likert Scale on the how participants feel about what characteristics dominate the district causing barriers to learning.

2.1.1 Research Design

The purpose of this study was to examine educators' perceptions strengths on the issues of poverty using the *Daniel C. Fritz Perception Model* based on the 4 point Likert scale (1-strongly disagree, 2-disagree, 3-agree, 4 strongly agree). The independent variable was educators' experience and the dependent variable was perceptions/beliefs. The participants were educators (based on their years of experience in education). The model has two main mathematical equations (along with 2 other sub equations which theoretically measures the lower boundary minimum value and the highest boundary maximum on a perception scale) which helps first to calculated the perception coefficient. The perception coefficient was then used to calculate the percentage value, which measured the strength of these perception and beliefs of the educators. The model suggested the perception and beliefs of educators were strong based on the responses to the survey questions mentioned.

2.1.2 Research Questions and Hypotheses

The research questions and related hypotheses follows:

1. *Based on the Daniel C. Fritz Perception Model*, what are the strengths of educators' belief/perceptions based on their years of experience on the issues of poverty that effect student achievement within the district?
2. Would educators have strong feelings that suggested significance regarding the issues of poverty on student achievement based on their experience in education?
 - *H (null) = There was no significant difference in the strong perceptions and belief of educators regarding the issues of poverty on student achievement based on years of experience.*
 - *H (alternative) = There was a significant difference with the strong perceptions and belief of educators regarding the issues of poverty on student achievement based on years of experience.*

2.1.3 Sample and Population

The researcher studied one school district. The district, called School District X had a population of approximately 200 educators; The sample size which respond to the survey were 156 educators which included assistant principals, principals, counselors, educational specialist, teacher's assistants and highly qualified teachers. The population included highly qualified educators who had retired and still practiced administrative and teaching duties within the district. There were former highly qualified educators who have served within the district as administrators, teachers and teacher assistants who still served as substitute teachers and counselors. The sample size which respond to the survey were 156 educators Convenient and stratified sampling techniques used based on the independent variable: gender, involved dividing the population into groups (strata) (Larson & Farber, 2015). Educators were grouped according to their years of experience. The educators perceived issues of poverty differently in this study, however in the researcher's previous study, the findings determined what school-based factors were believed to be most effective in helping students become successful (Fritz, 2018). This sampling technique organized the data and addressed the research questions. The district had 75% African American attending the three school: elementary, middle, and high school; 85% students are receiving free-reduced lunch (Fritz, 2018, 2019).

2.1.4 Instrumentation

The researcher created a survey-instrument that understood educators' perceptions of the characteristics of poverty according to their experiences in education. The researcher also created the Daniel C. Fritz Perception Model, based on the 4 point Likert scale (1-strongly disagree, 2- disagree, 3- agree, 4- strongly agree). The 4-point Likert Scale was used to get a forced response from the participants.

Here is part of the survey used for this study. The full survey instrument is located in Appendix I.

Table 1: Survey Items with Their Associated Research Questions and Construct Characteristics of Poverty

Research Questions	Survey Items for construct: Issues of Poverty
RQ1. Based on the Daniel C. Fritz Perception Model, what are the strengths of educators’ belief/perceptions based on their years of experience on the issues of poverty that effect student achievement within the district?	I perceive homelessness to be an issue within the community. I do not perceive homelessness to be an issue with the community. I perceive hunger to be an issue within the community. I perceive unemployment to be an issue within the community. I perceive health issues such as asthma to be an issue within the community. I perceive there may be other possible health issues besides asthma within the community. I perceive mental health and possible disabilities affecting children’s or parents’ health to be an issue within the community.
RQ2. Would educators have strong feelings that suggested significance regarding the issues of poverty on student achievement based on their experience in education?	I do not perceive mental health and possible disabilities affecting children’s or parents’ health to be an issue within the community. I perceive student mobility to be an issue within the community. I do not perceive student mobility to be an issue within the community. I perceive poor attendance to be an issue within the community. Low socioeconomic status can affect behavior in students. Educators find it very challenging to teach some of the students who are in high impoverish conditions and may adjust their expectation for the student. Some educators link “at risk” students with bad behavior and pro-actively predetermine the student’s future in education.

The independent variable was educators’ years of experience and the dependent variable was perceptions.

The *Daniel C. Fritz Perception Model* is part of the instrumentation of this study and will be a tool in answering, measuring the strength of perceptions/beliefs of educators. The model consists of two equations:

$$P_{dfritz} \text{coefficient} = E \left(\frac{\bar{X}_{score}}{\left(\sqrt{S_{max} - S_{min}} \right)} \right)$$

P_{dfritz} represents the perception coefficient according the variable E that represents the years of experience. The variable E was calculated by finding the median of the years of experience of the educators. The variable \bar{X}_{score} represents the mean of the Likert scale values chosen by the participants. The variable S_{max} represents the scale maximum value of the Likert Scale; for example, for a 4-point Likert Scale, S_{max} would equal four; S_{min} would equal one.

$$P_{dfritz} \text{strength} = \frac{P_{dfritz} \text{coefficient}}{P_{dfritz \text{BoundaryMaximum}}} \times 100$$

$P_{dfritz} \text{strength}$ was the perception coefficient divided by the perception boundary maximum value. The perception strength was measured by creating a scale based on the years of experience of the educators. The variables $P_{dfritz \text{BoundaryMinimum}}$ and $P_{dfritz \text{BoundaryMaximum}}$ are scales that measures the least possible overall perception value to the maximum perception value. These two variables set up the boundaries on the perception scale.

$$P_{dcfritz_BoundaryMinimum} = E \left(\frac{\bar{X}_{BoundaryMinimum}}{\left(\sqrt{S_{\max} - S_{\min}} \right)} \right) \text{ Lowest possible Likert scores mean } \bar{X}_{BoundaryMinimum} \text{ is 1 for a 4}$$

Point Likert Score for the variable $P_{dcfritz_boundaryMinimum}$

$$P_{dcfritz_BoundaryMaximum} = E \left(\frac{\bar{X}_{BoundaryMaximum}}{\left(\sqrt{S_{\max} - S_{\min}} \right)} \right) \text{ Highest possible Likert scores mean } \bar{X}_{BoundaryMaximum} \text{ is 4 on a}$$

Point Likert Score for the variable $P_{dcfritz_boundaryMaximum}$

2.1.5 Data Collection/Procedures and Analysis

The researcher prepared the survey on Qualtrics, an online survey software producer, and the survey was launched to the district through email; Participants had the opportunity to fill out the “hardcopy version of the instrument. The instrument distributed out to the educators at faculty meetings along with the consent form allowed those participants to respond first-hand. The participants also had the opportunity to respond to the survey online using Qualtrics and all “hard-copy responses were transposed to Qualtrics. The researcher had full excess of the results (Fritz, 2018).

Other teachers, teacher assistants, administrators both retired and still practicing educators serving the district completed the survey on Qualtrics along with the embedded consent form as well (Fritz, 2018).

The results were exported into the Statistical Package for Social Sciences (SPSS) software version 24 for statistical analysis. The researcher used descriptive statistics that described the data and other statistical analyses to compile results and answer the research questions. Descriptive data regarding the participants included years of experience in education (Fritz, 2018).

After the researcher collected the data, it was compiled using descriptive statistics such as the mean, variances, and the standard deviations. The researcher used various tests to analyze the variables, because the researcher sought to determine what issues of poverty were most prevalent when affecting student achievement. Furthermore, the researcher wanted to know what characteristics of poverty were mostly affecting the students within the district (Fritz, 2018).

To analyze the issues of poverty that was mostly overbearing on students causing lack of success in the classroom, the researcher looked at the independent variables: educators’ years of experience. The Daniel C. Fritz Perception Model based on the 4-point Likert scale was to measure the strength of perception/beliefs of educators, and conduct the One-Way Analysis of Variance (ANOVA) to test for statistical significance. The alpha value .05 was to test the level of significance. When $p > .05$ (reads “p greater than .05”), meant there would be no significant difference between the groups. When $p \leq .05$ (read “p less than or equal to .05”) meant there was a significant difference between the groups (Fritz, 2018, 2019, Warren, 2013).

The homogeneity test (Levene’s test) was ran simultaneously with ANOVA to check for equality of variances between those groups. The alpha level of .05 was to determine this analysis. When $p > .05$, the assumption of equal variances was establish by the researcher; however, when $p \leq .05$, the researcher assumed no equal variances between the groups. If statistical significance was present, the researcher ran the Post-Hoc Test to examine the significant differences between those groups (years of experiences) evaluated the effect size using partial eta (square) η^2 (Fritz, 2018).

3.1 Findings

The experience in education between the entire participants varied. Those who participated in the survey were 36 educators (23.08%) who served in education from 0 to 5 years. There were 41 educators (26.28%) who served in education from 6 to 11 years. There were 39 educators (25.00%), who served in education from 12 to 17 years, 40 educators (25.64%) who served in education from 18 and above years (Refer to Figure 1).

Construct: Issues of Poverty

1. **Analysis for research question 1 and 2:** The survey items below that were conducive to the research question: *Based on the Daniel C. Fritz Perception Model*, what are the strengths of educators' belief/perceptions based on their years of experience on the issues of poverty that effect student achievement within the district?
2. Would educators have strong feelings that suggested significance regarding the issues of poverty on student achievement based on their experience in education?
 - *H (null) = There was no significant difference in the strong perceptions and belief of educators regarding the issues of poverty on student achievement based on years of experience.*
 - *H (alternative) = There was a significant difference with the strong perceptions and belief of educators regarding the issues of poverty on student achievement based on years of experience.*
 - I perceive **homelessness** to be an issue within the community.
 - I perceive **hunger** to be an issue within the community.
 - I perceive **unemployment** to be an issue within the community.
 - I perceive **health issues such as asthma** to be an issue within the community.
 - I perceive there may be **other possible health issues besides asthma** within the community.
 - I perceive **mental health and possible disabilities affecting children's or parents' health** to be an issue within the community.
 - I perceive **student mobility** to be an issue within the community.
 - I perceive **poor attendance** to be an issue within the community.
 - **Low socioeconomic** status can affect behavior in students.

All of the issues of poverty of this construct were challenging barriers to students in District X according to all of the educators of experience. Overall, **hunger** was the most challenging issue of District X; it had the highest average ($M = 3.17$) perceived by all of the educators of experience according to the 4 –point Likert scale; followed by **low income status** of those children parents ($M = 3.15$) who were unable to provide the necessary finances to help meet their families' basics needs. This issue was almost linked with **unemployment** which has a score ($M = 3.13$), because some families are on governmental assistance, such as food stamps or receive compensation for unemployment every month (Banks 2001; Berliner, 2009); next was: **health problems other than asthma** ($M = 3.09$); **student mobility and mental health, disabilities, parental health problems** with the same average ($M = 3.06$). In addition, there was **poor attendance** with ($M = 3.04$), **asthma as a health issue** with ($M = 2.92$) and **homelessness** with ($M = 2.80$).

The researcher examined the statistical significance if any, between the groups using ANOVA (Analysis of Variance). The homogeneity test (the Levene's test) was an analysis that assumed if there were equal variances between the groups. The researcher used the alpha-value = .05 for the level of significance (Fritz, 2018, 2019; Warner, 2013). If there was statistical significance, the researcher would use partial eta (squared) η^2 to test the strength of the effect size and also the Post Hoc Test for multiple comparisons to find where the exact statistical significant is present within the groups (McHugh, 2013, Warner, 2013). If no statistical significance between educators based on experience was present, examining the effect size and running a Post –Hoc test for multiple comparisons was not be necessary.

Since the overall challenging issues of District X: **hunger, low socioeconomic status** of those children's parents, and **unemployment**, the researcher examined the perception strengths and conducted the ANOVA test for these characteristics of poverty.

3.1.1 Low socioeconomic status

Analysis using the *Daniel C. Fritz Perception Model*, based on the 4-point Likert Scale. Characteristic of Poverty: **low socioeconomic status** of the children's parents; the researcher has analyzed each group of experience educators measuring the perception strength. For educators with experiences from year: (0-5), the mean $M = (3.14)$ so:

$$P_{dfritz_{BoundaryMinimum}} = E \left(\frac{\bar{X}_{BoundaryMinimum}}{(\sqrt{S_{max} - S_{min}})} \right) = 2.5 \left(\frac{1}{\sqrt{4-1}} \right) = 1.44$$

$$P_{dfritz_{BoundaryMaximum}} = E \left(\frac{\bar{X}_{BoundaryMaximum}}{(\sqrt{S_{max} - S_{min}})} \right) = 2.5 \left(\frac{4}{\sqrt{4-1}} \right) = 5.77$$

$$P_{dfritz_{coefficient}} = E \left(\frac{\bar{X}_{score}}{(\sqrt{S_{max} - S_{min}})} \right) = 2.5 \left(\frac{3.14}{\sqrt{4-1}} \right) = 4.53$$



The perception scale was theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value. The coefficient value 4.53, when calculated as a percentage in the perception strength model is 79%.

$$P_{dfritz_{strength}} = \frac{P_{dfritz_{coefficient}}}{P_{dfritz_{BoundaryMaximum}}} \times 100 = \frac{4.53}{5.77} \times 100 = 79\%$$

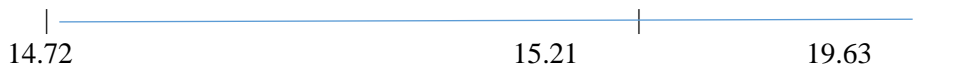
The *Daniel C. Fritz Perception Model* based on the 4 point Likert Scale suggest that educators that have 0-5 years of experience have a perception strength of 79% based on the beliefs that: **low socioeconomic status** of the children’s parents is definitely one of the highest issues that children suffer from within the district.

For educators with experiences from year: (6 - 11), the mean $M = (3.10)$ so:

$$P_{dfritz_{BoundaryMinimum}} = E \left(\frac{\bar{X}_{BoundaryMinimum}}{(\sqrt{S_{max} - S_{min}})} \right) = 8.5 \left(\frac{1}{\sqrt{4-1}} \right) = 14.72$$

$$P_{dfritz_{BoundaryMaximum}} = E \left(\frac{\bar{X}_{BoundaryMaximum}}{(\sqrt{S_{max} - S_{min}})} \right) = 8.5 \left(\frac{4}{\sqrt{4-1}} \right) = 19.63$$

$$P_{dfritz_{coefficient}} = E \left(\frac{\bar{X}_{score}}{(\sqrt{S_{max} - S_{min}})} \right) = 8.5 \left(\frac{3.10}{\sqrt{4-1}} \right) = 15.21$$



$$P_{dfritz_{strength}} = \frac{P_{dfritz_{coefficient}}}{P_{dfritz_{BoundaryMaximum}}} \times 100 = \frac{15.21}{19.63} \times 100 = 77\%$$

The perception scale was theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value. The coefficient value 15.21, when calculated as a percentage in the perception strength model is 77%.

The *Daniel C. Fritz Perception Model* based on the 4 point Likert Scale suggest that educators that have 6-11 years of experience have a perception strength of 77% based on the beliefs that **low socioeconomic status** of the children’s parents is definitely one of the highest issues that children suffer from within the district.

For educators with experiences from year: (12 - 17), the mean $M = (3.21)$ so:

$$P_{dcritz_{BoundaryMinimum}} = E \left(\frac{\bar{X}_{BoundaryMinimum}}{(\sqrt{S_{max} - S_{min}})} \right) = 14.5 \left(\frac{1}{\sqrt{4-1}} \right) = 8.37$$

$$P_{dcritz_{BoundaryMaximum}} = E \left(\frac{\bar{X}_{BoundaryMaximum}}{(\sqrt{S_{max} - S_{min}})} \right) = 14.5 \left(\frac{4}{\sqrt{4-1}} \right) = 33.49$$

$$P_{dcritz_{coefficient}} = E \left(\frac{\bar{X}_{score}}{(\sqrt{S_{max} - S_{min}})} \right) = 14.5 \left(\frac{3.21}{\sqrt{4-1}} \right) = 26.87$$



$$P_{dcritz_{strength}} = \frac{P_{dcritz_{coefficient}}}{P_{dcritz_{BoundaryMaximum}}} \times 100 = \frac{26.87}{33.49} \times 100 = 80\%$$

The perception scale was theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value. The coefficient value 26.87, when calculated as a percentage in the perception strength model is 80%.

The *Daniel C. Fritz Perception Model* based on the 4 point Likert Scale suggest that Educators that have 12-17 years of experience have a perception strength of 80% based on the beliefs that **low socioeconomic status** of the children’s parents is definitely one of the highest issues that children suffer from within the district.

For educators with experiences from year: (18 – over), the mean $M = (3.18)$ so, respectively the researcher calculated E which represented the median of years of experience within that particular time interval. However, in this case the years of experience (18 on up) did not have any particular range, because some of the participants may have serve anywhere from 18 years to 40 and so on. The researcher arbitrarily chosen E to be 20.5 a value anywhere from 18 on up.

$$P_{dcritz_{BoundaryMinimum}} = E \left(\frac{\bar{X}_{BoundaryMinimum}}{(\sqrt{S_{max} - S_{min}})} \right) = 20.5 \left(\frac{1}{\sqrt{4-1}} \right) = 11.84$$

$$P_{dcritz_{BoundaryMaximum}} = E \left(\frac{\bar{X}_{BoundaryMaximum}}{(\sqrt{S_{max} - S_{min}})} \right) = 20.5 \left(\frac{4}{\sqrt{4-1}} \right) = 47.34$$

$$P_{dcritz_{coefficient}} = E \left(\frac{\bar{X}_{score}}{(\sqrt{S_{max} - S_{min}})} \right) = 20.5 \left(\frac{3.18}{\sqrt{4-1}} \right) = 37.64$$



$$P_{dcritz_{strength}} = \frac{P_{dcritz_{coefficient}}}{P_{dcritz_{BoundaryMaximum}}} \times 100 = \frac{37.64}{47.34} \times 100 = 80\%$$

The *Daniel C. Fritz Perception Model* based on the 4 point Likert Scale suggest that educators that have 18 and over years of experience have a perception strength of 80% based on the beliefs that **low socioeconomic status** of the children’s parents is definitely one of the highest issues that children suffer from within the district.

The overall total average of all of the educators based on all of the years of experience $M = (3.15)$ was from the responses on the issue of low **socioeconomic status** of the children’s parents being one of the dominant characteristics of poverty impeding academic success within the district. The overall average of the perception strength and beliefs of how the educators felt about **low socioeconomic status** as an issue within the district-added together; (0 -5) years of experience was 79%. For (6 – 11) years of experience was 77%, (12 – 17) years of experience was 80% and (18 – over) years of experience was also 80% divided by 4 gave an overall average percentage strength of 79%.

The Daniel C. Fritz Perception Model suggest after calculating the averages of group of year of experience, the overall perception strength was 79% based on the responses from the Likert Scale. The educators feel strongly about **low socioeconomic status** of the children’s parents being one of the biggest challenging issue within the district affecting student achievement.


3.1.2 Hunger

Analysis using the *Daniel C. Fritz Perception Model*, based on the 4-point Likert Scale.

Characteristic of Poverty: **hunger**; the researcher has analyzed each group of experience measuring the perception strength. For educators with experiences from year: (0-5), the mean $M = (3.14)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E \left(\frac{\bar{X}_{BoundaryMinimum}}{(\sqrt{S_{max} - S_{min}})} \right) = 2.5 \left(\frac{1}{\sqrt{4-1}} \right) = 1.44$$

$$P_{dcfritz_{BoundaryMaximum}} = E \left(\frac{\bar{X}_{BoundaryMaximum}}{(\sqrt{S_{max} - S_{min}})} \right) = 2.5 \left(\frac{4}{\sqrt{4-1}} \right) = 5.77$$

$$P_{dcfritz_{coefficient}} = E \left(\frac{\bar{X}_{score}}{(\sqrt{S_{max} - S_{min}})} \right) = 2.5 \left(\frac{3.14}{\sqrt{4-1}} \right) = 4.53$$


The perception scale was theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value. The coefficient value 4.53, when calculated as a percentage in the perception strength model is 79%.

$$P_{dcfritz_{strength}} = \frac{P_{dcfritz_{coefficient}}}{P_{dcfritz_{BoundaryMaximum}}} \times 100 = \frac{4.53}{5.77} \times 100 = 79\%$$

The *Daniel C. Fritz Perception Model* based on the 4 point Likert Scale suggest that educators that have 0-5 years of experience have a perception strength of 79% based on the beliefs that: **hunger** is definitely one of the highest issues that children suffer from within the district.

For educators with experiences from year: (6 - 11), the mean $M = (3.30)$ so:

$$P_{dcfritz_{BoundaryMinimum}} = E \left(\frac{\bar{X}_{BoundaryMinimum}}{(\sqrt{S_{max} - S_{min}})} \right) = 8.5 \left(\frac{1}{\sqrt{4-1}} \right) = 14.72$$

$$P_{dfritz_{BoundaryMaximum}} = E \left(\frac{\bar{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max} - S_{min}}\right)} \right) = 8.5 \left(\frac{4}{\sqrt{4-1}} \right) = 19.63$$

$$P_{dfritz_{coefficient}} = E \left(\frac{\bar{X}_{score}}{\left(\sqrt{S_{max} - S_{min}}\right)} \right) = 8.5 \left(\frac{3.30}{\sqrt{4-1}} \right) = 16.19$$



$$P_{dfritz_{strength}} = \frac{P_{dfritz_{coefficient}}}{P_{dfritz_{BoundaryMaximum}}} \times 100 = \frac{16.19}{19.63} \times 100 = 82\%$$

The perception scale was theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value. The coefficient value 16.19, when calculated as a percentage in the perception strength model is 82%.

The *Daniel C. Fritz Perception Model* based on the 4 point Likert Scale suggest that educators that have 6 - 11 years of experience have a perception strength of 82% based on the beliefs that: **hunger** is definitely one of the highest issues that children suffer from within the district.

For educators with experiences from year: (12 - 17), the mean $M = (3.26)$ so:

$$P_{dfritz_{BoundaryMinimum}} = E \left(\frac{\bar{X}_{BoundaryMinimum}}{\left(\sqrt{S_{max} - S_{min}}\right)} \right) = 14.5 \left(\frac{1}{\sqrt{4-1}} \right) = 8.37$$

$$P_{dfritz_{BoundaryMaximum}} = E \left(\frac{\bar{X}_{BoundaryMaximum}}{\left(\sqrt{S_{max} - S_{min}}\right)} \right) = 14.5 \left(\frac{4}{\sqrt{4-1}} \right) = 33.49$$

$$P_{dfritz_{coefficient}} = E \left(\frac{\bar{X}_{score}}{\left(\sqrt{S_{max} - S_{min}}\right)} \right) = 14.5 \left(\frac{3.26}{\sqrt{4-1}} \right) = 27.29$$



$$P_{dfritz_{strength}} = \frac{P_{dfritz_{coefficient}}}{P_{dfritz_{BoundaryMaximum}}} \times 100 = \frac{27.29}{33.49} \times 100 = 81\%$$

The perception scale was theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value. The coefficient value 22.29, when calculated as a percentage in the perception strength model is 81%.

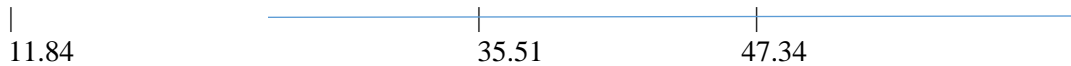
The *Daniel C. Fritz Perception Model* based on the 4 point Likert Scale suggest that educators that have 12 - 17 years of experience have a perception strength of 81% based on the beliefs that: **hunger** is definitely one of the highest issues that children suffer from within the district.

For educators with experiences from year: (18 – over), the mean $M = (3.00)$ so

$$P_{dfritz_BoundaryMinimum} = E \left(\frac{\bar{X}_{BoundaryMinimum}}{(\sqrt{S_{max} - S_{min}})} \right) = 20.5 \left(\frac{1}{\sqrt{4-1}} \right) = 11.84$$

$$P_{dfritz_BoundaryMaximum} = E \left(\frac{\bar{X}_{BoundaryMaximum}}{(\sqrt{S_{max} - S_{min}})} \right) = 20.5 \left(\frac{4}{\sqrt{4-1}} \right) = 47.34$$

$$P_{dfritz_coefficient} = E \left(\frac{\bar{X}_{score}}{(\sqrt{S_{max} - S_{min}})} \right) = 20.5 \left(\frac{3.00}{\sqrt{4-1}} \right) = 35.51$$



$$P_{dfritz_strength} = \frac{P_{dfritz_coefficient}}{P_{dfritz_BoundaryMaximum}} \times 100 = \frac{35.51}{47.34} \times 100 = 75\%$$

The *Daniel C. Fritz Perception Model* based on the 4 point Likert Scale suggest that educators that have 18 and over years of experience have a perception strength of 75% based on the beliefs that **hunger** is definitely one of the highest issues that children suffer from within the district.

The overall total average of all of the educators based on all of the years of experience $M = (3.17)$ was from the responses on the issue of **hunger** of the children’s parents being one of the dominant characteristics of poverty impeding academic success within the district. The overall average of the perception strength and beliefs of how the educators felt about hunger as an issue within the district-added together; (0 -5) years of experience was 79%. For (6 – 11) years of experience was 82%, (12 – 17) years of experience was 81% and (18 – over) years of experience was also 75% divided by 4 gave an overall average percentage strength of 79%.

The *Daniel C. Fritz Perception Model* suggest after calculating the averages of group of year of experience, the overall perception strength was 79% based on the responses from the Likert Scale. The educators feel strongly about **hunger** being one of the biggest challenging issue within the district affecting student achievement. According to the educators with (6-11) and (12-17) years of experience, hunger was the largest issue to the children impeding their chances of academic success within the district.

3.1.3 Unemployment

Analysis using the *Daniel C. Fritz Perception Model*, based on the 4-point Likert Scale.

Characteristic of Poverty: **unemployment**; the researcher has analyzed each group of experience measuring the perception strength. For educators with experiences from year: (0-5), the mean $M = (3.03)$ so:

$$P_{dfritz_BoundaryMinimum} = E \left(\frac{\bar{X}_{BoundaryMinimum}}{(\sqrt{S_{max} - S_{min}})} \right) = 2.5 \left(\frac{1}{\sqrt{4-1}} \right) = 1.44$$

$$P_{dfritz_BoundaryMaximum} = E \left(\frac{\bar{X}_{BoundaryMaximum}}{(\sqrt{S_{max} - S_{min}})} \right) = 2.5 \left(\frac{4}{\sqrt{4-1}} \right) = 5.77$$

$$P_{dfritz_coefficient} = E \left(\frac{\bar{X}_{score}}{(\sqrt{S_{max} - S_{min}})} \right) = 2.5 \left(\frac{3.03}{\sqrt{4-1}} \right) = 4.37$$



The perception scale was theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value. The coefficient value 4.37, when calculated as a percentage in the perception strength model is 76%.

$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz}BoundaryMaximum} \times 100 = \frac{4.37}{5.77} \times 100 = 76\%$$

The *Daniel C. Fritz Perception Model* based on the 4 point Likert Scale suggest that educators that have 0-5 years of experience have a perception strength of 76% based on the beliefs that: **unemployment** of the children’s parents is definitely one of the highest issues that children suffer from within the district.

For educators with experiences from year: (6 - 11), the mean $M = (3.15)$ so:

$$P_{dcfritz}BoundaryMinimum = E \left(\frac{\bar{X}_{BoundaryMinimum}}{(\sqrt{S_{max} - S_{min}})} \right) = 8.5 \left(\frac{1}{\sqrt{4-1}} \right) = 14.72$$

$$P_{dcfritz}BoundaryMaximum = E \left(\frac{\bar{X}_{BoundaryMaximum}}{(\sqrt{S_{max} - S_{min}})} \right) = 8.5 \left(\frac{4}{\sqrt{4-1}} \right) = 19.63$$

$$P_{dcfritz}coefficient = E \left(\frac{\bar{X}_{score}}{(\sqrt{S_{max} - S_{min}})} \right) = 8.5 \left(\frac{3.15}{\sqrt{4-1}} \right) = 15.46$$



$$P_{dcfritz}strength = \frac{P_{dcfritz}coefficient}{P_{dcfritz}BoundaryMaximum} \times 100 = \frac{15.46}{19.63} \times 100 = 79\%$$

The perception scale was theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value. The coefficient value 15.46, when calculated as a percentage in the perception strength model is 79%.

The *Daniel C. Fritz Perception Model* based on the 4 point Likert Scale suggest that educators that have 6 - 11 years of experience have a perception strength of 79% based on the beliefs that: **unemployment** is definitely one of the highest issues that children suffer from within the district.

For educators with experiences from year: (12 - 17), the mean $M = (3.10)$ so:

$$P_{dcfritz}BoundaryMinimum = E \left(\frac{\bar{X}_{BoundaryMinimum}}{(\sqrt{S_{max} - S_{min}})} \right) = 14.5 \left(\frac{1}{\sqrt{4-1}} \right) = 8.37$$

$$P_{dcfritz}BoundaryMaximum = E \left(\frac{\bar{X}_{BoundaryMaximum}}{(\sqrt{S_{max} - S_{min}})} \right) = 14.5 \left(\frac{4}{\sqrt{4-1}} \right) = 33.49$$

$$P_{dcfritz}coefficient = E \left(\frac{\bar{X}_{score}}{(\sqrt{S_{max} - S_{min}})} \right) = 14.5 \left(\frac{3.10}{\sqrt{4-1}} \right) = 25.95$$



$$P_{dfritz} strength = \frac{P_{dfritz} coefficient}{P_{dfritz} Boundary Maximum} \times 100 = \frac{25.95}{33.49} \times 100 = 77\%$$

The perception scale was theoretically scaled with the lowest boundary minimum value to the highest boundary maximum value. The coefficient value 25.95, when calculated as a percentage in the perception strength model is 77%.

The *Daniel C. Fritz Perception Model* based on the 4 point Likert Scale suggest that educators that have 12 - 17 years of experience have a perception strength of 77% based on the beliefs that: **unemployment** is definitely one of the highest issues that children suffer from within the district.

For educators with experiences from year: (18 – over), the mean $M = (3.00)$ so

$$P_{dfritz} Boundary Minimum = E \left(\frac{\bar{X}_{Boundary Minimum}}{(\sqrt{S_{max} - S_{min}})} \right) = 20.5 \left(\frac{1}{\sqrt{4-1}} \right) = 11.84$$

$$P_{dfritz} Boundary Maximum = E \left(\frac{\bar{X}_{Boundary Maximum}}{(\sqrt{S_{max} - S_{min}})} \right) = 20.5 \left(\frac{4}{\sqrt{4-1}} \right) = 47.34$$

$$P_{dfritz} coefficient = E \left(\frac{\bar{X}_{score}}{(\sqrt{S_{max} - S_{min}})} \right) = 20.5 \left(\frac{3.23}{\sqrt{4-1}} \right) = 38.23$$



$$P_{dfritz} strength = \frac{P_{dfritz} coefficient}{P_{dfritz} Boundary Maximum} \times 100 = \frac{38.23}{47.34} \times 100 = 81\%$$

The *Author Perception Model* based on the 4 point Likert Scale suggest that educators that have 18 and over years of experience have a perception strength of 81% based on the beliefs that **unemployment** is definitely one of the highest issues that children suffer from within the district.

The overall total average of all of the educators based on all of the years of experience $M = (3.13)$ was from the responses on the issue of **unemployment** of the children’s parents being one of the dominant characteristics of poverty impeding academic success within the district. The overall average of the perception strength and beliefs of how the educators felt about hunger as an issue within the district-added together; (0 -5) years of experience was 76%. For (6 – 11) years of experience was 79%, (12 – 17) years of experience was 77% and (18 – over) years of experience was also 81% divided by 4 gave an overall average percentage strength of 78%.

The *Daniel C. Fritz Perception Model* suggest after calculating the averages of group of year of experience, the overall perception strength was 78% based on the responses from the Likert Scale. The educators feel strongly about **unemployment** being one of the biggest challenging issue within the district affecting student achievement. The educators from the experienced group (18-over) had a strongest perception about this characteristic of poverty, perceiving unemployment to be the largest issue out of all three of the most dominant issues of poverty.

3.1.4 Analysis of Variance (ANOVA) and the Homogeneity Test

- **Issues of poverty:** Low socioeconomic status

Levine's Test: used alpha-value = .05 for the assumption of equal variances between the groups

$H (null) =$ *The assumption was equal variances between the groups.*

$H (alt) =$ *The assumption was no equal variances between the groups.*

The item: **Low socioeconomic status** was perceived to be an issue within the community, according to educators based on their experience has an $F (3, 151) = .458, p = .712$, which showed that $p > .05$. This analysis suggested the assumption of equal variances between the groups (*Table 4.*); so the researcher failed to reject the null hypothesis (the regular ANOVA chart was reviewed).

The Analysis of Variance (ANOVA) Test: used alpha-value = .05 for the level of significance between the groups:

- $H (null) =$ *There was no significant difference in the strong perceptions and belief of educators regarding the issues of poverty on student achievement based on years of experience.*
- $H (alternative) =$ *There was a significant difference with the strong perceptions and belief of educators regarding the issues of poverty on student achievement based on years of experience.*

Based on the failure of rejecting the null hypothesis, (meaning the researcher accepted the null hypothesis); the researcher assumed equal variances between the groups; so the ANOVA chart was viewed (*Table 5.*) instead of the robust chart: equality of means. The descriptive statistics for this issue of poverty- low socioeconomic status (*Table 2.*) showed educators (0 -5) years of experience with a ($N = 36, M = 3.14, SD = .638$), educators (6 – 11) years of experience with ($N = 41, M = 3.10, SD = .583$). Educators with (12 – 17) years of experience had ($N = 39, M = 3.21, SD = .409$), and lastly educators (18 –over) years of experience with ($N = 39, M = 3.18, SD = .506$), and an overall $M_{total\ average} = 3.15, SD_{total\ average} = .548$ and $N_{total} = 155$ educators who responded to this item by filling out the survey. The $F (3, 151) = .291$ with $p = .832$; the analysis showed there was no significant difference between the groups of educators based on their years of experience on the beliefs that **low socioeconomic status** was one of the top challenging issues besides **hunger** within the community of School District X.

When children were affected by **low socioeconomic status** there was a possibility that they could be labeled falsely put into categories and look upon as students who are going to fail (Fritz, 2018, Banks, 2001), thus making it challenging for them to become academically successful (Berliner, 2009). Sometime educators would label impoverished students as “at risk students” and some educators did not want the children in the mainstream classroom (Fritz, 2018; Blazer, 2009; Southworth, 2010).

Children who were affected by these issues need effective school base factors and outside resources to help them become academically successful. Districts put strategies in place so that children and their families could overcome the barriers of these issues. The ANOVA test (*Table 2.*) suggested there was no statistical significance on how these educators perceive **low socioeconomic status** as being a barrier to the success of student achievement (Fritz, 2018, 2019; Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007). Because there was no significant difference between the group, examining the effect size and running a Post –Hoc test for multiple comparisons was not necessary.

- **Issues of poverty:** hunger

Levene's Test: used alpha-value = .05 for the assumption of equal variances between the groups

$H (null) =$ *The assumption was equal variances between the groups.*

$H (alt) =$ *The assumption was no equal variances between the groups.*

The item: **Hunger** was perceived to be an issue within the community, according to educators based on their experience has an $F (3,151) = .467; p = .706$, which showed that $p > .05$.

This analysis suggested the assumption of equal variances between the groups (*Table 6.*); so the researcher failed to reject the null hypothesis (the regular ANOVA chart was reviewed).

The Analysis of Variance (ANOVA) Test: used alpha-value = .05 for the level of significance between the groups:

- *H (null) = There was no significant difference in the strong perceptions and belief of educators regarding the issues of poverty on student achievement based on years of experience.*
- *H (alternative) = There was a significant difference with the strong perceptions and belief of educators regarding the issues of poverty on student achievement based on years of experience.*

Based on the failure of rejecting the null hypothesis, (meaning the researcher accepted the null hypothesis); the researcher assumed equal variances between the groups; so the ANOVA chart (Table 7.) was viewed instead of the robust chart: equality of means. The descriptive statistics for this issue of poverty-**hunger** showed (Table 2.) educators (0 -5) years of experience with a ($N = 36, M = 3.14, SD = .762$). Educators (6 – 11) years of experience with ($N = 40, M = 3.30, SD = .564$), educators (12 – 17) years of experience with ($N = 39, M = 3.26, SD = .498$), and lastly educators (18 –over) years of experience with ($N = 40, M = 3.00, SD = .716$), and an overall $M_{\text{total average}} = 3.17, SD_{\text{total average}} = .646$ and $N_{\text{total}} = 155$ educators who responded to this item by filling out the survey. The $F(3, 151) = 1.746$ with $p = .160$; the analysis showed there was no significant difference between the groups of educators based on their years of experience on the beliefs that **hunger** was the most challenging an issue within the community of School District X.

When children were hungry, they could not focus and learn the content; thus making it challenging for them to become academically successful (Fritz, 2018, 2019; Berliner, 2009). Because there was no significant difference between the group, examining the effect size and running a Post –Hoc test for multiple comparisons was not necessary (Fritz, 2018).

- **Issues of poverty: unemployment**

Levene's Test: used alpha-value = .05 for the assumption of equal variances between the groups

H (null) = The assumption was equal variances between the groups.

H (alt) = The assumption was no equal variances between the groups.

The item: unemployment was perceived to be an issue within the community has an $F(3, 152) = 2.962$; $p = .034$, which shows that $p \leq .05$. This analysis suggested the assumption of variances was not equal between the groups (Table 8.); so the researcher rejected the null hypothesis (the robust chart: equality of means was reviewed).

The Analysis of Variance (ANOVA) Test: used alpha-value = .05 for the level of significance between the groups:

- *H (null) = There was no significant difference in the strong perceptions and belief of educators regarding the issues of poverty on student achievement based on years of experience.*
- *H (alternative) = There was a significant difference with the strong perceptions and belief of educators regarding the issues of poverty on student achievement based on years of experience.*

Since the null hypothesis was rejected, the analysis showed no equal variances between the groups; so the robust chart (Table 9.) of equality of means was viewed instead of the regular ANOVA chart. The descriptive statistics for this issue of poverty- **unemployment** showed (Table 2.) educators (0 -5) years of experience with a ($N = 36, M = 3.03, SD = .810$). Educators (6 – 11) years of experience with ($N = 41, M = 3.15, SD = .478$), educators (12 – 17) years of experience with ($N = 39, M = 3.10, SD = .598$), and lastly educators (18 –over) years of experience with ($N = 40, M = 3.23, SD = .698$), and an overall $M_{\text{total average}} = 3.13, SD_{\text{total average}} = .650$ and $N_{\text{total}} = 156$ educators who responded to this item by filling out the survey.

The Welch analysis shows $F(3, 81.571) = .470$ with $p = .704$, if we use Brown-Forsyth test $F(3, 128.244) = .596$ with $p = .619$. Either test was appropriate to analyze the statistical significance between groups using ANOVA. The analysis showed there was no significant difference between the groups of educators based on their years of experience on the beliefs that **unemployment** was an issue within the community of School District X. Because there was no significant difference between the group, examining the effect size and running a Post –Hoc test for multiple comparisons was not necessary.

4.1 Discussion/Conclusion

What are the strengths of educators' belief/perceptions based on their years of experience on the issues of poverty that effect student achievement within the district? The researcher performed a previous study conducting an analysis on all issues of poverty that were discovered within District X. Those issues/characteristics were homelessness, hunger, unemployment, health issues such as asthma, other possible health issues besides asthma, mental health and possible disabilities affecting children's or parents' health, student mobility, poor attendance and Low socioeconomic status can affect behavior in students. However, the research suggested three of the most challenging characteristic to the children of School District X.

The previous research showed that **low socioeconomic status; hunger** and **unemployment** were the most challenging barriers to students' academic success, which were based on the responses of the educators' from the survey instrument. In this study, the researcher used the *Daniel C. Fritz Perception Model* according to the 4-point Likert scale showed the perception strength of each characteristic of poverty based on the responses of the educators according to their experience.

Low socioeconomic status of the children's parents being was one of the dominant barriers of poverty causing lack of academic success for children within the district. The perception strengths and beliefs of how the educators felt about **low socioeconomic status** as an issue within the district was based on the calculations from the *Daniel C. Fritz Perception Model*. The group of educators with (0-5) experience felt 79% strongly about low socioeconomic status being an issue within the district. The educators with (6-11) years of experience felt 77% sure that low socioeconomic status was a problem, educators with (12-17) years of experience had beliefs of 80% and educators with (18-over) years of experience had 80% perception strength as well. Ironically, educators with the years of experience from (12 -17), (18 and over) had the same perception strength of 80%. These two groups from the data presented were 80% in agreement about this characteristic of poverty being an issue within the district. Based on the overall averages of the percentage strengths from all four groups of experiences, the researcher concluded that educators felt 79% strongly about **low socioeconomic status** of the children's parents being one of the biggest challenging issue within the district affecting student achievement.

Hunger was one of the most challenging characteristics of poverty impeding academic success within the district. The perception strengths and beliefs of how the educators felt about **hunger** as an issue within the district was based on the calculations from the *Daniel C. Fritz Perception Model*. The group of educators with (0-5) experience felt 79% strongly about low socioeconomic status being an issue within the district. The educators with (6-11) years of experience felt 82% sure that low socioeconomic status was a problem, educators with (12-17) years of experience had beliefs of 81% and educators with (18-over) years of experience had only 75% perception strength. The group of educators with (6-11) and (12-17) had high beliefs and perceptions about hunger impeding children's chances of high achievement. Based on the overall averages of the percentage strengths from all four groups of experiences, the researcher concluded that educators felt 79% strongly about **hunger** being one of the biggest challenging issue within the district affecting student achievement.

Unemployment was one of the most distressful characteristics of poverty preventing academic success for children within the district. The perception strengths and beliefs of how the educators felt about **unemployment** as an issue within the district was based on the calculations from the *Daniel C. Fritz Perception Model*. The group of educators with (0-5) experience felt 76% strongly about low socioeconomic status being an issue within the district. Educators with (6-11) years of experience felt 79% sure that low socioeconomic status was a problem, educators with (12-17) years of experience had beliefs of 77% and educators with (18-over) years of experience had only 81% perception strength. Based on the overall averages of the percentage strengths from all four groups of experience, the researcher concluded that educators felt 78% strongly about **unemployment** being one of the biggest challenging issue within the district affecting student achievement.

Would educators have strong feelings that suggested significance regarding the issues of poverty on student achievement based on their experience in education? Based on the One-Way Analysis of Variance, of all three of the most challenging characteristics of poverty, which was **low socioeconomic status, hunger** and **unemployment**. According to the analysis of the study; the research suggested there were no significant difference on how the educators 'according to their experience perceived low socioeconomic status, hunger and unemployment affecting the children's chances for student achievement.

The educators' strongly perceived and agreed according to the data analysis that all three characteristics of poverty caused the most problems with children's academic success within the district. This was based on $\alpha = .05$; all of the p values were greater than .05. Because there was no significant difference between the group, examining the effect size and running a Post-Hoc test for multiple comparisons was not necessary.

Recommendations:

While there may be other issues of poverty within the district, a previous study was conducted by the researcher to examine several school-based strategies to help counter the issues of poverty and to help with the success of student achievement. Based on the responses and analysis of the previous study male and female educators had their favorite strategies which they perceived to be useful. However, there were common strategies between the two genders and they were **parent involvement, consistent intervention, classroom management and effective leadership** (Fritz, 2018, 2019; Barr & Parrett, 2007; Hayes 2008; Marzana, 2003, Shannon & Bylsma, 2007). Although there are many effective school-based strategies, the four mention strategies can be recommended and implemented into strategic plans of educational institution to help continue to fight poverty (Fritz, 2018, 2019).

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Figures and Tables

Experience in education within the school district:

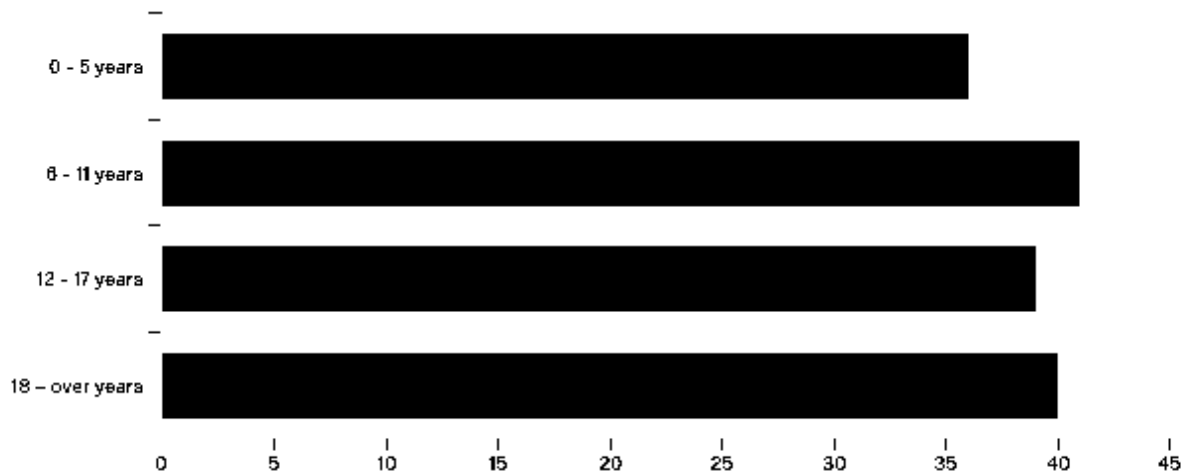


Figure 1

Experience in education within the school district:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 - 5 years	36	23.1	23.1	23.1
	6 - 11 years	41	26.3	26.3	49.4
	12 - 17 years	39	25.0	25.0	74.4
	18 - over years	40	25.6	25.6	100.0
	Total	156	100.0	100.0	

Table 1

Experience in education within the school district:		I perceive homelessness to be an issue within the community.	I perceive student mobility to be an issue within the community.	I perceive there may be other possible health issues besides asthma within the community.	I perceive mental health and possible disabilities affecting children and parents health to be an issue within the community.	Low socioeconomic status can affect behavior in students.
0 - 5 years	Mean	2.56	3.11	3.33	2.97	3.14
	N	36	36	36	36	36
	Std. Deviation	.735	.887	.535	.736	.683
6 - 11 years	Mean	2.88	2.93	2.98	3.15	3.10
	N	40	41	41	41	41
	Std. Deviation	.516	.721	.474	.422	.583
12 - 17 years	Mean	2.90	3.23	2.92	3.08	3.21
	N	39	39	39	39	39
	Std. Deviation	.598	.485	.532	.480	.409
18 - over years	Mean	2.87	2.98	3.15	3.03	3.18
	N	38	40	40	40	39
	Std. Deviation	.665	.620	.483	.480	.506
Total	Mean	2.80	3.06	3.09	3.06	3.15
	N	153	156	156	156	155
	Std. Deviation	.639	.693	.525	.536	.548

Table 2. Report on the issues of poverty: mean(M), standard deviation(SD) and the number(N) of educators responding to each item.

Experience in education within the school district:		I perceive unemployment to be an issue within the community.	I perceive hunger to be an issue within the community.	I perceive health issues: such as asthma to be an issue within the community.	I perceive poor attendance to be an issue within the community.
0 - 5 years	Mean	3.03	3.14	2.83	2.86
	N	36	36	36	36
	Std. Deviation	.810	.762	.737	.833
6 - 11 years	Mean	3.15	3.30	2.98	2.98
	N	41	40	41	41
	Std. Deviation	.478	.564	.524	.689
12 - 17 years	Mean	3.10	3.26	3.03	3.13
	N	39	39	39	39
	Std. Deviation	.598	.498	.537	.570
18 – over years	Mean	3.23	3.00	2.83	3.18
	N	40	40	40	40
	Std. Deviation	.698	.716	.712	.747
Total	Mean	3.13	3.17	2.92	3.04
	N	156	155	156	156
	Std. Deviation	.650	.646	.632	.717

Table 3. Report on the issues of poverty: mean (M), standard deviation (SD) and the number (N) of educators responding to each item.

Test of Homogeneity of Variances

Low socioeconomic status can affect behavior in students.

Levene Statistic	df1	df2	Sig.
.458	3	151	.712

Table 4.

ANOVA

Low socioeconomic status can affect behavior in students.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.266	3	.089	.291	.832
Within Groups	46.018	151	.305		
Total	46.284	154			

Table 5.

Levene's Test of Equality of Error Variances

Dependent Variable: I perceive hunger to be An issue within the community.

F	df1	df2	Sig.
.467	3	151	.706

Table 6.

ANOVA

I perceive hunger to be an issue within the community.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.155	3	.718	1.746	.160
Within Groups	62.141	151	.412		
Total	64.297	154			

Table 7.

Test of Homogeneity of Variances

I perceive unemployment to be an issue within the community.

Levene Statistic	df1	df2	Sig.
2.962	3	152	.034

Table 8.

Robust Tests of Equality of Means

I perceive unemployment to be an issue within the community.

	Statistic ^a	df1	df2	Sig.
Welch	.470	3	81.571	.704
Brown-Forsythe	.596	3	128.244	.619

Table 9.