

A PHENOMENOLOGICAL STUDY: MOTIVATING AFRICAN-AMERICAN
MALES TO ENTER THE ELEMENTARY EDUCATIONAL PROFESSION K-5

By

Lawrence V. Bolar

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Approved by

Chair/Advisor: Dr. James Harris

Committee Member: Dr. Vykuntapathi Thota

Committee Member: Dr. Ronnie Watson

ABSTRACT

MOTIVATING AFRICAN-AMERICAN MALES TO ENTER THE ELEMENTARY EDUCATIONAL PROFESSION K-5: A PHENOMENOLOGICAL STUDY

By (Lawrence Van-Ness Bolar)

Under the direction of (Dr. James Harris, Ph.D. Chair/Advisor)

The purpose of this study is to discover motivational factors to encourage and motivate African-American males to enter the elementary teaching profession K-5. According to the national educational statistical data, 300,000 new teachers are hired every year in America and only 4,500 of the new teachers hired are African-American males. As noted by the national educational statistics, at least 35 percent of public school students are Hispanic or African-American. According to the statistical data only 15 percent of teachers are Hispanic or African-American. The National Center for Educational Statistics research indicates an imbalance based on the student to teacher ratio centered on race (National Center for Educational Statistics, 2010). According to the National Center for Education Statistics 2010 report, African-American male educators made up 7.5 percent of all male teachers nationally, and make up about two percent of all teachers. As noted in the National Center for Educational Statistics, African-American males make up ten percent of the national student population. The 2010 statistical data leads one to believe that the education profession has become undervalued, and marginalized African-American male teachers as indicated by Williams research (Williams, 2012). According to Harper and Davis, the education profession is not viewed as an encouraging profession to work in (Harper & Davis, 2012).

Four research questions were employed to lead the research. The data was collected from 13 African-American male teachers at the elementary school level. The participants included

active elementary teachers and administrators in Virginia. Data collection occurred through teacher and administrator interviews. The findings of the study showed the reasons for African-American males being underrepresented in the elementary teaching profession. The participants expressed a desire for the educational world to fully embrace African-American male teachers and utilize their unique skills and abilities to have a positive impact on the lives of students, especially African-American males. In a school setting, being able to relate to the staff and administrative individuals is important; kids need to see people similar to them so they have a positive vision to emulate (Henze et al., 2002, p. 86).

Copyright Acknowledgement

Accept as provided below, I Lawrence Bolar ID. NO V00217419 hereby certify that my dissertation entitled “ Motivating African-American Males to Enter the Elementary Education Profession K-5” is published, will not violate any copyright of others and that I will save and hold harmless Virginia State University and University Microfilms from any damages.

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DEDICATION

I would like to dedicate this dissertation to my Lord and Savior Jesus Christ and my family, especially my mother Debra Bolar-Underwood. Mom your words were always invigorating and more powerful than you could imagine. Our many phone conversations provided peace and tranquility during a time of uncertainty. You pushed me and kept me from becoming discouraged. You kept me in prayer and constantly reminded me that I am an inspirational African-American male with unlimited potential to affect our culture positively. To Rashawn, I share this with you for your understanding and patience through all the missed appointments, meetings, family outings and just forgetting to meet family engagements or deadlines. My schedule was outrageous and very unpredictable and without your overwhelming support and encouragement, I would not have been able to complete this dissertation. To My Pastor Apostle Elaine Johnson and church family, you were able to provide a constant voice of peace and focus during a time of frustration and uncertainty. You were right by my side during my journey down this path and with your support I was able to grow intellectually, personally, and spiritually. Second, I would like to thank my parents collectively, Jerry and Debra Underwood, for the foundation they laid. As parents, you provided me with a sense of pride, purpose, and instilled in me a drive. You both were able to expose me to the different aspects of life, which helped me to develop into a well-rounded individual. I know you made sacrifices and committed selfless acts beyond comprehension, but please know I am forever grateful. I love you both immensely. Third, I would like to thank my wonderful children, Lauren and Christian, for allowing me to work and spend time focusing on my educational goals. I know it was difficult not having me around for extended periods, but you were my inspiration. Hopefully, both of you will be able to use my accomplishments as stepping stones as you ascend to unimaginable heights in the future. I love you dearly. Last but certainly not least, I would like to thank my Lord and Savior Jesus Christ again for the strength, clarity, and patience required while completing such an enormous task. I know your love is unconditional and your grace copious.

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Chapter I

Background

The overriding purpose of this study was to determine relative motivational factors to encourage and motivate African-American males to enter the elementary teaching profession K-5. The number of male teachers in the elementary grades is miniscule compared to the education field as a whole. Elementary schools in particular have had a steady decline in the percentage of male educators since 1981 (Kenny, 2004). According to the national educational statistical data, 300,000 new teachers are hired each year in America. In this group of newly hired educators you only have 4,500 African-American males. Kenny indicated, elementary schools in particular have had a steady decline in the percentage of male educators since 1981 (Kenny, 2004). As noted by the national educational statistics, at least 35 percent of public school students are Hispanic or African-American. According to the statistical data, only 15 percent of teachers are Hispanic or African-American. The National Center for Educational Statistics 2010 research indicates an imbalance based on the student to teacher ratio centered on race (National Center for Educational Statistics, 2010). In 2010, African-American male educators comprised approximately 7.5 percent of all male teachers nationally, and make up about two percent of all teachers. As noted in the National Center for Educational Statistics, African-American males make up ten percent of the national student population (National Center for Educational Statistics, 2010). According to Duncan, “It is especially troubling that less than two percent of our nation’s 3.2 million teachers are African-American males. It is not good for any of our country’s children that only one in 50 teachers is an African-American male” (Duncan, 2010).

Statement of the Problem

The purpose of this study is to discover motivational factors that encourage and motivate African-American males to enter the teaching profession K-5. Williams indicated that African-American male teachers are disproportionately represented in the elementary public school systems in the United States (Williams, 2012). This phenomenological study will provide links to poor academic performance, unequal disciplinary actions, and errant special education designation of African-American male students (Levister, 2009). According to Dogan, African-American male teachers improve the scholastic achievement of African-American male students (Dogan, 2010).

Theoretical Framework

The presence of the African-American male in the education profession is becoming rare (Duncan, 2010). According to Williams, three theories are employed to frame this phenomenon: social cognitive, constructivist learning, and sociocultural theory (Williams, 2012). Williams in his research shares how these three theories relate to the interactions of African-American male teachers within the classroom and their environments (Williams, 2012). According to Hockenbury and Hockenbury, Albert Banduras theory on Social cognitive theory entails learning from others through observation, imitation, and modeling (Hockenbury & Hockenbury, 2003). As noted by Fritscher, Jerome Bruner's theory on Constructivism concentrates on individuals making sense of the world on their own (Fritscher, 2008). Sociocultural theory was advocated by Les Vygotsky; it suggests that there is a presence of "dynamic interaction between individuals and society" (Woolfolk, 1998, p. 10).

Social Cognitive Theory

According to Cherry, the social cognitive theory introduced by Albert Bandura believes that behavior and knowledge is based on environment, emotion, and cognitive ability (Cherry, 2010). Bandura expressed in his research that environmental factors, emotional capabilities, and cognitive processing have a direct impact on human behavior. Cherry noted that in order for an individual to reach full potential, all three components must work collectively (Cherry, 2010).

Central to social cognitive theory and critical to the ability of individuals to engage in self-regulation is Bandura's concept of self-efficacy. Self-efficacy is the idea that people decide how to behave based more on belief in their own capabilities of accomplishment rather than in their knowledge or skills (Pajares, 2002). For educators, Bandura's theories hold several implications. For instance, ideas of conditioning can still be used in the classroom to help classroom management; however, since teachers cannot control the environment the students encounter outside school, teachers should look for ways in which they can help students build self-efficacy (Bandura, 1994).

According to Bandura (1994), teachers should use a multi-dimensional approach to disseminating knowledge to their students, thus helping students develop different cognitive capabilities. Teachers model for their students the desired outcomes and are ready to explain differences in their modeled behavior from behaviors that are not desired.

Constructivist Theory

According to Cooper, Jerome Bruner, a constructivist founding father, believed effective learning requires knowing the resemblances and disparities of situations (Cooper, 2009). As noted by Cooper, Bruner's research believed students past experiences and cultural environment persuaded their opinion about the teaching and learning process (Cooper, 2009). According to Cooper, Bruner's theme focuses on sequencing as it relates to a person's ability to mentally process. As noted by Cooper, Bruner's research indicated that each theme supports the development of cognitive abilities like "perception, conceptualization, learning, and decision making" (Cooper, 2009, p. 22).

Cooper indicated that Constructivist theory is defined as a process where "learners ultimately construct their own knowledge. This knowledge resides within them, so that each person's knowledge is as unique as they are" (Asynchronous Learning Networks, 1997, para. 1). People take on the world alone and other people are merely resources for inquiry and guidance. The yearning and aptitude to learn demonstrates an enormous part in this kind of learning.

Individuals use their experiences and knowledge to construct, analyze, and synthesis information (Cooper, 2009).

Sociocultural Theory

Cherry noted that Lev Semyonovich Vygotsky was the chief proponent of the three-pronged sociocultural theory (Cherry, 2010). Interaction is the first prong of sociocultural theory and suggests learning is dependent on intermingling and cooperatively working with other individuals. Cooperatively working with other people exposes new ideas and increases an individual's opportunity to better understand the concepts or ideas being taught (Cherry, 2010). According to Cherry, the second prong emphasizes on the impact that imitation learning has on student achievement. Imitation learning strongly suggests that the student should duplicate the actions of another learner, known as self-regulating. Self-regulating suggest that individuals recognize his or her inadequacies and collaboratively learn from other students how to solve problems. The third prong is in the zone of proximal development which is the difference between what a learner can do with and without help (Cherry, 2010). Individual development is integrated with societal development. Through constant interactions, "society doesn't just impact people; people also impact their society" (Cherry, 2010, p. 4). This type of learning varies within the differing customs of each culture.

Significance of Study

The importance of the study was to discover the insights and lived experiences of African-American male elementary teachers. The African-American male student population in the United States account for ten percent of the total student population. African-American male elementary teachers consist of two percent of the teachers in the United States (National Center for Educational Statistics, 2010). The public schools in the United states consist of eighty-two percent female, and 18 percent male (National Center for Education Information, 2010). The research findings will provide school systems with a greater opportunity to recruit and hire more African-American males and achieve a racial balance in the teaching force (Williams, 2012).

According to Williams' research, hiring more African-American males could also aid in the area of educational leadership (Williams, 2012). African-American males receive a disproportionate amount of disciplinary actions due to stereotypes and prejudices held by white teachers (Foster, 1990). As indicated by Kinsler, over the past three decades the number of African-American male teachers has decreased and the number of African-American male student suspensions has increased (Kinsler, 2009). Foster research indicates that students receiving instruction from a person familiar with their culture would allow the students to face less disciplinary actions and increase the opportunity to build a more cohesive student teacher relationship (Foster, 1997).

Additionally, educational leaders could utilize the material from the study to analyze the need to employ more minority teachers. Hiring more African-American teachers could support teachers from not placing African-American male students who are routinely placed in special education courses unfairly because of their behavior and intellectual capacity (Slater, 2008). This research study will assist school divisions in constructing a diverse staff that is willing to work with students, helping them harness their energy, increase their knowledge, and focus on making academic gains without being placed in special education (Williams, 2012).

As noted in Williams' research African-American males historically perform lower than any other ethnic or gender group in terms of test scores, graduation rate, and grade point average. According to Irvine, students achieve at a higher rate when taught by a teacher of the same race. Irvine's research indicates that African-Americans would benefit from being taught by African-American teachers (Irvine, 2002). The public educational system could demonstrate advanced improvement in overall performance if African-American males improve their individual academic performance (Williams, 2012).

Research Questions

The following research questions will be used to guide this research study (Williams 2012).

- 1: What motivates African-American males to enter the elementary teaching profession K-5?

- 2: Why is there a shortage of African-American male elementary teachers K-5?
- 3: How will having more African-American male elementary teachers be instrumental in improving the academic performance of African-American male students?
- 4: In what ways can the recruiting efforts of African-American males into the elementary profession K-5 be strengthened?

Definitions/Terms

Academic performance is the level of performance a student displays in an educational setting including grade point average, standardized test scores, and honors received (Bonneville Power Administration, 2004).

Achievement gap is the disparity in academic performance between groups of students most often used to describe performance gaps. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates. It has become a focal point of education reform efforts (Williams, 2012).

African-American is a person of black African decent born in the United States of America (Merriam-Webster, 2010).

Caucasian is a person of European origin often referred to as white (Farlex, 2010).

Cultural relevancy empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes (Ladson-Billings, 1995).

Disadvantaged student are students whose families are eligible to participate in the federal free and reduced price lunch program (U.S. Department of Health and Human Services, 2004).

No Child Left Behind is the Elementary and Secondary Education Act of 1965, which created the Title I federal aid program aimed at reducing achievement gaps between high social economic statues students and low social economic statues students (National Education Association, 2002). NCLB ties federal dollars for any school, which cannot meet a series of one-size-fits-all standards.

Pseudonym is a name that a person or group assumes for a particular purpose, which differs from his or her original or true name (Merriam-Webster, 2010).

Role model is a person whose success can be emulated by others, especially younger people (Dictionary, 2010).

Teacher-student cultural synchronization is the connection a teacher and student share through similar backgrounds, cultural identities, and commonalities used to build and foster relationships (Irvine, 2002).

CHAPTER II

LITERATURE REVIEW

National Center for Educational Statistics 2010 indicates that there is a shortage of African-American males in the elementary teaching profession. This study will explore the perceptions and lived experiences of African-American male elementary educators to facilitate a comprehensive understanding of why there is poor academic performance, unequal disciplinary actions, and errant special education designation of African-American male students (Levister, 2009). This literature review will focus on African- American males in the elementary teaching profession and how the shortage of African-American males could be a detriment to young African-American males.

A phenomenological approach is appropriate for this study because this perspective explains a phenomenon through human lived experiences, underscoring the belief that knowledge and understanding are embedded in current culture. Consequently, a study of this sort reinforces the belief that knowledge cannot be quantified or reduced to numbers or statistics (Byrne, 2001). In qualitative research, the main source of information is from a purposeful sampling of individuals with particular knowledge of an event (Vishnevsky & Beanlands, 2004). Grounded theory methodology is concerned with developing new theories from data and an inductive analysis of qualitative research moving from specific observations to general theory (Vishnevsky & Beanlands, 2004; Byrne, 2001). As data is collected and analyzed from African-American male teachers, the researcher will be searching for a core variable, which will serve as the foundation for the theory that African-American male teachers will positively affect marginalized African-American male students.

Historical Overview

In the early 1900s, debate flourished within the African-American community regarding education. In the 1900s, African-Americans were kept at their inferior status because (a) poll taxes prevented them from voting due to a lack of money, (b) literacy tests hindered their ability to vote because of an inability to read, and (c) residency requirements disqualified them to vote because of a lack of property (Thernstrom & Thernstrom, 1997). During the 1900's, African-Americans had little to no access to government provided education (Lomotey, 2010). African-Americans who wanted an education knew the importance of education and worked to build schools within their own communities (Lomotey, 2010). The schools could only offer African-Americans basic reading, writing, and mathematics. Most African-Americans could not advance their skill levels to compete in business or professional interactions (Lomotey, 2010). The two advocates at the forefront of education were W.E.B. Du Bois and Booker T. Washington; "they sharply disagreed on strategies for African-Americans social and economic progress" (Two Nations of Black America).

Washington "preached a philosophy of self-help, racial solidarity and accommodation" which suggested African-Americans disregard racial inequality and focus on becoming a better person and monetary gain (Two Nations of Black America). Washington founded Tuskegee Institute and urged industrial education, "where self-help was preached as gospel and where students and faculty combined strenuous outdoor labor with their intellectual endeavors" (Brands, p. 422). President Theodore Roosevelt was so impressed with Washington's views and strong influence in the African-American community; he invited Washington to the White House to share his perspective for African-American advancement in 1901. Roosevelt would come to

view this meeting as a political misstep and never offered another invitation to Washington or any other individual of color to the White House. President Roosevelt's action reveals the limited role African-Americans played in the American education system (Two Nations of Black America).

DuBois believed "Washington's strategy would serve only to perpetuate white oppression" and individual action was necessary (Two Nations of Black America). DuBois and others founded the National Association for the Advancement of Colored People (NAACP) because they believed in education and supported advancement in the arts and sciences. According to DuBois, "social change could be accomplished by developing the small group of college-educated blacks he called [the Talented Tenth]" (Two Nations of Black America. p. 3). Progress would be made only through excellence and hard work. The philosophies of Washington and DuBois separated people into the radical and conservative wings (Two Nations of Black America). This division in the African-American community weakened social and political advancement in public education for African-Americans (Two Nations of Black America).

Brown vs. Board of Education

Fifty-three years after Washington and DuBois' efforts to promote African-American education, education changed forever with the court ruling in 1954: *Brown vs. the Topeka Board of Education*. This ruling is the single most important court ruling in the history of American education (Alvarez & Brown, 2002; Blanchett, Brantlinger, & Shealey, 2005). In 1951, in Topeka, Kansas, thirteen parents in proxy for their twenty children started a lawsuit against the school board against segregated schools (Alvarez & Brown, 2002). The lawsuit demanded public

policy to reverse racial segregation. Kenneth Clark's statement was a key component in the ruling. Clark, a psychologist, conducted a psychological test with dolls. The result of the test demonstrated how African-American students correlated good behavior with white dolls and bad behavior with black dolls (Clark & Clark, 1947). The decision by the Supreme Court was that segregation based on race was unconstitutional. According to Chief Justice Earl Warren, "To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely to ever be undone" (Clark & Clark, 1947).

According to Toppo, before *Brown v. Board of Education* (1954), minority neighborhoods, boroughs, districts, and counties across America, teachers and administrators were considered honorable and good-paying careers for African-Americans, Hispanics, Asians, and Native Americans. The teaching and administrative roles in education provided an avenue for Blacks and minorities to enter the middle class. Also, minority teachers and principals in their communities were positive role models for the young children in their care. They enjoyed the process of developing relationships and fostering knowledge among young adults. Even low-performing Black students profited from their relationships with Black teachers and administrators. These teachers and administrators instructed young people how to relate to each other so they would be able to affect the world (King, 1963). Approximately 82,000 African-Americans teachers were teaching two million Black children in America in 1954 (Toppo, 2004).

As noted by Bruner and Haley, school integration in the 1950s and 60's was a very challenging process. Most individuals during this period in history did not appreciate African-

American students learning side by side to Caucasians (Lomotey, 2010). In the 1950s and 1960s, racial tension became an eminent factor in every part of life; integration of schools was not seamless (Brunner & Haney, 2007). Similar to the Little Rock Nine in Arkansas (1957), students who yearned to have the same opportunities as Caucasians faced angry mobs and apprehensive parents (National Park Service, 2006). Desegregation caused individuals who were against it to create other ways to differentiate between blacks and whites (Lomotey, 2010). Lomotey indicated that once the schools integrated, many students experienced unjust treatment. African-American students were labeled as special education, faced unfair discipline practices, received less qualified teachers, and had a far worse educational experience than their Caucasian counterparts (Lomotey, 2010). African-American students were often recommended for placement into special education classes by the classroom teacher (Algozzine, Christenson & Ysseldyke, 1982). This permitted the teachers to modify the class to their personal requirements and to eliminate the problematic students. The consequence of categorizing students for special education under false pretenses was ill preparation for assimilation into society and deprivation of a fair academic and social curriculum (Harry & Anderson, 1994).

However, school integration did not necessarily involve staff integration. African-American administrators, especially in the South, lost their jobs and influence during desegregation. Black administrators were no longer tied to African-Americans schools, and they often were moved into the larger system, fired, or demoted (Fulz, 2004). Career trajectory for African-American principals was disastrous during the eleven years following the *Brown* case. Fulz (2004) reported many discriminatory firings and demotions of African-Americans principals. For instance, of 467 school districts observed, 34 districts dismissed their African-Americans

principals, and 386 African-Americans principals (60%) had been demoted. In eleven southern states, researchers estimated that 90% of African-American principals lost their jobs. In 1964, African-Americans principals held positions in all of Florida's sixty-seven school districts, but by 1974, the number had diminished to forty school districts (Toppo, 2004). From 1967 to 1971, the number of African-Americans principals in North Carolina decreased from 620 to 40 (Toppo, 2004). The forty African-American educators who remained were either demoted, or forced to retire (Toppo, 2004).

According to Toppo in 1954 to 1965, 38,000 African-American teachers and administrators lost their jobs (Toppo, 2004). African-American teachers hired between 1958 and 1968 in desegregated districts throughout the State of Arkansas remained uncommon. In Texas, during the 1960s, approximately 5,000 White "substandard" teachers were employed in the state; African-American teachers who had better credentials were told to find work elsewhere or take up a new profession (Toppo, 2004). From 1975 to 1985, the number of African-American college students majoring in education decreased significantly, by 66% (Toppo, 2004). Between 1984 and 1989, an additional 21,515 African-American teachers in the United States lost their jobs (Toppo, 2004).

Elementary School Teacher Salary (United States)

Elementary school teachers earn an average salary of \$40,882 per year (PayScale, 2014). To work as an elementary school teacher, patience is a requirement. Elementary teacher's duties include preparation, correction, and grading of assignments and tests. The teacher has to have the ability to counsel students when there are classroom issues, keep up with attendance as is

required by the school, coordinate educational field trips, and maintain order of a large group of children in and outside of the classroom while on school property. The teachers' minimum requirements include certification from the state in elementary education and a Bachelor's degree in Elementary Education. Elementary school teachers are required to be able to listen and speak for long periods of time and spend hours walking, standing, and occasionally sitting (PayScale, 2014).

The teaching profession is both a physically and mentally challenging career. This occupation requires five days a week in the classroom from morning to midafternoon and requires time spent at home to be focused on grading papers, and creating outlines of study and lesson plans. Teachers are expected to keep track of grades and have open communication with both students and their parents and be able to maturely address any issues that may arise with behavioral problems or grades (PayScale, 2014).

According to Hamlet (2012), article on Exploration of African-American males and the influence of race, gender and teacher beliefs about their academic success, there has not been a shortage of calls to improve teaching. Based on the federal law, the *No Child Left Behind Act* has mandated that school systems have highly qualified teaching in the nation's public schools. Although the question still remains, "What makes an effective teacher, particularly of African-American males in an urban environment?" Hamlet indicated that African-American males in public schools are the hardest hit, having the lowest achievement rates on standardized tests and the highest dropout rates of approximately 50% or more. Hamlet's research states, that the majority comes from low social economic status and single parent families, having limited learning resources and facilities at home. Hamlet indicated that their behavior leads to frequent suspensions, transfers, and eventually many of them drop out from school before graduating.

Many find themselves in situations that warrant them to be placed in special education classes. According to Hamlet, there has been no greater challenge than how to improve the academic success of African-American males in public schools. Hamlet indicated that all facets that affect African-American males stem from such ideas as educational inequities, denial of education, substandard inner city schools, the race and gender of teachers and finally, teacher quality (Hamlet, 2012).

The 2002 Pajares Study

According to Pajares' 2002 study, the social cognitive theory was similar to a triangle. The similarity was based on the influence of an individual's behavior. The behavior's influences were at the top of the triangle. Behavior was at the top, with the middle and base consisting of personal and environmental factors. Pajares suggested the three areas are influenced by one another. If a child was born an African-American male to a single mother (personal factor), who lived in a poverty stricken area with no positive role models (environmental), this could lead to negative behavior (Parajes 2002). Parajes' study revealed that harsh personal and environmental factors could be overcome through models of good behavior from a familiar individual. The study fixated on the effects of emotional and behavioral modeling of African-American male teachers compared to that of Caucasian teachers working with African-American male students in the same classroom. Pajares study focused attention on four things: observation, interviews, mentoring, and casual conversation (Parajes 2002). Pajares asked African-American male students two questions:

1. Do you feel that your behavior/performance is better in the classroom of African-American teachers (Parajes 2002)?
2. Why do you behave/perform better with African-American teachers than White Teachers (Parajes 2002)?

According to Pajares, two central themes that emerged from the interviews were that (a) African-American male students' behavior and performance were better because they could relate to African-American teachers, and (b) the appropriate behavior was modeled by a person who looked like them. Pajares study revealed that the social cognitive theory was relevant (Pajares, 2002).

Public Education in the 21st Century

According to Curry, the American public education still needs help sixty years after *Brown vs. Board of Education*. Curry indicated that the Brown case is still relevant and each new generation needs to be reminded that separate but equal is generally not equal. Each successive generation of educators should not simply celebrate the passage of *Brown vs. Board of Education*, but be aware of the complexity of the ruling and its impact on today's educational system. According to Curry, Brown was necessary to correct the lack of many basic civil and equal rights for the African-American. However, in the process of providing this remedy, sufficient efforts were not provided nor were problems acknowledged regarding ancillary consequences of the court action. The appointment and equal opportunity of African-American principals and teachers still remain a continued need. As the nation's schools have entered the 21st century, student populations have become more diverse (Curry, 2004).

According to Hodgkinson (1985), by 2020, if the immigration rate continues to increase, 44 million Blacks and 47 million Hispanics will be residents of the U.S. Such diversity manifests itself in linguistic issues. An estimated 35% of school children live in linguistically and ethnically diverse homes. For example, one elementary school in Northern Virginia has reported over 80 languages being spoken in its halls (Hodgkinson, 1985). Since this report was produced more than a decade ago, an increase in the variety of languages has more than likely increased.

Consequently, America will need role models to mirror the diversity of America's ever changing ethnic society (Hodgkinson, 1985).

According to the U.S. Bureau of Labor Statistics (2009), there are 4.8 million teachers in the United States, of the 4.8 million teachers only two percent are African-American males (Black male teachers, 2009). The shortage of African-American males in teaching is caused by diminished salaries, absence of coaching jobs at the elementary level, perceived social status of teaching, and the issue of physical contact being misconstrued (Callas, 2003; Diamond, 2003; Walzer, 2003; Williams, 2001).

Multicultural Education

According to Banks & Banks, the major aim of Multicultural education is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. The goal is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community works for the common good (Banks & Banks, 1995).

Banks & Banks indicated that proponents argue that students need high self-esteem in order to learn well, and self-esteem results in part from having teachers who resemble the students:

I am not suggesting that excellent teachers of diverse students must be of their students' ethnicity. However, we should strive to make our teaching force diverse for teachers who share the ethnic and cultural backgrounds of our increasingly diverse student bodies to provide insights that might otherwise remain hidden (Banks & Banks, 1995).

A chapter in the *Handbook of Research on Multicultural Education* argues that “when students and teachers share a common cultural background and are able to engage in productive interactions, it is possible that they might develop attachments to education that they otherwise might not”. Advocates of identity-based multiculturalism believe students’ motivation to learn is increased when their group figures prominently and distinctively in the material they are learning. In other words, children find it easier to relate to individuals in the text books that look like them such as African American and Hispanic figures (Hochschild, & Scovronick, 2003; Delpit 2006).

Vernon Smith (2004) conducted a study to see how many high school students would be interested in entering the public education system. Smith study included African- American male honor students and graduates (Smith, Mack, & Akyea, 2004). Smith’s study showed that the majority of students were not interest in pursuing teaching as a career (Smith et. al., 2004). The study showed that the students who were interested in teaching recognized several incentives: (a) a former teacher influenced their life, (b) the opportunity to be a positive influence, (c) learning something new from students, and (d) lack of male figures in the classroom (Smith et. al., 2004). An under-representation of African-American male teachers exists in the kindergarten through 5th grade. According to the National Center for Education Statistics, a number of research studies have been conducted to try to understand why African-American males fail to enter this career field in large numbers. The researcher will explore what motivates and influences African-American males to enter and remain in the elementary educational profession K-5 (National Center for Education Statistics, 2010).

The public school system student population is always changing, however, the education profession has not; African-American male teachers remain extremely low in the teaching

profession (Campbell-Whatley, 2008; Irvine, 2002; Johnson, 2008; Mitchell, 2010; Snyder, 2008). Their research explored factors related to the under-representation of African-American male educators particularly in K-5.

The Secretary of Education, Arne Duncan, is pushing an initiative to recruit 80,000 African-American male teachers by 2015. Duncan's initiative is designed to inspire African-American males to enter teaching the teaching profession (Turner, 2011). According to Turner, Duncan plans to visit historically black colleges and universities (HBCU) along with actor/director Spike Lee. Duncan and Lee indicated that their visit to the schools is part of the national teacher recruitment campaign. The campaign is designed to promote and increase the number of African-American males to become highly qualified teachers. Duncan and Lee indicated that they plan to share with the schools and students why African-American male teachers are needed in classrooms today (Turner, 2011). Duncan believes recruiting more African-American men to enter the classroom will solve several problems in the black community to include gang violence, high school dropout rates, and fatherless homes (Duncan, 2010). According to the National Education Association (NEA,2009), men comprised just 24.4 percent of the total number of teachers in 2006. Males teaching in the public schools in the United States is currently at a 40 year low. For example, Arkansas at 17.5 percent, and Mississippi with 17.7 percent, has the lowest percentage of male teachers while Kansas at 33.3 percent, and Oregon with 31.4 percent boast the largest percentage of men leading the in classroom (NEA, 2009). Bryan Nelson, the founder of Men Teach (2007) a nonprofit organization dedicated to recruiting male teachers, suggests three key reasons for the shortage of male teachers: low status and pay, the perception that teaching is "women's work," and fears of the accusation of child abuse. As

stated by the National Education Association, many men once in the profession said they quit because of worries that an innocuous contact with students could be misconstrued (NEA 2009).

According to Graziano, remaining in education is unique to each individual. For instance, the impetus may be intrinsic, extrinsic, or aesthetic; however, to remain in education one must have passion, feel connected to their students, and have a strong desire from within to make a difference in the lives of others (Graziano, 1997). Recruiting highly qualified staff is extremely challenging but retaining staff is equally as challenging (Henze, 2002). Graziano indicated that fourteen percent of teachers leave the profession after their first year and twenty-four percent of the teachers leave after the second, thirty-three percent after the third, forty percent after a fourth year, and forty-six percent after only five years (Graziano, 1997).

As indicated by Graziano, the majority of teachers who changed careers left because of a better opportunity or dissatisfaction with administration or environment (Graziano, 1997). There were several indicators as to why teachers left the profession. Several teachers left to pursue a different profession, or to attain better salaries and benefits (Graziano, 1997).

According to Boyer, there are several major factors as to why it's challenging to retain teachers. The major factors revolve around higher wages, better working conditions, increased support from administration, and mentoring, which have considerable influence for teachers (Boyer, 2003). The California Action Plan, Boyer (2003) explained several retention strategies. Boyer believed teacher retention could be enhanced by making defined class sizes, "providing equitable and adequate classroom facilities [and] appropriate materials, properly preparing district and school administrators, and providing meaningful professional development" (pp. 1.39-1.45).

According to Ingersoll & May, the Flora Family Foundation set out to answer these questions of minority teacher recruitment and retention. Ingersoll and May analyzed two decades worth of data from the late 1980s to 2009 from a large U.S. Department of Education national survey of teachers and administrators. The researchers did not focus on the contentious question of whether minority teachers are better at teaching minority students. Rather, their objective was to use the best national data available to ground the debate over the extent of shortages (Ingersoll & May, 2011).

According to Ingersoll and May, there are several gaps between the percentage of minority students and minority teachers in United State schools. Ingersoll and May indicated that in the 2008-2009 school year, 34% of the national school population was minority, and 41% of all elementary and secondary students were minority. However, only 17.5 % of all elementary and secondary school teachers were minority. The Ingersoll and May data concluded that these gaps have persisted in recent years largely because the number of white students have decreased while the number of minority students have increased. Ingersoll and Mays research suggests the shortfall of minorities is not because of the attempt to recruit minority teachers (Ingersoll & May, 2011).

Teaching demographics consist of a predominantly female population and in recent decades, it has become increasingly so, but this varies by race and/or ethnicity. Over the past 20 years, the number of white male teachers increased by only 18%, but the number of minority male teachers increased by 92%. Currently, males represent about twenty-four percent of white teachers and of minority teachers (Ingersoll & May, 2011). Although we see this increase in male educators, the gender is still heavily underrepresented in the classroom, especially minorities. In contrast, data states in 2003-2004, 47,600 minorities entered the teaching

profession, but by the following academic year 57,000 had left the profession (Ingersoll & May, 2011).

According to Ingersoll & May, minority teachers rather than Caucasian teachers are normally recruited and hired in public schools serving high-poverty, high-minority, and urban communities. Minority teachers rather than Caucasian teachers are normally found working in hard-to-staff schools. As noted by Ingersoll and May, minority teachers entered teaching at higher rates than their Caucasians counterparts twenty years ago; however, they have left schools at a higher rate (Ingersoll & May, 2011).

Kenny indicated that the number of male teachers in the elementary grades is miniscule when compared to the education as a whole. That percentage has steadily declined since 1981 (Kenny, 2004). According to Kenny in 1981, 17% of teachers in elementary education were males. In 2004, they constituted only nine percent of elementary education teachers (Kenny, 2004). Unless the decline of male teachers in elementary schools is addressed, many male children will not have an opportunity to interact with a positive male role model in their formative years. In the absence of a strong paternal figure, many male children take the initiative to learn how to become men, often finding a tumultuous path toward crime and academic underachievement. This problem is especially pernicious in the African-American community where the paucity of positive male role models is widespread. African-American male teachers play an especially important role in the identity formation of young African-American boys and girls, who are bombarded with negative stereotypes and courted by unscrupulous role models such as drug dealers, rappers, and harlots (Appleby, 1994).

A variety of studies have been conducted on the effects of hiring male teachers in the elementary grades. Appleby (1994) has studied the feminization of the early grades for decades

and always saw it as an area of concern. In his historical study, *Wanted: 20,000 Male First Grade Teachers*, Vairo (1969) states one of the most critical issues facing elementary schools is the scarcity of male teachers and faculty (Vairo, 1969). In recent years, parents have been especially instrumental in asking for more male teachers in the classroom. Parents (especially mothers) want their children to see that men can be nurturing and caring (Vairo, 1969).

According to Rice-Boothe article on the lack of African-American males in teaching there are various reasons as to why African-American males are not entering the education profession (Rice-Boothe, 2011). Rice-Boothe listed the following five reasons for the lack of African-American males entering the profession: (a) other opportunities, (b) salary, (c) lack of esteem, (d) barriers to entry, and (e) perceived femininity (Rice-Boothe, 2011). As indicated by Brown, there are similar factors to Rice-Booth as to why the lack of males in teaching stems from low status and pay, the perception teaching is women's work, and the fear of accusation of child abuse (Brown, 2008). As noted by Brown, President Weaver, the President of the National Education Association recognizes that there is a lack of support, respect, and involvement for male teachers (Brown, 2008). Pang & Gibson indicated that Black educators brought something to education that couldn't be found in textbooks such as culture and should be included rather than excluded from education (Pang & Gibson, 2001). African-Americans can enrich the lives of many diverse students because they possess colorful stories of history filled with lessons on strength, oppression, success, and life experiences (Milner, 2006). The problem with African-American males entering the profession didn't just appear. According to 1995 data, the distribution of African-American teachers was only six percent, while the distribution of white teachers was at eighty-nine percent (Arends, Winitzky, & Tannenbaum, 2001).

Recruit and Employ Highly Qualified Teachers, Administrators & Support

According to Harris, teachers, therefore, make up the bedrock of instructional activities for students (Harris, 2005). Harris being a former principal and superintendent in various large school divisions in the United States and Japan, believe that hiring highly qualified teachers is essential to all students' success. Harris demonstrated and documented this concept in his book, *10 Essential Strategies to Student Success*. The number one strategy a school system should employ is hiring highly qualified teachers. The reason is the number one strategy in Dr. James Harris 10 Essential strategies are because teachers spend the bulk of their day working with students (Harris, 2005).

Numerous scholars and commentators have argued that there is a growing disparity between the degree of racial/ethnic diversity in the nation's student population and the degree of diversity in the nation's elementary and secondary teaching force (Quiocho & Rios, 2000; Torres et al., 2004; Villegas & Lucas, 2004; Zumwalt & Craig, 2005). The National Council for Accreditation of Teacher Education first included "diversity" standers in 1976 which was later removed in 2006.

The nation's student body has changed drastically; however, the nation's teaching population has not. As indicated by Quiocho & Rios, there are several who argue that teachers have become less diverse and more homogeneously Caucasian. According to Quiocho & Rios there are three arguments as to why increasing the racial/ethnic diversity of teachers would be beneficial. The demographic parity express the importance's of minorities as excellent role models for all. According to Quiocho & Rios, the racial/ethnic makeup of the teaching force should replicate that of the student population (Quiocho & Rios, 2000; Villegas & Lucas, 2004).

Irvine indicates the importance of “cultural synchronicity” and its effect on the student population (Irvine, 2002). Irvine indicates the advantage of minority students being taught by minority teachers stems from “insider knowledge” based on having similar life experiences and cultural backgrounds (Villegas & Irvine, 2010). Research indicates that minority teachers are more likely than any non-minority candidates to seek employment in schools serving predominantly minority student populations, often in low-income, urban school districts (Foster, 1997; Ladson-Billings, 1995; Quiocho & Rios, 2000).

Over the past several decades, organizations such as the Education Commission of the States (2003), the American Association of Colleges of Teacher Education (1993), and the National Educational Association (National Collaborative on Diversity in the Teaching Force, 2004) have advocated and implemented a wide range of initiatives designed to recruit minority candidates into teaching. These efforts have included future educator programs in high schools, partnerships between community colleges with higher minority student enrollments and four-year colleges with teacher education programs, career ladders for paraprofessionals already in the school system, and alternative certification programs (Clewell & Villegas, 1998).

Significance of Hiring African-American Male Teachers

According to Arend’s article on the significance of Hiring African-American male teachers, it’s important to hire more African-Americans because the public education system has changed education. The national population is forty-one percent minorities and progressing (National Center for Educational Statistics, 2005). The teaching profession has been unable to change (Arends, et al, 2000). Caucasian teachers remain at ninety percent while, African Americans are seven percent, and three percent are individuals of Hispanic and Asian backgrounds (National Center for Educational Statistics, 2005). Research indicates that African-

American male students account for ten percent of the total student population in America, but African-American male teachers account for only two percent of the teaching profession (National Center for Educational Statistics, 2005).

According to Brown's, article entitled "Brothers Gonna Work It Out:" Understanding the Pedagogic Performance of African American Male Teachers Working with African American Male Students throughout most of the twentieth century, the question was less about just having a black teacher, but more about what kind of black teacher would provoke social and political changes. Brown indicated that by the late 1980s and early 1990s, there was a growing concern about the significance of culture to improve minority student achievement; several studies emerged regarding the pedagogical practices of the African-American teacher (Foster 1997& Irvine 1990a, b).

A significant part of this research addressed the pedagogical skills aspects of the black teacher. Scholars have drawn from a variety of theoretical frameworks such as African-centered pedagogy (Irvine 1990a, b; & Ladson-Billings, 1995), Black feminism (Dixson 2003), Black womanist thought (Beauboef-Lafontant 2002, 2005), critical pedagogy (Ball 2000) and critical race theory (Lynn 2006) to illustrate the cultural and ideological dimensions of African-American teacher performance. From the late 1980s to present, three aspects of Black teacher performance has been the focus: (1) verbal/rhetorical capacity; (2) social interactions; and (3) implicit and explicit use of cultural/political discourse (Foster 1987, 1991a, b, c, 1994, 1997; Howard 2001; Irvine 1990a, b; King 1991).

According to Irvine (1990), culturally responsive teachers employ a variety of speech acts such as "repetition, call and response, variation in pace, high emotional involvement, creative analogies, figurative language, vowel elongation, catch phrases, gestures and body

movement (p. 60).” The other strategies are black teachers’ social interaction with African American students (Irvine, 1990). Additionally, researchers note such interactions involve teachers’ use of personal stories, joke telling, and dialect to help foster relationships with their students. Researchers also maintain black teachers employ a common political and cultural discourse in their practice. For example, some studies illustrate how African-American teachers will regularly express to their students the political importance of education to their larger social and political worlds (Foster, 1997)

According to Byron L. Daniel’s research, *Evaluating Academic Achievement of African-American Male Students in Guilford County, North Carolina Public Schools*, the home and the public school classroom have been key environments in the African-American community and have been instrumental in developing identity and encouraging academic progress. Despite the dropout rates of African-American males in secondary school, grades have increased while academic achievement scores in the primary grades have not. Daniel’s research noted that the racial and gender composition of elementary school teachers did not match that of the students. This may contribute to the disproportionate achievement scores between African-American and European American students (Daniels, 2010).

Daniels’ quantitative study examined the possible significant relationship between African-American male teachers and the academic achievement of African-American male students in Guilford County, North Carolina Public Schools using the Frequency Exact Test (Fischer's Exact Probability Test). The study compared six fifth-grade classroom’s teachers: three with African-American male teachers, three with European American male and female teachers, and African-American female teachers, both of which had an average of four to nine African-American male students in an average class of 20 to 30 students. The results could be

used to assist in further evaluations of reasons for academic discrepancies. Potential solutions are discussed to decrease the achievement gap between African-American youth and European American youth (Daniels, 2010).

According to *White Exclusion by Choice*, there are various reasons as to why African-American males don't enter the teaching profession. For instance, African-American males home lives, lack of opportunities, personal interactions while in school, and the lack of financial stability (White, 2009). African-American males normally live in single-family residence or in an abusive home (Passley, Gerring, & Gerson, 2006). According to Berger, living in single-family homes can be extremely damaging to a child and causing negative trends in daily practices: difficulty in focusing, stifled development, and the tendency to fall behind in school (Berger, 1994). As indicated by Staples, African-American males have a tendency to earn low standardized tests scores, be placed in special education, or experience suspension, expulsion, and drop out of school at a much higher rate than their Caucasian counter parts (Staples, 2010).

As indicated by Anderson, African-American males deal with so many challenges aside from failing in the classroom. For instance, African-American males have to battle substance abuse, high unemployment, negative family situations, poverty, and incarceration (Anderson, 1999). As indicated by Ogbu, African-American males statistically rank lowest in the area of academic achievement, have the worst attendance, get suspended the most and expelled more often than their Caucasian counter parts. (Ogbu, 2003) Pinkney and Roderick noted African-American male drop-out of school and fail to pursue their Graduation Equivalency Diploma for various reasons (Pinkney, 2000; Roderick, 2003).

According to Joyner, seventy-two percent of African American children are born to unwed mothers. The black community's 72 percent rate eclipses that of most other groups: 17 percent of Asians, 29 percent of whites, 53 percent of Hispanics and 66 percent of Native Americans were born to unwed mothers in 2008, the most recent year for which government figures are available. The rate for the overall U.S. population was 41 percent. This issue entered the public consciousness in 1965, when a now famous government report by future senator Daniel Patrick Moynihan described a "tangle of pathology" among blacks who fed a 24 percent black "illegitimacy" rate. The white rate then was four percent (Joyner, 2010). In essence, failure to complete high school requirements will negate post-secondary success and forfeit opportunities to receive degrees in education or in any field of study (Pinkney, 2000; Roderick, 2003).

African-American males have had very poor experiences in school. For instance, Staples indicated that African-American males suffer being reprimanded and embarrassed by their teachers at a much higher rate than Caucasian males. According to Staples, African-American males are severely mistreated in the public school (Staples, 2010). Motivating African-American males to enter the teaching profession is challenging with regard to the various other professions. As indicated by Pickney & Rodrick, teaching is not a job that people enter because of the money. Teaching, unlike other professions, does not offer large salaries. People who choose teaching as a profession often choose based on some moral commitment of giving back to society (Pickney & Rodrick, 2003).

According to the HR Reported data, the annual salary for someone with the job title of an elementary school teacher may vary depending on a number of factors including industry, company size, location, years of experience and level of education. For example, the median

expected annual pay for a typical elementary school teacher in the United States is \$53,430, so 50% of the people who perform the job of an elementary school teacher in the United States are expected to make less than \$53,430 (HR Reported data as of June 2014). As indicated by Eitle & Eitle, money is one of the number one contributing factors individuals factor in when choosing a career.

According to Eitle & Eitle, African-American males who live in poverty or below their means typically prefer to pursue careers geared towards sports (Eitle & Eitle 2002). According to Spence, unlike Caucasian families, African-American male families encourage them to participate in sports at a much greater rate (Spence, 2000). As indicated by Griffith, this is the reason we see African-American males seeking to identify themselves based on their athletic talents. African-American males find validation with sports because sports are encouraged at home (Griffith, 2007). Powell indicated that African-American males put very little emphasis on academics in comparison to sports (Powell, 2008, P.73)

According to Harrison & Lampman, African-American males become extremely disappointed when they don't end up with careers in sports. Harrison & Lampman indicated that because of the negative images they see their sports heroes demonstrate through the media and on television, they too become victims of such negative and destructive behaviors such as drug abuse. This negative behavior comes after they have placed so much emphasis on pursuing sports as a career and fail (Harrison & Lampman, 2001). According to Cherry, the social cognitive and sociocultural theories play a very important part as to why African-American males don't enter the teaching profession. Cherry indicated that one of the leading causes as to why African-American males don't enter the teaching profession is because African-American males learn by watching.

As indicated by Cherry, this is called the social cognitive ideology (Cherry, 2010). According to Cherry, day to day events can have a huge impact on an individual's opinion about life. If a student's life is filled with drugs or abuses are prevalent, then a possibility exists he could model himself after the events of the environment, and for children, it's sometimes difficult to differentiate what is good from bad (Cherry, 2010). Cherry indicated that a dysfunction could prevent a child from knowing and understanding what is socially acceptable and cause African-American males to choose paths that do not lead to teaching (Cherry, 2010).

According to Byrd, Butler, Lewis, Bonner, Rutledge, Watson, Identifying New Sources of African American Male Pre-service Teachers 2011 research study examined the experience of one African-American former college athlete and two athletic department academic advisors at BCS Division University in the Southern Region of the United States. The study was based on the African-American male K-12 teacher shortage (Byrd, Butler, Lewis, Bonner, Rutledge, Watson, 2011). The participants of the study were interviewed to examine the experience of student athletes as they relate to exposure to teaching as a possible profession early in their academic career. Retrospective interviews were used. Key themes that emerged from this study were incorrect advising of student-athletes, perceptions of the academic structure of teacher education, and exposing student-athletes to possible careers. Recommendations for practice based on the data from this study were made to generate a pathway from student-athlete to student-teacher in big-time college athletic programs.

Bianco, Leech, & Mitchell's, article "Pathways to Teaching: African American Male Teens Explore Teaching as a Career" outlined pathways to teaching African- American teens to explore becoming teachers. The focal points of the article included information on the disparity among African-American male teachers shared research findings and provided a description of a

pre-collegiate course designed to encourage high school students of color, including African-American males, to explore teaching. The research presented in this article draws from survey and interview data. Bianco, Leech, Mitchell, examine factors that influence 11th and 12th grade African-American male's consideration of teaching careers and explore the impact of a pre-collegiate pathway to teaching program. "The results of the study on "Pathways to Teaching: African-American Male Teens Explore Teaching as a Career exposed the complexity of effective recruitment while also demonstrating how a successful program has the capacity to encourage young African-American males to reframe their thinking and see themselves as potential future teachers" (Bianco, Leech, Mitchell, 2011; *The Journal of Negro Education* 2011, 368-383).

According Graham & Erwin's article entitled, "I Don't Think Black Men Teach Because of How They Get Treated as Students": High-Achieving African-American Boys' Perceptions of Teaching as a Career Option the article indicated that the perceptions of the teaching profession is viewed as negative and not a viable career option by high-achieving high school-aged African-American males. The researcher used random sampling to identify high school African-American male students in one large urban school district. The researcher used criterion sampling to examine the perceptions of 63 African-American 11th grade males. The participants in the research study completed a perceptual analysis inventory, constructed a circle map, sketched an artistic drawing of a classroom teacher, and participated in focus group sessions. Using an explication analysis process the researcher discovered three emerging themes as influences that deterred African-American male participants from considering teaching as a career option: (a) negative perceptions of teachers and teaching, (b) schools as oppressive institutions and (c) African American Males as Nonconformists (Graham, Erwin, 2011; *The Journal of Negro Education*, 2011, 398-416).

News analysis Natelege Whaley's, (2013) article report says black male teachers are not becoming extinct. Whaley reports Black males with a bachelor's degree become school teachers. The article is contrary to most of the research on Black male teachers. The article states that black males aren't becoming extinct. Whaley states that black males becoming extinct could not be farther from the truth. The analysis states that the top occupation for black men with at least a bachelor's degree is elementary and middle school teachers, with secondary teacher following at number five and education administrator at number six (Whaley, 2013).

According to Anya Kamenetz's, article "A Role Model Pipeline for Young Black Men" less than two percent of the nation's elementary school teachers are black men. A program at Clemson University in South Carolina is looking to change that. Clemson University offers a summer program, at least twice a week, titled "Call Me Mister". The Mister program is designed to train and support black men who want to become teachers. Kamenetz indicated that the goal is not just to diversify the nation's teacher corps, but to provide role models for troubled black boys. Call Me Mister included a network of two-year and four-year partner colleges. Kamenetz indicated that participation gives these men student loan forgiveness, job placement, the support of a cohort, and help learning classroom management and instructional techniques. Most of all, it prepares them to be mentors. (Kamenetz, 2014)

According to article entitled supporting men of color along the educational Pipeline: The Institute For Higher Education Policy (2013) indicated that the past 10 years alone, males of color specifically have consistently enrolled in bachelor degree programs and graduated from college at a lower rate than females. Given these trends, many colleges and universities, community-based organizations, advocacy groups, and other organizations have made strides in providing programs and resources that support men of color who are pursuing a college degree.

The Institute For Higher Education Policy (2013) indicates the importance of a college education is greater than ever before. A student's pathway into and through college often has speed bumps, twists, and turns. As students develop and move from middle school to high school and beyond, they often face personal, financial, academic, and other challenges that can interfere with their progress.

A publication by the Institute For Higher Education Policy (2013) on the "Educational Crisis Facing Young Men of Color" explains that men of color face a "third America" where they "live outside the margins of our economic, social, and cultural systems" and are being underserved throughout the U.S. education system. This crisis remains a major issue, but by identifying successful policy interventions, programs, and initiatives, future prevention is a possibility (Institute For Higher Education Policy, 2013).

According to the Institute For Higher Education Policy (2013), African-American young men are devalued, demonized, and dismissed in U.S. education systems. The Institute For Higher Education Policy (2013) indicated that students needed to establish trust and respect with leaders/elders during their interactions (Institute For Higher Education Policy (2013).

Additionally, the Institute For Higher Education Policy (2013) indicated that young men seek relevant, applicable information delivered with a sense of purpose and/or passion. They do not want to be bored, especially by one-sided lectures. One-on-one interactions, active individual engagement, or appropriately competitive situations also help to create beneficial connections for learning and sharing. And importantly, their own journey and value should be reflected in the discourse through relevant use of African/African-American culture and historical figures (Institute For Higher Education Policy 2013).

According to Simmon's article "African-American male teachers and African-American students working subversively through Hip-hop," African-American male teachers have not been given adequate attention in discussions of teaching and learning. The experiences in this article offer a narrative that considers their commitment to improving both the educational experience and social conditions of African-American students. In an effort to answer this challenge, a qualitative study of ten African-American male teacher's pedagogical usage of hip-hop was explored. As each of the participants pedagogical practices ran contrary to the expressed desires of the school administration and district administration, this paper reveals the ways in which they navigated administrative infatuation (Simmons, et. al, 2013).

According to River's article "Educating African American Males: Examining Teacher Perceptions and Cultural Interpretations" society has struggled with academic underachievement among African-American males. Several studies have identified significant factors of African-American academic underachievement from the perceptions and conditions of the student, inadequate amount of lessons focus on this problem from the viewpoint of the educator. This non-experimental, descriptive quantitative study permitted an examination of the perceptions and cultural interpretations of educators who teach African-American males. Questionnaires measuring perspectives and cultural interpretations of teaching African-American males were done by 170 educators in elementary and middle schools in New York City. Participant responses were analyzed to determine perspectives on teacher training, cultural exposure outside of school, racially sensitive experiences, and instructional practices. The findings of this study show that 86.2% of the surveyed population indicated they believed understanding the culture of a student is essential to academic success, yet 81% of the participants indicated that they learned most of what they know about African-American males through professional experiences.

Additionally, less than half of the participants strongly or somewhat agreed that formal educational training adequately prepared them to service African-American male students.

Further research might examine the effects of personal interactions with African-American school-age males on educators' perceptions of this population or the effects of educators' perspectives on educating African-American males. A strong need to examine how cultural sensitivity, especially towards African-American males is addressed through teacher training and professional development (Rivers, 2010)

According to Brown's article on "Pedagogies of Experience: A Case of The African-American Male Teacher," African-American teachers' past experiences provide them a philosophical vision committed to teaching for social and educational change for African-American students. Brown's article viewed diverse ways five African-American male teachers used their past experiences to shape their vision for working with African-American male students. Browns article extends this body of work by illustrating that while the teachers in this study had similar commitments to working with African-American males, their varied life experiences and social locations provided them different sources of practical and philosophical knowledge (Brown, 2012).

According to Jeffers's, "Early Academic Experiences of Recently Incarcerated African American Males" his project examines the early educational experiences of six young African-American males (ages 18-25) who attended urban schools in San Diego, California. Jeffers indicated that all six men were incarcerated for at least one year before participating in a pre-release program. The participants were part of a pre-release program in San Diego, California, which was selected based on its reputation for preparing recently incarcerated African-American males for assimilation into urban communities. The participants were selected because their

academic experiences were similar to many young African-American males who attend urban schools. As indicated by Jeffers, the guiding research questions for his study were the following: (1) What are the educational experiences of African-American males who have been incarcerated? (2) How do African-American males, who have experienced incarceration perceive themselves and their identity development in California's urban schools? (3) What perceptions do African-American male students have of their urban school teacher's expectations?

According to Jeffers, examining the range of experiences described by the participants, six general themes were identified: (1) early academic success, (2) middle school meltdowns, (3) high school push outs, (4) teaching the purpose of education, (5) teacher expectations and student perceptions, and (6) African-American male identity development. The overarching narrative identified by the themes is that African-American males generally have more positive academic experiences in elementary school versus middle or high school. In addition, pedagogy (teaching the purpose of education), teacher-student relations (teacher expectations and student perceptions), and psychological development (African-American male identity development) are also strong influences. The themes interweave and overlap at times. Explaining the opportunities and obstacles encountered in each stage of the early educational experience (elementary, middle, and high school) cannot be accomplished without simultaneously analyzing pedagogy, student-teacher relations, and psychological development (Jeffers, 2010).

According to Reeves-Weaver study, "Against the Odds A Phenomenological Study of African American Male Teachers in a Rural Elementary/High School," less attention has been given to the ways in which students successfully matriculate from institutions. The purpose of Reeves-Weaver study was to understand the experiences of African-American male teachers as they advanced from primary to post-secondary institutions. Reeves-Weaver indicated that

purposive sampling procedure was used to select eight participants for structured interviews. Interviews were designed to gather information on how personal attributes and perceptions relationships, external influences and institutional factors impacted academic progress. Reeves-Weaver research questions sought to reveal the factors and instructional strategies that led to successful academic performance of African-American males (Reeves-Weaver,2010).

In addition, Reeves-Weaver study uncovered the impact of teacher expectations and the role of peers, parents, and guardians on the academic achievement of African-American male students. Reeves-Weaver indicated that the participants' interviews were recorded and transcribed. Upon studying the transcripts, sorting and analysis revealed several themes. Of the eight respondents interviewed, all of them possessed a sense of self-efficacy. They were all intrinsically motivated and were not deterred by the obstacles of racism or poverty. Reeves-Weaver indicated that seven out of eight respondents reported being identified with academics throughout their entire school careers not just high school. Reeves-Weaver indicated that all of the males recanted positive school experiences without incidents of bullying or fighting. Seven out of eight participants reported residential fathers. Implications for social change include the use of mentoring and guidance for African-American males (Reeves-Weaver, 2010).

According to Harper & Davis research on Early Academic Experiences of Recently Incarcerated African American Males, the reason African-Americans do not enter the education profession is because the profession has degraded, undervalued, and marginalized African-American male teachers. Harper & Davis indicated that the educational profession doesn't typically welcome African-American males with open arms (Harper & Davis, 2012). According to Huntspan & Howell, various reports have been given in an attempt to encourage the educational leaders to aggressively recruit and retain African-American males. Huntspan &

Howell, 2012; Lewis & Toldson, indicates that African-American male teachers have the capabilities to have a positive effect on the academic achievement of African-American children in education (Huntsman & Howell, 2012; Lewis & Toldson, 2013). NEA research shows that males in education only account for about 25% or less of a population of 3.5 million public school teachers in the United States (Aud et al.,2013; NEA, 2008).

In early childhood education, the percentage of male teachers decrease in numbers add race to the equation the number of male teachers decrease drastically lower in numbers (U.S. Bureau of Labor Statistics ,2009). According to Brown, African-American male teachers often face challenges because of how they have been placed within the education system based on society's thought of them from the media and society as a whole. Brown (2012) suggests that African-American male teachers are normally considered as disciplinarians or coaches as opposed to classroom instructors (Brown, 2012). Brown has defined in his research various beneficial reasons supporting the need to have more male teachers especially in early childhood. Brown's research has indicated that African- American male teachers have the unique ability to cultivate the bleak educational inclinations correlated with African-American students. Some of the negative inclinations typically connected to African-American students are low achievement, poor test scores, suspension and expulsion, and dropping out of school (Brown, 2012). As indicated by Mukuna & Mutsotso attracting and recruiting more males to the teaching profession benefits the children, the profession, and the society as a whole (Mukuna & Mutsotso, 2011).

Similar-To-Me Effect

According to Williams's phenomenological study, African-American male teachers are believed to be better prepared to increase the academic performance of African-American male students than teachers of other ethnic groups and gender due to the similar-to-me effect.

According to the similar-to-me effect, individuals have a tendency to evaluate more favorable towards people who are similar to them (Williams, 2012). The similar-to-me effect is applicable in education because in the classroom the teacher is more likely to help students similar to them because they can build connections with little to no resistance. The relationship is commonly constructed on shared backgrounds and culture. According to Wentzel students accept instruction, discipline, and criticism easier from people who look like them because they believe they have familiar backgrounds (Wentzel, 1999).

As indicated by Wentzel, the similar-to-me effect is very much present and viable in teacher-student relationships from preschool through high school (Wentzel, 1999). The similar-to-me effect encourages positive teacher student relationships that benefits the students academically and socially (Ladd et al, 1999). According to Hamre & Pianta, teachers and students having relationships built on the similar-to-me effect establish high levels of support and low levels of conflict (Hamre & Pianta, 2006). The high levels of support and the low levels of conflict lead to students attaining higher scores on measures of academics and behavioral adjustment than do students whose relationships with teachers are less positive (Hamre & Pianta, 2006).

Quantitative research studies on teacher student relationships provide statistics on the correlation between the lack of African-American teachers at a school and the poor academic performance of African-American male students at the same school (Corbett & Wilson, 2002). Corbett and Wilson (2002) concluded when African-American male students associate and foster a relationship with African-American male teachers, they increase in their academic performance and determination to be successful in school and the community. Hamre and Pianta (2006) discovered that a positive teacher-student relationship with the same race and gender could

influence the students' opportunity for academic achievement up to eight years after the relationship. Ascher (1991) concluded when there is a limited presence of African-American male teachers, the African-American male students are more likely to be disinterested in school and more likely to be absent, which leads to decreased academic performance.

Fremon & Hamilton noted that Caucasian teachers did not encourage or motivate African-American students; however, African-American male teachers do. Fremon and Hamilton insinuated that Caucasian teachers do not set high goals for African-American male students; hence, the students are aware that the teacher has very low expectations and students have a tendency to work up to expectations resulting in low academic performance (Fremon & Hamilton, 1997). Milner (2006) stated that teachers have the capability of giving students a sneak peak of what the future teacher will look like good or bad. This example gives students an indication of what to look for in the future from their teachers. The expectation is to inspire students; however, according to Karunanayake & Nauta a role model will be inspirational only to the degree a person is able to identify similarities with the role model (Karunanayake & Nauta, 2004). Milner (2006) indicated that African-American teachers are essential for the success of the African-American student's academic achievement. They have the capacity to stimulate students to the degree students remember and later refer back to the subject matter (Karunanayake & Nauta, 2004).

According to Martinez classrooms that don't have African-American teachers there is very little motivation for minority students to strive to be successful in the classroom (Martinez, 1991). In a school setting it's critically important for African-American students to be able to relate to staff and administration to have a positive vision to emulate (Henze et al., 2002, p. 86).

Often school-aged children, especially African-American males, have a poor perception of school. The poor perception of school makes it extremely challenging for students to analyze educational concerns. Henze indicated that if the janitorial and cafeteria staff were all black individuals, nonwhite students would correlate their identity to that of submission without understanding the situation and may go on to believe they are not fit for other developed societal roles (Henze et al., 2002, p. 86).

According to Milner, in order for a teacher to achieve and maintain positive outcomes in the classroom, teachers must hold and practice certain assumptions (Milner, 2006). Milner emphasized numerous ideas that led to the success of African-American teachers with African-American students. According to Milner, several considerations that teachers have include: (a) how to acquire and retain attention, (b) how to use shared culture to build a rapport, (c) how to set examples for successful development, (d) how to connect with parental figures, (e) how to hold students accountable, and (f) how to support their students.

According to Nweke, Afolabi, Stewart, Stephens, & Toth, to attract more African-American males in the teaching field, recruitment efforts must be increased. There are several efforts in place to battle the scarcity of African-American males in the classroom. For instance, programs such as Troops-to-Teacher, Call Me Mister, MenTeach, (Nweke, Afolabi, Stewart, Stephens, & Toth, 2004). Several networks and scholarships are being made available to help usher in a new generation of African-American male teachers. The individual program centers its focus on African-American males becoming an influential conduit in the classroom (Nweke, Afolabi, Stewart, Stephens, & Toth, 2004).

According to Troops-to-Teacher, the troops play a dual role; former military personnel have a new employment opportunity and the children in the classroom obtain an authoritative

figure, typically of minority descent. Once licensed and certified, they are to assume teaching positions in the inner city. As indicated in the Troops-to-Teachers Program, the communities of troops are highly saturated by the African-American ethnic group. The troops-to-teacher program accomplishes two major goals. These goals are acquisition of minority teachers and insertion of positive influence in the education profession (Troops-to-Teachers Programs 2010).

According to MenTeach, founder, Bryan G. Nelson, ‘If teaching is so important, then where is all the men? The MenTeach program is a non-profit organization in the business of information exchange, consultation, and research concerning male teachers based out of Minneapolis, Minnesota (MenTeach, 2007). As noted in MenTeach, the mission is to increase the amount of male teachers throughout the education profession to socially and academically influence children (MenTeach, 2007).

According to Steps to Success, Steps to Success Created in 2007 in Harlem, NY is centered on the African-American males of grades two through four (Steps to Success, 2008). The Steps to Success organization services the community and attempts to understand the dilemmas facing black youth as well. The setup of the program includes:

1. Life Coach, an adult black male who serves as a mentor, will assess and try to clarify difficulties that African-American males may have while growing up and help plan life goals.
2. Saturday Academy provides activities to enrich cultural and historical knowledge of the African-American.
3. Academic support, twice a week staff members individually tutor students.
4. Volunteer, Black males – our Everyday Heroes – obtain volunteers for our cause and depict positive role models for our members (Children’s Aid Society, 2008).

According to Brown, while these initiatives are in place and provide a temporary resolution, more efforts are needed, especially in the elementary grades. As Steve Peha, the president of an education consulting company stated, “To be effective, recruiting must begin while men are still in school. We won't see more male teachers if we don't see more young men pursuing teaching degrees” (Brown, 2008). For men to cultivate the desire to become educators, it starts with a comparable role model in the classroom (Brown, 2008).

Call Me MISTER

MISTER stands for Mentors Instructing Students Toward Effective Role Models. According to Spitler, the MISTER program was established at Clemson University in 2000 to increase the number of African-American males teaching in K-12 schools. Spitler indicated that this initiative was created to increase the pool of available teachers from a broader more diverse background particularly among the State's lowest performing elementary schools. Spitler indicated that the students who participated were selected from among under-served, socio-economically disadvantaged and educationally at-risk communities.

Spitler noted that the MISTER program has committed to collaborate with Jackson State University to increase the diversity of available teachers in Mississippi. This collaboration will be funded by a \$200,000 grant from the W.K. Kellogg Foundation of Battle Creek, Michigan (Spitler, 2012).

As indicated by Spitler, Implementing the MISTER program at Jackson State University allows Jackson State University the opportunity to continue addressing some of Mississippi's difficult educational challenges, including closing achievement gaps and the dropout rate. Spitler noted, Mississippi only graduates 46 percent of its black male students from high school.

According to Spitler, black males make up five percent of the state's teacher work force (Spitler, 2012).

According to Spitler, the MISTER program is doing what it was created to do. The program is expanding and increasing the number of African-American males into the classroom. Spitler noted that currently 145 MISTERS are enrolled in the program; 80 have graduated from college and been placed in the classroom, resulting in a 40 percent increase in the number of African-American male teachers in South Carolina public elementary schools, the program has expanded to 14 colleges in South Carolina. Nearly 100 students are enrolled in the program in six additional states: Florida, Kentucky, Pennsylvania, Virginia, Missouri and Georgia (Spitler, 2012).

According to Clemson University the MISTER project provides:

- Tuition assistance through Loan Forgiveness programs for admitted students pursuing approved programs of study in teacher education at participating colleges.
- An academic support system to help assure their success.
- A cohort system for social and cultural support.
- Assistance with job placement.

According to Clemson University Call Me MISTER Student Vision Statement

"I am a dedicated Servant Leader who is perpetuating a sorely needed concept - Servant-Leaders as role models in elementary schools. I am devoted to planting seeds of dignity and respect in children and inspiring them to cultivate those seeds producing a crop of unprecedented success. I will teach reading, writing and arithmetic and progress to self-esteem, imagination, and determination. Because of my immeasurable promise, not only have I earned your respect, I demand it! A title is only important if ones' character and integrity dictate its use. When you

address me, please verbalize my destiny...please do not call me by my first name...call me in reference to my great vision...call me MISTER!"

According to Clemson University, the Call Me MISTER program combines the special strengths and resources of Clemson University with the individualized instructional programs offered by four historically black colleges in South Carolina: Benedict College, Claflin University, Morris College and South Carolina State University. To provide even greater opportunity and access, students have the option of first attending one of our two-year partner colleges before transferring to one of the four-year institutions to complete their baccalaureate degree. In addition, the project has limited enrollment in the middle school Master of Arts in Teaching program (Clemson University, 2010)

MISTER Participating Colleges and Universities

•Anderson University •Benedict College •Claflin University •Clemson University
•College of Charleston •Coastal Carolina University • Greenville Technical College •Lander University •Limestone College •Midlands Technical College •Morris College •Piedmont Technical College •South Carolina State University •Southern Wesleyan University •Tri-County Technical College •Trident Technical College •University of South Carolina – Beaufort
•Winthrop University

According to the Elementary and Secondary Education Act (ESEA), Title II provides federal funding to states and districts for activities that strengthen instructional leadership and teacher quality in all schools, especially those with a high proportion of children in poverty. Funding can be used to support a wide array of activities, including interventions for teacher professional development, so long as the activities are grounded in scientifically based research. Because communities nationwide face such a variety of needs when it comes to teacher quality,

the law gives schools and districts flexibility in how the money is spent. It also holds them accountable for the proper and effective use of the funds.

Chapter III

METHODOLOGY

This study is designed to discover the perceptions and lived experiences of elementary African-American male teachers. The study aimed to identify the motivation for African-American males to enter the teaching profession, what factors influence them to remain, why there is a tremendous dearth of African-American males in the teaching profession, if African-American males can be assets to African-American male students, and their thoughts on the recruitment efforts of African-American males into the profession (Williams, 2012).

Thirteen participants were selected from the population of African-American male teachers employed in Petersburg City Public Schools division Petersburg, Virginia. The participants were intentionally and purposively selected (Gall, Gall, & Borg, 2007). The participants were interviewed using sixteen interview questions designed for the research study (Williams, 2012). The interviews were completed transcribed and entered in ATLAS software. ATLAS is one of the “new generations” of qualitative data analysis software packages. The software package can be used to analyze interviews, field notes, textual sources, and other types of qualitative data. The ATLAS software identifies overarching themes, patterns, and trends. The common themes that emerged offered perspective on “Motivating African-American Males to enter the elementary teaching profession K-5” (Salkind, 2003).

Research Question

What motivates and influences African-American males to enter and remain in the elementary educational profession?

Population and Sample

The study discovered the perceptions and lived experiences of elementary African-American male educators K-5.

The population was drawn from African-American male educators employed in an urban school in central Virginia. The sample consisted of thirteen African-American male educators from Petersburg City Public Schools division. The respondents for this study were African-American male teachers and administrators working on the K-5 level. The participants were selected through purposeful sampling. Purposely sampling illustrates characteristics of participants or subgroups based on researcher judgment (Gall, Gall, & Borg, 2007).

The study explored the motivation for African-American males to enter the educational profession. The researcher highlighted the elements that influence them to remain educators. Why there is an enormous absence of African-American male educators?

Qualitative Research Design

Qualitative research is non-statistical methods of inquiry and analysis of social phenomena (McRoy, 1996). The participants were intentionally and purposively selected (Gall, Gall, & Borg, 2007). Qualitative research uses detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study (McRoy, 1996). Qualitative studies in educational research produces in-depth information, offers a holistic understanding of the entire situation, observes the participants in their natural settings, and data is collected over an extended period of time which allows for longitudinal analysis of processes (Key, 1997). This study analyzed, evaluated, described, and interpreted the words of selected individuals to grasp a holistic perspective, to highlight overarching themes, and to identify common themes in their experiences (Heath, 1997). Strauss and Corbin (1990)

noted that qualitative methods help understand any phenomenon about which there is limited information. The research method enables researchers to gain new perspectives on things already known, or to gain more in-depth information difficult to convey quantitatively. This research is critically important to identify why there is a shortage of African-American males in elementary education in the public schools (Strauss and Corbin, 1990). Qualitative research is emergent in design, meaning that it does not have predetermined outcomes, which affords the researcher the opportunity to focus on the process as well as the result (Hoepfl, 1997). The emergent design is a beneficial aspect of qualitative research because it is non-statistical and offers flexibility to excavate the most information possible to explain the rich details of the phenomenon (Hoepfl, 1997).

Participants

The thirteen African-American male participants were selected through purposeful sampling. Purposeful sampling is the process of selecting participants that are likely to be information rich in terms of the purpose of the study (M. Gall, Gall, & Borg, 2007). The criterion for inclusion has to be predetermined before drawing the sample. Purposeful sampling is not intended to attain population validity. Purposeful sampling is used with the intent of achieving a thorough and in-depth understanding of selected individuals (Gall, et al., 2007). The study employed homogenous purposeful sampling. Homogenous purposeful sampling selected participants that are the same or similar in nature and uniform throughout (Patton, 1990). Homogenous purposeful sampling is used when conducting a study on a specific phenomenon to gain an understanding of the collective (Patton, 1990). This study purposefully sampled participants who are African-American males in the elementary teaching profession (homogenous). When selecting the appropriate number of participants for a qualitative study, it

is important to identify, seek, and include the participation of the people, who would be the most informative and helpful than to try to include a large population (Doyle, 2006). The participants of a qualitative study should be a small and purposeful group utilized to acquire an in-depth understanding (Sorensen, 2007).

The point of saturation plays a significant role in selecting the appropriate number of participants in a qualitative study. Saturation is the point of the data collection process where the information becomes redundant (Bogden & Biklen, 2007, p. 69). In a series of experiments including sixty subjects to test appropriate number of participants and saturation occurrence, Guest, Bunce, and Johnson (2006) discovered saturation usually occurs within the first twelve participants (Guest, Bunce, & Johnson, 2006).

Informed Consent and Confidentiality

The participants were provided with a consent form before they agreed to be included in the research study. The consent form detailed all expectations as a subject in the research study. The completed consent forms will remain secure, in a locked home office file to protect the identity of the participants. The participants received a copy of their rights as a research study participant. The individual participants have the right to review any data collected from them during the study as well as the results of the findings. At any time during the study, the participants were free to dismiss themselves without penalty. The confidentiality of all participants was secured for the entirety of the research study, especially during the data collection process. The identity and demographics of the participants were concealed by using assigned abbreviations for their names. The thirteen participants were referred to as African-American Male Educator (AAME) and a number (1-13).

Instrumentation

In a qualitative research study, the researcher serves as the primary data collection instrument (Key, 1997). The researcher uses a variety of data collection methods, which places the responsibility of gathering accurate and valid data upon itself. The human instrument has to remove all assumptions, biases, and preconceived ideas about the phenomenon to detach him or her from the research study and focus on data collection methods. The researcher utilized individual interviews to expose the core thoughts and perceptions of African-American male elementary teachers K-5 (Key, 1997).

Interview questions construction

The interview questions used in the research study were non-parametric questions. There was a predetermined sequence and wording of the same set of questions asked to each respondent (Gall et al., 2007). The interview questions were concise and designed to measure a specific topic. The interview questions were written without bias to eliminate jeopardizing the results of the study (Valenzuela & Shrivastava, 2005). The construct of the questions reflected the purpose of exploring the perceptions and lived experiences of African-American male elementary educators related to the under-representation of African-American males in the elementary teaching profession K-5. In a standardized and open-ended interview, each participant responded to the same pre-constructed questions. A standardized (and open-ended interview) is the most structured and efficient of the qualitative interviewing techniques and is useful for reducing bias (Sewell, 1999). The interviewee does not have any flexibility in the wording or order of the questions (Sewell, 1999). This approach increases the consistency of the interview and eliminates the opportunity of differences in the interview process. The participants

are not restricted to answer choices provided by the interviewer (Sewell, 1999). The participants had the freedom to answer the questions with their personal words (open-ended) (Valenzuela & Shrivastava, 2005).

The interview was used to collect data from individuals that have specific knowledge or perceptions not otherwise available to the researcher (Gall, et al., 2007). The qualitative research interview seeks to describe and find meanings of central themes in the life and world of the subjects (Kvale, 1996). An interview is particularly useful in obtaining in-depth information about a topic from a participant's personal experience (McNamara, 1999). Interviews provide adaptability, enabling trust and a rapport created to acquire information the respondent may not reveal by any other data collection method (Gall et al., 2007). The researcher interviewed participants to provide current and relevant data. The data collection and data analysis will provide insight to the ten-interview questions (Valenzuela & Shrivastava, 2005).

Interview Questions (Williams, 2012)

1. What are your thoughts on the current status of the elementary educational profession as it pertains to African-American male educators?
2. What influenced you to select the field of education as your desired profession?
3. What was your personal motivation to enter the elementary teaching profession?
4. What impact did salary play in your decision to enter the elementary teaching profession?
5. Describe any barriers you have faced entering the elementary education profession?
6. In your experience has any person or persons expressed their perception of your profession as feminine or as women's work? Please explain.
7. Describe your experience as an African-American male teacher working in a female dominated profession?

8. Define your greatest reward as an African-American male working in elementary education?
9. Describe your greatest challenge as an African-American male working in elementary.
10. Please share one memorable experience with your students as an African-American male classroom teacher positively or negatively. Share one example of your experience working with your students, parents as an African-American male teacher, how has it challenged you and strengthened you as an educator?
11. Illustrate a time where you felt any bias or prejudices as an African-American male in your school, or school division?
12. Does the K-12 educational experience and life experience factor into African-American males deciding to not enter the teaching profession? Why or why not?
13. There have been wide ranging debates about the belief of African-American male teachers having a positive impact on the academic performance of African-American male students, what are your thoughts on this theory?
14. During your personal experience in school did you ever have an African-American male teacher and what was their impact on your academic performance? If you did not have the opportunity to have an African-American male teacher, what type of impact do you think it would have had on your school experience?
15. Do you believe as an African-American male that your school division has provided enough support for attracting and retaining African-American male teachers? Please explain.
16. Finally, what would be your advice for strengthening, recruiting and retaining African-American male teachers in elementary?

Researcher's Role

The researcher is an African-American male high school assistant principal serving in his seventeenth year of education. The researcher is an instructional leader of an administrative team, working collaboratively to prepare students to graduate from high school with 21st century skills for college or career readiness. The researcher supports the principal, faculty, and staff in the planning, coordination and development of an effective school wide instructional program. The researcher's responsibilities are instruction, student discipline, school safety, guidance and counseling services. The researcher is employed in the school system where the study is being conducted. The researcher conducted the interviews throughout the study. The researcher did not include any participants with whom the researcher shares a relationship. Bracketing in a research study is used to create a non-judgmental mentality and a disregarding of any prior information, perceptions, or beliefs about the participants (Bentz & Shapiro, 1998). The researcher seeks to provide the educational world with an understanding of the need for African-American male elementary teachers and to display the potential positive actions occurring from employing minority teachers (Williams, 2012).

Data Collection

This chapter provides the sixteen identified research questions and the respondents. The participants for selection were discussed, identified, and selected by the researcher. The researcher worked very closely throughout the duration of this project to ensure procedures, data collection, data analysis method, and evaluation of outcomes were conducted responsibly. This chapter provides an explanation concerning the role of the researcher and the influence on the research study. The method used for the qualitative study involved the implementation of non-

parametric interviews to provide insight into the core thoughts and perceptions of African-American male elementary teachers in the education profession.

Data collection is an important component of the research process. Data collection interviews will begin in the form of conducting non-parametric open-ended interviews (Creswell 2007). Qualitative non-parametric interview questions are broad in scope. The data is the information used to explain the findings of the study (Bogdan & Biklen, 1992). The data of a qualitative study are the focal point because the information would ultimately be analyzed to answer the research questions (Chenail, 1995). Establishing a strong foundation and using multiple sources to collect data for a qualitative research study is vital because it can help facilitate deeper understanding (Crabtree, 2006). The teacher interviews are the sole source for data collection. The interviews had general themes and narrowed the focus to dive deeper into the data. The interviews will allow for the subjects as a whole to be generalized and gauge the participant's thoughts. The data collected was used for the purpose of answering the research questions. The data uncovered the overarching themes, patterns, ideas, and trends from the research questions.

Data Analysis

Qualitative data analysis is the process of inspecting, organizing, and transferring collected data into a form of explanation, understanding, or interpretation of the studied phenomenon (Learning Qualitative Data Analysis, 2010). The use of the constant comparative method helps to analyze the data from the qualitative phenomenological study of African-American males in education. The grounded theory approach is a qualitative research method implementing a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon (Strauss & Corbin, 1990). The grounded theory constant comparative

method is an eight-step process (Strauss & Corbin, 1990). The grounded theory constant comparative method is a method of analyzing the data by coding the key points of the text; the codes are later categorized according to commonalities, and the categories are used to create a theory (Strauss & Corbin, 1990).

The researcher reviewed the data collected from the individual interviews. Once the interviews were coded and transmitted, the researcher identified the overarching themes and common terms identified in the interview to assist with the overall analysis of the research.

Table 1

Plan to Establish Trustworthiness in the Current Qualitative Criteria

	Action/Strategy
Credibility	A pilot interview study will be conducted. The pilot interview study will include two African-American male teachers not selected for the main research study. This will allow the researcher to test the interview questions as well as protocol on teachers. The participants will be able to offer suggestions, feedback, and any information, which can be used to redesign the questions and the protocol.

Transferability	The transferability, which is the extent of the findings and results of a study, can be applied to other contexts or groups. It will also increase given the fact that the same individual conducted each interview. In the qualitative research study, purposeful homogenous sampling was the method used to select the sample population.
Dependability	To maintain consistency, each participant was asked the same ten questions from the interview protocol. The researcher used the same method for arriving for the interview, conducting the interview, and recording the interview for each participant.
Conformability	The qualitative research study will employ teacher interviews.

Table 2

Research Questions Guiding the research:

Research Questions: The following research questions will be used to guide this research study(Williams, 2012)
R1: What motivates African-American males to enter the elementary teaching profession?
R2: Why is there a shortage of African-American male elementary teachers?
R3: How will having more African-American male elementary teachers be instrumental in improving the academic performance of African-American male students?
R4: In what ways can the recruiting efforts of African-American males into the elementary profession be strengthened?

Table 3

Interview Questions: Teacher/Administrators

Research Question	Interview Questions Interview Sub-Questions	Participant Feedback
R1. What motivates African-American males to enter the elementary teaching profession?	1. What are your thoughts on the current status of the elementary educational profession as it pertains to African-American male educators?	
R1.	2. What influenced you to select the field of education as your desired profession?	
R1.	3. What was your personal motivation to enter the elementary teaching profession?	
R1.	4. What impact did salary play in your decision to enter the elementary teaching profession?	
R2. Why is there a shortage of African-American male elementary teachers?	5. Describe any barriers you have faced entering the elementary education profession to include teacher assessment experience (Praxis Exam)?	
R2.	6. In your experience has any person or persons expressed their perception of your profession as feminine or as women’s work? Please explain	
R2.	7. Describe your experience as an African-American male teacher working in a female dominated profession?	
R3. How will having more African-American male elementary teachers be instrumental in improving the academic performance of African-American male students?	8. Define your greatest reward as an African-American male working in elementary education?	

R2.	9. Describe your greatest challenge as an African-American male working in elementary education.	
R3.	10. Please share one memorable experience with your students as an African-American male classroom teacher positively or negatively. Share one example of your experience working with your students, parents as an African-American male teacher. How has it challenged you and strengthened you as an educator?	
R2.	11. Illustrate a time where you felt any bias or prejudices as an African-American male in your school, or school division?	
R4. In what ways can the recruiting efforts of African-American males into the elementary profession be strengthened?	12. Does the K-12 educational experience and life experience factor into African-American males deciding to not enter the teaching profession? Why or why not?	
R3.	13. There have been wide ranging debates about the belief of African-American male teachers having a positive impact on the academic performance of African-American male students, what are your thoughts on this theory?	
R4.	14. During your personal experience in school did you ever have an African-American male teacher and what was their impact on your academic performance? If you did not have the opportunity to have	

	<p>an African-American male teacher, what type of impact do you think it would have had on your school experience?</p>	
R4.	<p>15. Do you believe as an African-American male that your school division has provided enough support for attracting and retaining African-American male teachers? Please explain.</p>	
R4.	<p>16. Finally, what would be your advice for strengthening, recruiting and retaining African-American male teachers in elementary?</p>	

Audit trail Audit trail the current qualitative research study to explore the perceptions and lived experiences of African-American male elementary teachers related to the under-representation of African-American males in the elementary teaching profession. An audit trail was used to enhance trustworthiness. An audit trail is a transparent description of the research steps taken from the start of a research project to the development and reporting of findings (Cohen & Crabtree, 2006). An audit trail is a record kept regarding what was done in an investigation (Cohen & Crabtree, 2006). The audit trail contains a copy of the interview questions and prompts used in the data collection process. A timeline and detailed account of each step taken in the research study was included (Williams, 2012).

Ethical Issues

No risks or ethical dilemmas are present with being in the qualitative phenomenological study of African-American males in education. The participants were not required to engage in any unethical or dangerous actions. The identity of the participants was concealed by using assigned abbreviations for their names. The participants who were interviewed received pseudonyms as African-American Male Educator 1 (AAME1)-African-American Male Educator 13 (AAMT13). This form of identification occurred with all 13 participants. The school and school system in which the participants work remained confidential and referred to as the target school and the target school system. The confidentiality of all participants remained secured for the entirety of the study (Gall et al., 2007).

The data collected was secured in a locked file cabinet in the home office of the researcher with only the researcher having access until it is analyzed. Upon completion of the data analysis, the data, all related files, audio tapes, and documents were secured in a locked

storage file cabinet in the home office of the researcher with only the researcher having access for three years and then destroyed. The destruction of the paper files and documents will occur through the process of shredding and then be placed into a trash receptacle. The audio tapes will be broken, the ribbon cut, and then placed in a trash receptacle.

Summary

The current research study to explore the perceptions and lived experiences of African-American male elementary teachers regarding their under-representation utilized the qualitative method and phenomenological design. A qualitative phenomenological research study allows for exploration of the topic through the lived experiences of the participants (Byrne, 2001). The participants of the study were 13 African-American male teachers and administrators. The selection of 13 participants occurred through purposeful homogenous sampling. Purposeful homogenous sampling is intentionally selecting participants who are similar and have an abundant amount of information as it relates to the study (Patton, 1990). The participants were from the elementary school level and administrator level.

The data collection happened through teacher/administrator interviews. A pilot study using two African-American male teachers in the profession for a minimum of three years and two African-American administrators was conducted to validate the interview process. The data analysis occurred using the grounded theory constant comparative method, which codes the data, categorizes the data into common themes, and then describes the data in detail (Strauss & Corbin, 1990).

The trustworthiness of the study was solidified through an audit trail and peer review methods. The interview process and pilot interview adhered to a strict protocol. The protocol maintained the consistency of the process (Social Research Methods, 2006).

No ethical issues or risks were connected to the research study. The participants received and signed a letter of informed consent as well as a pseudonym to protect and maintain their confidentiality. Chapter 4 contains information related to the results of the data analysis. The data was coded and organized into categories as identified from the findings of the data analysis. The data helped explain the beliefs, attitudes, thoughts, and perceptions of the thirteen African-American male elementary teachers towards their role in the education profession (Williams, 2012).

Chapter IV

The purpose of this phenomenological study was to explore the perceptions and lived experiences of African-American male elementary teachers related to the under-representation of African-American males in the elementary teaching profession. The questions discussed in chapter 4 disclosed the opinions, thoughts, philosophies, and mindsets concerning the under-representation of African-American males in the elementary education profession and what motivates African-Americans to enter the teaching profession. The thirteen interviews were conducted using standardized open ended questions. The teachers and administrators were given the same sixteen questions. The sixteen questions were divided into four sections centered on the four research questions guiding the study.

Research Questions:

R1: What motivates African-American males to enter the elementary teaching profession?

R2: Why is there a shortage of African-American male elementary teachers?

R3: How will having more African-American male elementary teachers be instrumental in improving the academic performance of African-American male students?

R4: In what ways can the recruiting efforts of African-American males into the elementary profession be strengthened?

Participants

Research participants pertaining to the under-representation of African-American males in the elementary teaching profession were selected using homogenous sampling. Homogenous sampling is used when intentionally selecting participants to gain an understanding from their

experience and knowledge (Patton, 1990). African-American male elementary educator's K-5 in the targeted school system were purposefully sampled for the study. The sample size included a total of thirteen African-American male elementary educators K-5. The study participants consisted of three elementary administrators, three elementary special education teachers who service multiple grade levels, one health and physical education teacher who served all of the students, and finally the largest group sample size was six teachers one from each content area K-5.

Table 4 consist of the selected participants

Table 4

Total Participants

Profession / Grade Level	Number of Participants
Elementary Teachers	10
Elementary Administrators	3

Table 5 consist of the educational level of the selected participants.

Table 5

Personal Education

Educational Level	Number of Participants
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Bachelor's Degrees	7
Master's Degrees	3
Doctoral Degrees	3

Table 6 contains the number of years in the education profession.

Table 6

Years in education

Number of Years	Number of Participants
3-7 years	3
7-10 years	3
11-18 years	4
20-24 years	3

Table 7 consent of information related to participants grade level.

Table 7

Grade level	Number of Participants
K	1
1	1
2	1
3	1
4	1
5	1
Health and Physical Education	1
Special Education	3
Administration	3

Interview Results

1. What are your thoughts on the current status of the elementary educational profession as it pertains to African-American male educators?

AAME#1 There is a lack of males in the profession and most African-American males who are former athletes only want to go into P. E no SOL requirement.

AAME#2 His thoughts are that we need to increase the number of African-American males in all school systems because males need good role models to follow as well as examples of what a man should be.

AAME#3 He believes that the African-American male is set up for failure. A public school education has been only geared toward SOL testing. Focusing on SOLs don't allow you to focus on a student; it's more robotic than it once was. The teacher exam also keeps us out of the profession based on African-American males' failure to pass the teacher exam. African-American males graduate from college in May and need to get a job unlike their Caucasian counterparts. Most African-Americans can't wait to hear the result of the test because they have to get a job right away. They don't have anyone to depend on to support them until test scores return; therefore, they accept jobs in other professions.

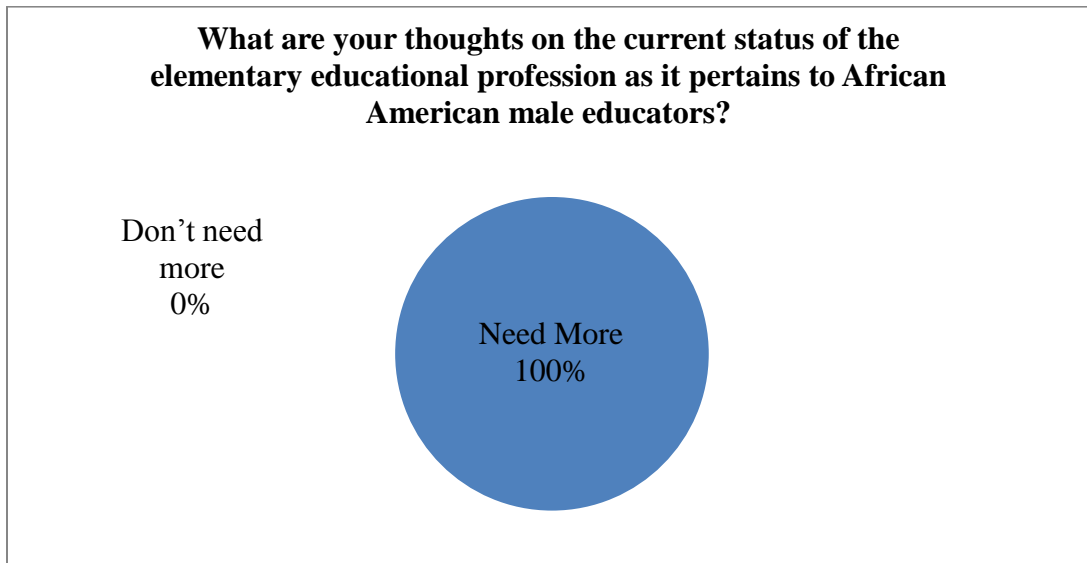
AAME#4 He believes that the profession is lacking. He is a local graduate from the local university but he feels like college students don't want to stick around.

- AAME#5** There isn't enough African-American males in the education profession. This lack of African-American males impacts the number of role models and ultimately affects the society's perception of African American males.
- AAME#6** He believes that there needs to be a lot more especially in elementary.
- AAME#7** He has worked in the same building for 9 years and has only had one African-American male in the building.
- AAME#8** He believes that it is important that we get more African- American males into the profession because the youth will benefit from it.
- AAME#9** He feels like we do need more African-American males who have a large demographics of African-American student.
- AAME#10** He believes that the elementary education has improved since he started 18 years ago but not a whole lot.
- AAME#11** The profession needs more African-American males because if not more African-American males are going to go into the prison system. The students need to see more positive African-American males. This will expose them to more positive African-American role models.
- AAME#12** There aren't many males on the elementary level, however, there is a great need to have them; especially k-2 to teach content but rarely do you find any teaching the core content.

AAME#13 The participant believes the shortage come from men feeling that they need to go into other fields that are more masculine in nature or not wanting to deal with younger children.

Table 8 indicates that 100% of the participants agreed that the education profession need more African-American male elementary teachers.

Table 8



2. What influenced you to select the field of education as your desired profession?

AAME#1 His football coach inspired him to want to go into education because his coach would pick him up and take him to practice. During his rides to practice the coach would tell him about life and how important it was to make good use of your time especially with family. The coach explained to him that once he goes home, he

has to be dad and husband and not teacher or coach. Therefore, he learned the importance of time management and getting everything done before he leaves for work so he can be a father once he gets home. The coach is a Caucasian male who still coaches today.

AAME#2 The participant has always had a gift for leadership and a desire to give back to the community through the kids, because the kids are our future.

AAME#3 He loves teaching students and is an adjunct professor at V.S.U. He strongly feels it's best to catch them while they are young.

AAME#4 "All call to duty" is the way this candidate puts it. The participant is a military guy and in having conversations he always had a connection with younger students. He has always been able to calm students down. He has had three tours overseas as a military person. The participant feels like he is the right person for the job.

AAME#5 To have the opportunity to work with students in general and giving back to students who are less fortunate. The desire to give back as a since of duty to pay it forward in your own community.

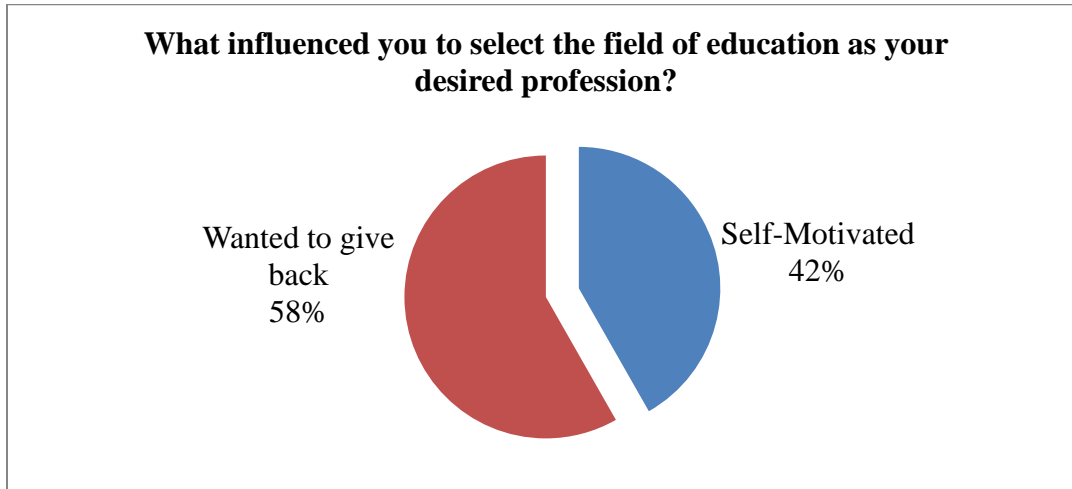
AAME#6 He has always wanted to be a teacher just didn't know what he wanted to teach. He selected elementary because all subjects are taught.

AAME#7 He found himself tutoring and as a kid he worked in the library at Howard University.

- AAME#8** He knew from high school that he would go into education. He believes that if he went into elementary more opportunities would be available.
- AAME#9** He had a desire to coach baseball and decided to go into education.
- AAME#10** He is in the business of helping people. He enjoys seeing students learn new information.
- AAME#11** The participant began his career working in the field of corrections where he saw so many African-American males coming into the prison system. This caused him to have a strong desire to make a difference and decided to enter the education profession.
- AAME#12** He always liked helping people although education was not his first choice.
- AAME#13** During his college career things were aimed towards corporate America. While working at a bank, a current African-American male encouraged him to pursue education.

Table 9 indicates that 58% of the participants wanted to give back while 42% were self-motivated.

Table 9



3. What was your personal motivation to enter the elementary teaching profession?

AAME#1 The participant believes that growing up going to vacation bible school as a child helped with his decision. He likes the idea of being his own boss and doesn't want anyone to tell him how to get the job done as long as he can get the expected outcome.

AAME#2 The participant has a strong desire to mold children to create a better future for all of us.

AAME#3 He believes if you catch students early you can develop the learning skills because students soak up information quickly.

- AAME#4** He has always had a unique ability to connect with younger children and believes that the foundation begins while children are at a young age. He feels like you should not have to water down life lessons to students.
- AAME#5** Working in Maryland with students with various abilities and disabilities was an eye opening experience. The participant started out in speech pathology. This opened up the opportunity to deal with all races of students.
- AAME#6** His background is music, his first thought was to be a music teacher, but he decided that music was too rigorous.
- AAME#7** He begins working with 5th grade students in a private setting. He was working in the middle school and was looking for a job and secured a position working on the elementary level.
- AAME#8** His uncle is a high school science teacher and wanted his family to be proud of him for choosing education. He really enjoys the feedback he receives from his students each day.
- AAME#9** The ability to get more involved with the coaching aspect and there were no openings at the high school level.
- AAME#10** He chose elementary based on his 3rd grade experience. The experience was negative. He had a teacher who ran her graduation ring in the back of all the students' heads. He didn't like it and wanted to become a teacher so he would never do that to his students.

AAME#11 The participant's mother and sister are retired educators who writes and communicates really well. They instilled this trait in him.

AAME#12 He was transferred to the elementary level.

AAME#13 The participant didn't really have a specific desire but once he started in teaching on the elementary level, he fell in love it.

Table 10 indicated that 100% of the participants were self-motivated.

Table 10



4. What impact did salary play in your decision to enter the elementary teaching profession?

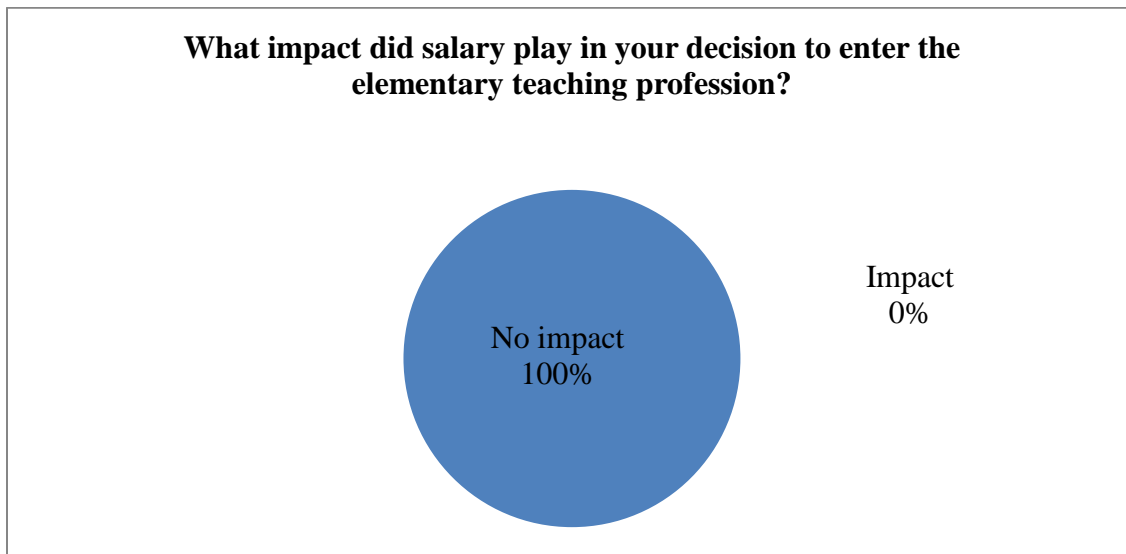
AAME#1 After graduation he was unemployed and prayed that the Lord would give him a job to be an independent male. Salary has no determination in his decision on entering the elementary education profession.

- AAME#2** Salary did not play a role in his decision making process. There were jobs that paid more money; however, the opportunity to enter a professional field and make an impact in his community was most appealing to him.
- AAME#3** Salary has no impact on his decision to go into education.
- AAME#4** Salary had little to no impact at all. He does wish that he made more money, but did not impact his decision.
- AAME#5** In the beginning there was no initial impact until he started a family. He just likes what he was doing. He looked for opportunities to increase finances to stay in the educational profession.
- AAME#6** Salary played no impact on his decision. He looked more at the level of commitment and the personal and profession rewards.
- AAME#7** Salaries did not play a role, however, this was an increase considering he was currently working in the private sector.
- AAME#8** Salary had no impact; everyone knows that there is no pay in education. One has to do it for the right reasons.
- AAME#9** Salary in his case played a positive impact based on what he was making from parks. It was an increase and the hours were much better.
- AAME#10** Salary had no impact on his decision.
- AAME#11** Salary had no impact on his decision to enter the profession.
- AAME#12** Salary played a very small role in him deciding to go into education.

AAME#13 Salary never played a role. He wanted to leave corporate America.

Table 11 indicated that 100% of the participants stated salary had not initial impact.

Table 11



5. Describe any barriers you have faced entering the elementary education profession?

AAME#1 The biggest hurdle he faced was being young. He graduated in May 2005 and started working in September 2005. People he worked with were afraid of change. Working as a special education teacher, he did not get the support he needed to be successful because he was looked at as a disciplinarian as opposed to an educator. The ladies he worked with mostly wanted him to pull out students because they were a behavior problem.

AAME#2 The barriers are twofold: the first is the salary and second is that in elementary you have the ability to balance a strong domineer with the nurturing quality when working with young children especially in your lower grades.

- AAME#3** The teacher exam was his only barrier.
- AAME#4** He has not had any barriers and the process has been fairly easy on his decision to go to the military first.
- AAME#5** He had no problem getting a job directly out of college as an African-American male. It was really easy to get a job because there were not many African-Americans in the profession. He believes that his getting a job so quickly is due to the underrepresentation which is still true today.
- AAME#6** The only barriers were financial barriers in college. The testing was not a major issue for him.
- AAME# 7** He didn't have any barriers; however, the PRAXIS exam was a challenge, but he always knew he could pass.
- AAME#8** He used to wear corn rolls/ braids as his hair style of choice; however, his school or college made him cut his hair to do student teaching. The school in which he was assigned to complete his student teaching the students was predominantly white. The school only had one minority teacher and she was of mixed race. He believes that the school didn't like him being there. His university pulled him out of the student teaching capacity as a result of his experience and sent him to a predominantly black school to complete his student teaching. He states that there was a constant comparison to white universities in relationship to the student teaching experience in his first school. He felt awkward based on these comparisons since he was coming from an HBCU. He had no problem passing his test.

AAME#9 He wasn't certified when he began so he was told by central office personnel that he couldn't even get an interview.

AAME#10 As a male figure you get it hard from students who don't have a male in the home. He believes that a lot of students see so many negative images of African-American males outside of school and as a result believe that they will be treated the same way in school.

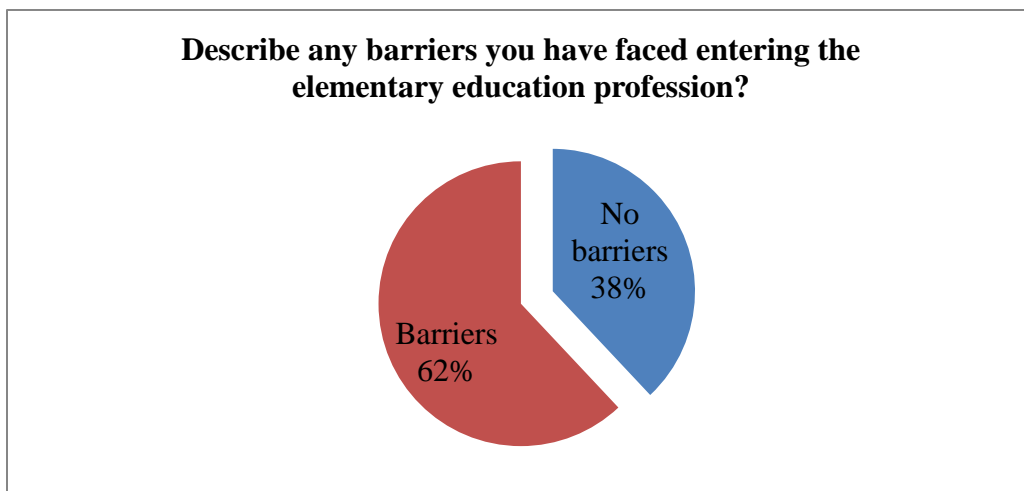
AAME#11 He expressed that he didn't have any real barriers. He took the teacher exam and passed the writing portion and he finally took the VGLA and passed it.

AAME#12 He didn't face any barriers.

AAME#13 One of the barriers he faced was the PRASIX exam he took the test a couple of times before becoming successful, but is extremely thankful for crossing this mile stone. He still remembers his scores to this day.

Table 12 indicates that 62% of participants had barriers and 38% had no barriers.

Table 12



6. In your experience has any person or persons expressed their perception of your profession as feminine or as women's work? Please explain

AAME#1 In his first assignment he had to work with severally profound students who were wheel chair bound and nonverbal so he had to change diapers. People did look at him and what he was doing as women's work.

AAME#2 Usually as a desired commodity in the elementary school setting, there has been times when a female dominated administration was or seemed to be inequitable when assigning challenging students.

AAME#3 He has never experienced being looked at as doing women's work.

AAME#4 He has heard slight comments in the military environment but nowhere else.

AAME#5 No, he has not experienced this perception. He believes because people see that you need to have more African-American male role models in the life of the students.

AAME#6 He doesn't recall a time where anyone has made any negative comments on him being a male educator.

AAME#7 Yes, he has had that perception because stereotypically women are the nurturers. You don't normally see male influence until you get to the upper level.

AAME#8 He has not had that happen; however, people think his job is easy. They feel like all he has to do is sit in the class with kids.

AAME#9 Yes and no; some of his personal friends give him a hard time because they have different professions like hard labor jobs.

AAME#10 The participant has never had this experience.

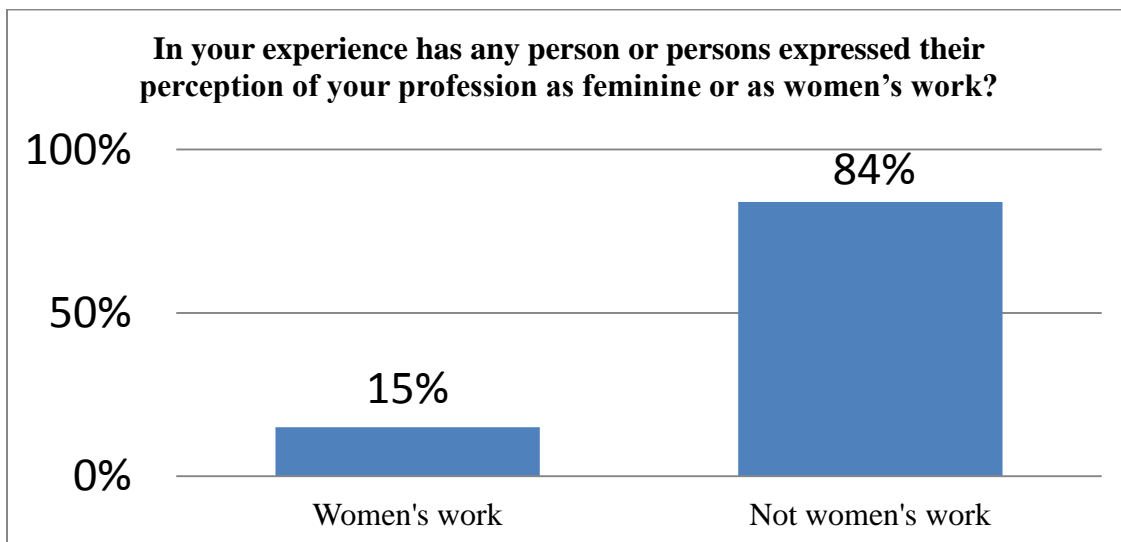
AAME#11 No, he has never had that to happen.

AAME#12 He never experienced this.

AAME#13 The participant has never had this experience.

Table 13 indicated that 15% stated that it was viewed as women work while 84% disagreed.

Table 13



7. **Describe your experience as an African-American male teacher working in a female dominated profession?**

AAME#1 Seal team 8, he calls it because he has been asked to do everything from painting to putting nails in the walls. Anything you need a male to do he had to do it. If it's raining outside and the females didn't want to get their hair wet, he had to do it and still does especially if the male custodian doesn't come in until after 2 pm. So all work needing to be done by a male; he has to do it.

AAME#2 He stated that 80 percent of the females that he has worked with would rather have a male supervisor or team leader as opposed to a female leader. Based on his experiences, it appears that there is a higher expectation of leadership for African-American males in the elementary education profession.

AAME#3 He doesn't have any problems, but feels that there have been experiences being the person who has to do all the heavy lifting. Something that he allows them to say to him as a female he wouldn't accept from a male.

AAME#4 He feels that it is okay. He normally meshes quickly but has not gelled as quickly with the females. Does feel he needs to develop some cohesiveness. Has been told it's good to have a male around.

AAME#5 The experience is different but you learn to blend in. He stated you learn not to be a feminist. You learn to respect those who work with you and they learn to respect

you. He was the only male for 8 years working in the building. He is often asked to offer an opinion from a male prospective.

AAME#6 Most of the experiences are positive. Often in a meeting a principal may forget to say he or him during a meeting. Recently, the restroom has become an issue because the females use both restrooms. Most of his encounters are positive.

AAME#7 He was the only African-American male working in his building with the exception of two custodians. The experience didn't bother him at all until someone mentioned it.

AAME#8 The experience has its pros and cons. Women are more moody and he believes that because they have been inferior for so long they try and push their authority.

AAME#9 This was an adjustment working with female dominated group based on their emotions and how their emotions come into play so often. He feels that wouldn't be the case if more males were in the profession.

AAME#10 He stated that at first it takes some getting used to, but once you get comfortable it is just like any other job.

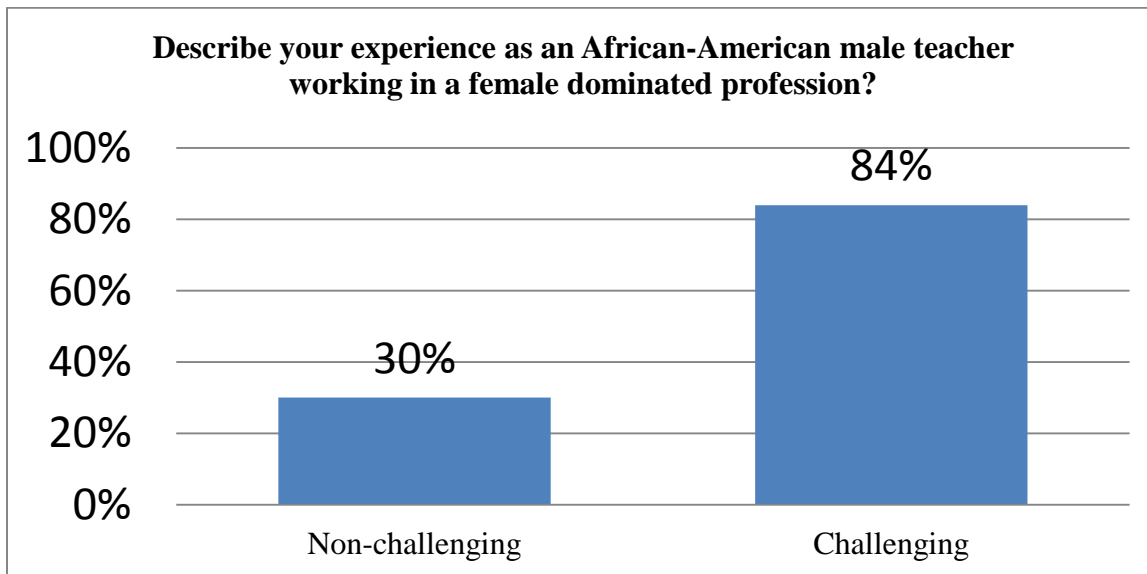
AAME#11 He tries to get along with everyone, whether it is female or male. If he has a problem he goes to the person and addresses it directly.

AAME#12 The participant stated that many times females feel like you can't perform as good as they do on this level.

AAME#13 His experience has been extremely positive.

Table 14 indicated that 30% believes that the profession is not challenging while 84% say it is.

Table 14



8. Define your greatest reward as an African-American male working in elementary education?

AAME#1 Seeing his former and present students and the level of respect they still have for him when they are doing something wrong in his presence. When students see him they begin pulling up their pants, stop smoking, or anything that they may be doing wrong in his presence. The students immediately stop out of respect for him.

AAME#2 The success of any of his students is a great joy, however, seeing a young black male excel in education brings the greatest reward.

- AAME#3** When he sees his former students excel on to graduation and going on to college. This is his greatest achievement and when he sees them in the community.
- AAME#4** The overwhelming positive response of the African-American male student can be so rewarding. He feels that it was rewarding to see how the students want to get to know and respect you. Based on his speaking properly and having manners; African-American male students desire to be like him.
- AAME#5** The participant's greatest reward is working with students and family and seeing them become successful. The participant believes that working with African-American families of males the parents seem to trust you more.
- AAME#6** The greatest reward is being different. Based on his teaching style, he tries to make his classroom experience more positive based on him being the only African- American male teacher.
- AAME#7** Seeing the children grow physically and intellectually.
- AAME#8** Seeing the light bulb click or go off in the minds of his students when they learn new material. He believes, with his students, he has set a strong foundation for the future of America.
- AAME#9** His greatest reward was working in a community that he grew up in and mentoring in his community where you don't see a lot of African- Americans who are positive. The participant wants males to look up to him as well as the professional sports figures and entertainers.

AAME#10 His greatest reward is seeing his former student being successful and knowing that he or she has made it in society.

AAME#11 Seeing his former students successful is awesome. The participant especially enjoys it when former or present students recognize him as being instrumental in their success.

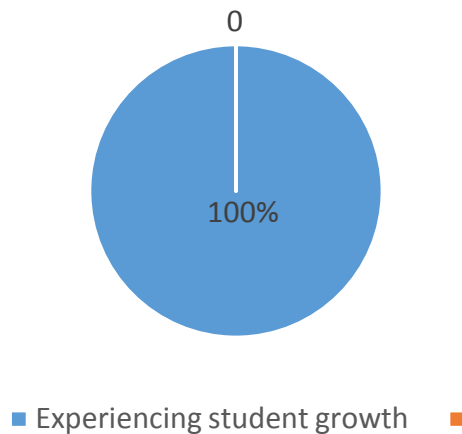
AAME#12 His greatest reward is the student's openness to learn and their need for someone to nurture them and provide guidance to them.

AAME#13 The opportunity to observe the growth of his current and former students grow socially and academically.

Table 15 indicated that 100% the participants greatest reward was the opportunity to observe their current and former students successfully succeed.

Table 15

Define your greatest reward as an African-American male working in elementary education.



9. Describe your greatest challenge as an African-American male working in elementary.

AAME#1 Being looked upon as Mr. Fix-it, as the only male teacher in the content area he is looked upon to fix things from breaking up all the fights to covering a class for someone to go to the restroom. The expectation of having to be able to relate to every male student regardless of his relationship or lack of relationship with the student is unrealistic.

AAME#2 The greatest challenge is raising student expectations to the point that no child feels educationally inferior.

AAME#3 The great challenge is to get his voice across to certain female professions. He feels like females have more compassion on students whereas men don't. He believes women give the students too many warnings and the end results aren't good.

AAME#4 Earning the respect of the female students can often be most difficult since they aren't accustomed to males in authority. They seem to have a harder time following the rules from an African- American male student.

AAME#5 The greatest challenge is getting the family involved. Many families have burned bridges with the school and as a result have trust issues with the school.

AAME#6 Staff often uses him way too much because the males are not behaving in the female teacher's classroom most of the times.

AAME#7 The participant believes, as a special educator, finding the weaknesses or the intelligence in the child to help them grow where they can shine the best to access the knowledge they need to be success. Time plays a critical role as well. He is an advocate for year-round school.

AAME#8 He believes that most of the time he gets most of the troubled students because he is a male. He believes that students listen to him because he is a man.

AAME#9 His greatest challenge is being taken serious. Some people don't feel like he is capable of responding intelligently as a male. There appears to be low level expectations of him as a male and especially since he works in P.E.

AAME#10 Working with students who had their fathers in their home and the father left and never came back.

AAME#11 The greatest challenge is accepting negative behavior that you as a teacher have to tolerate.

AAME#12 Working with parents and getting the parents support.

AAME#13 The participant has been solicited by other school divisions on a regular basis however he is very loyal to his position and school division.

10. Please share one memorable experience with your students as an African-American male classroom teacher positively or negatively. Share one example of your experience working with your students' parents as an African-American male teacher. How has it challenged you and strengthened you as an educator?

AAME#1 His greatest reward is taking students on trips and seeing the response from them when outside of their environment. Once he realized how behind his students were never stepping foot outside of Petersburg Virginia. The students he took on the trip thought they were in D.C.; however, they had only traveled to Richmond Virginia. As a student advocate he has had good relationships with his parents and as a result of these positive interactions it has strengthened him and he has gained parental support.

AAME#2 As an African-American male working in an elementary setting, he found that African-American males were stereotyped as being able to handle the most extreme disciplinary behaviors. Consequently, as a teacher he would ultimately receive the majority of the overage students, students with behavior problems, and increased number of students with emotional disabilities.

AAME#3 In his experience working with a student who has never been potty trained. Other school districts never took the time to help with the student. The mother took the time to share with him that he was the only one who took the time to potty train her son. As a special education teacher, this was a great reward for him.

AAME#4 One positive moment he experienced was when he saw the impact of his influence on his students and being able to relate to them. The parent was very pleased with him as a positive African-American male teacher. The parent felt like her son only has been exposed to black males who are bad influences. The black males he had been exposed to often were violent, liked to smoke, drink, and love fighting. The parent said it was very refreshing to have him in her son's life.

AAME# 5 One of the most memorable experiences is when one of the students he taught was killed based on his street involvement. One memorable parent experience was working with a parent as much as he could but the parent stated that the school has failed the student. The parent was an enabler for the student.

AAME#6 The request he gets from parents to get students to come in his class or simply the parent wanting the student to be afforded the opportunity to just spend time with him. The memorable experience that he had was when a male student was really attached to him and wanted him to teach him the following years. He didn't want to go to resource and would rather stay with him except for P.E because the P.E teacher was also an African-American male teacher.

AAME#7 His experience at a moving on ceremony a parent asked if he could say something the parent thank the staff but in particular the parent gave him a special thank you and the student still remains in contact. The student asked him to help him study for the military.

AAME#8 He remembers when one student came into his 1st grade class not knowing his letters and sounds and by the time he left he was reading on a 4th grade level. One parent experience he had at his first year, at his current school, accused him of bullying his child and came up to the school to confront him about it. After it was all said and done the allegation was not true.

AAME#9 His most memorable moment was when a curious parent asked to come and observe his class because her child talks about him all the time, however, he didn't take this request as a positive in the beginning. The parent came to several

classes to observe him. The parent was pleased to see how well the students responded to him. His student experience was working in the community or school area he grew up in and seeing children he has worked with in the school when out in the community come up to him and say “hey I love you” and then introduce him to their family.

AAME#10 He stated that his most memorable experience was in a self-contained class with a student who didn’t like math but after working with him began to love math and became good at it. His experience with a parent was the parent volunteer who came in three times a week and worked with the kids.

AAME# 11 The most memorable experience was when he ran into the parent of a former student and learned that the student had been killed. The parent revealed that out of all his teachers he was the only teacher he talked about. His greatest reward from a student was watching his sped students who were told that they couldn’t pass the SOL test actually pass.

AAME#12 One of the most memorable moments was transforming a student’s life, especially when a student has a very difficult time seeing himself becoming successful. The parents were always so happy that he was there to help their children and the number of thank you he received.

AAME#13 His most memorable experienced happened 11 years ago with a student that had a physical challenge with defecating on himself. He worked with this student the entire year to keep him confident and motivated despite the physical challenges he faced. One day the school called a staff meeting and he was announced Teacher

of the Year. The parent had written a letter and described all the things he did for her child and the parent and the student was very grateful for his act of kindness. He then realized the impact that he as a male had on students. He felt that he was obligated to help and never felt like it was just his job to do it.

11. Illustrate a time where you felt any bias or prejudices as an African-American male in your school, or school division?

AAME#1 Whenever he tries to make changes based on the building administrators vision it causes biases. Leaders are often resentful to change and not always making decisions that are data driven.

AAME#2 Usually as a desired commodity in the elementary school setting, there has been times when a female dominated administration was or seemed to be inequitable when assigning challenging students.

AAME#3 The only time he felt a bias was when he had a female superintendent and she did not take the time to listen to what he had to say. He believes that more focus should be placed on the appropriate administrators having experience working with teachers. You can have a great lesson plan but don't know how to manage your classroom. Back in the day an individual used to have to have more experience as an administrator as opposed to now. One has to have only two years of experience prior to becoming an administrator.

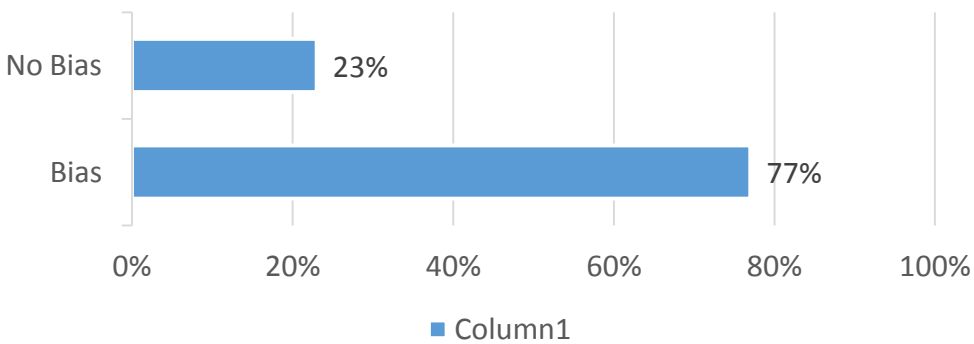
AAME#4 His bias is based on where the male is supposed to be and the male who demands respect at all times with all children at all times.

- AAME# 5** Working in an area where the community was an affluent Caucasian dominated population he experienced some obvious racial tensions.
- AAME#6** The only bias is that he can be a savior to the male student who has extreme behavior issues.
- AAME#7** He has never experienced any biases. Most people are happy he is around.
- AAME#8** He doesn't feel like he is dealt an even hand because he is an African-American male. He is always getting the more challenging students than the female teachers.
- AAME#9** In the beginning he was expected to know how to do everything from working in the classroom to working on staff cars. He had to hide out at the close of the year because, as the only male at the time, he had to take out all of the boxes to the cars. However, in return he received food and hook ups all the time to go out on dates with daughter's cousins etc.
- AAME#10** He has never felt any bias in his experience.
- AAME# 11** Once incentive pay was denied based on his moving from one building to the next. He was supposed to get his pay but he was denied by the female administrator at his former building. The end result was he went to higher administration and shared his concern. He ultimately received his money. He has only experienced this bias from females.
- AAME#12** Males teachers are being excluded from staff development. In his role as an elementary assistant principal he hired one other elementary teacher.
- AAME#13** He has never had any negative bias, but it's a give and take situation.

Table 16 indicated that 23% of the participants had not experienced any bias were as 77% of the participants had received bias.

Table 16

Illustrate a time where you felt any bias or prejudices as an African-American male in your school or school division.



12. Does the K-12 educational experience and life experience factor into African-American males deciding to not enter the teaching profession? Why or why not?

AAME#1 Absolutely! Most males have not had a smooth transition in school. Some teachers take pride in failing male students, especially guys who look a certain way. Perhaps hip-hop dressing students are looked at differently and judged more harshly as opposed to students who pull their pants up or look a certain way.

Often the bad teachers have had such a powerful influence over the students to the degree that students don't want to go into education. He never had an African-American male content teacher during his high school career. He had shop teacher but never a content teacher.

AAME#2 He believes that this was a major factor in his life because, after growing up in a predominately white educational system there were very few opportunities to observe an intelligent African-American male. He would have loved the opportunity to be taught by an African American male or someone who looked like him or shared the same culture mores.

AAME#3 The problem is no black males are going to school and some of them only focus on athletics as opposed to education. They mostly have a lot of pipe dreams of going to the NFL or NBA even though they have a better chance of becoming a teacher, doctor, or lawyer and the parent is the greatest supporter.

AAME#4 He believes that it does. Sometimes after spending 12 years in school you may not want to go back into school and some adults just don't like dealing with children. He believes the people with the sharpest minds don't go into education because they can't handle the youth of today and choose to go in to other professions such as engineering.

- AAME#5** He believes that the k-12 experience does affect the reason as to why African-American males don't go into the profession. Students have African-American males as role models. Students have to see them in the profession to see that it works. Students have to see that the quality of life is important and if the experience is a positive one.
- AAME#6** A lot of teachers, particularly females, believe that males have behavior issues but he believes that they are misunderstood. Believes that their experience does make them dislike school and as a result don't continue education in general or pursue it as a profession.
- AAME#7** You rarely hear anyone say to a student that you would be a great teacher, but you do hear people tell students that they will be great athletes. STEM for example, doesn't promote students entering education but education promotes STEM. There is such a lack of encouragement to go into the profession.
- AAME#8** He believes that the k12 experience does effect the decision as to why African-American males don't come into the profession. He feels that if a student has a positive experience his decision would be different. The participant's personal experience allowed him to do peer tutoring as student.
- AAME#9** He believes based on the high school experience not being a positive experience for African-American males, as a result they don't choose to go into the profession.

AAME#10 He believes that most males don't come into education because they don't believe that they can make it through the entire day with kids. It is not that they don't like it; they simply lack the experience.

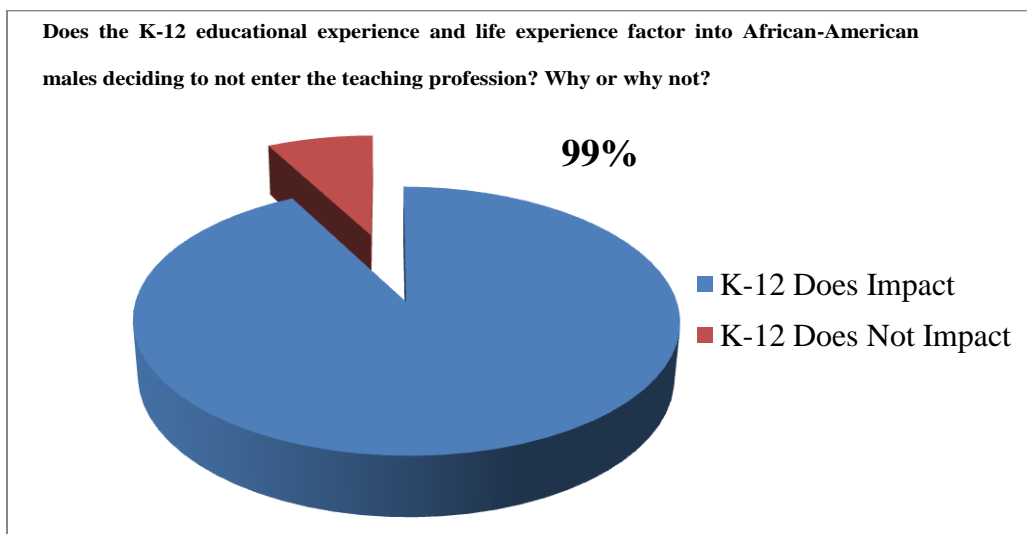
AAME#11 The impact is so great because as an African-American male he's providing real life experiences for his students. He believes that African-American males have a higher impact on students because he is a real life example.

AAME#12 He believes that positive experience in the K-12 setting plays a critical role into whether a student chooses to enter education.

AAME#13 No, it doesn't play a role; he feels it's based on the personal experiences.

Table 17 indicated that 99% of the participants believed the K-12 experience does impact the decision not to enter the education profession.

Table 17



13. There have been wide ranging debates about the belief of African-American male teachers having a positive impact on the academic performance of African-American male students, what are your thoughts on this theory?

AAME#1 If you take the time to build a relationship with the student then ‘yes’, but without building a positive relationship with the student this may not be the case.

AAME#2 He wholeheartedly agree based on his experiences and observations. For example, when you observe relationships that Caucasian students have with their Caucasian professor in predominantly white colleges or universities; he has witnessed a strong connection between teacher and student which ultimately increases student achievement. Consequently, when matriculating to an HBCU he experienced the same opportunity of a culturally advantaged student-teacher relationship which undeniably instills confidence, connections, and essential view of self-worth.

AAME#3 He believes that African-American male teachers have a greater impact on African- American male students than any other race. He believes that students have to have a good role model and hold students to a higher level of expectation.

AAME#4 He believes that they do have a positive impact. He feels that if you have the student’s trust, you can teach them. He feels like a student that has a Caucasian teacher may feel like they don’t understand them so it’s more challenging for an African-American student to trust them.

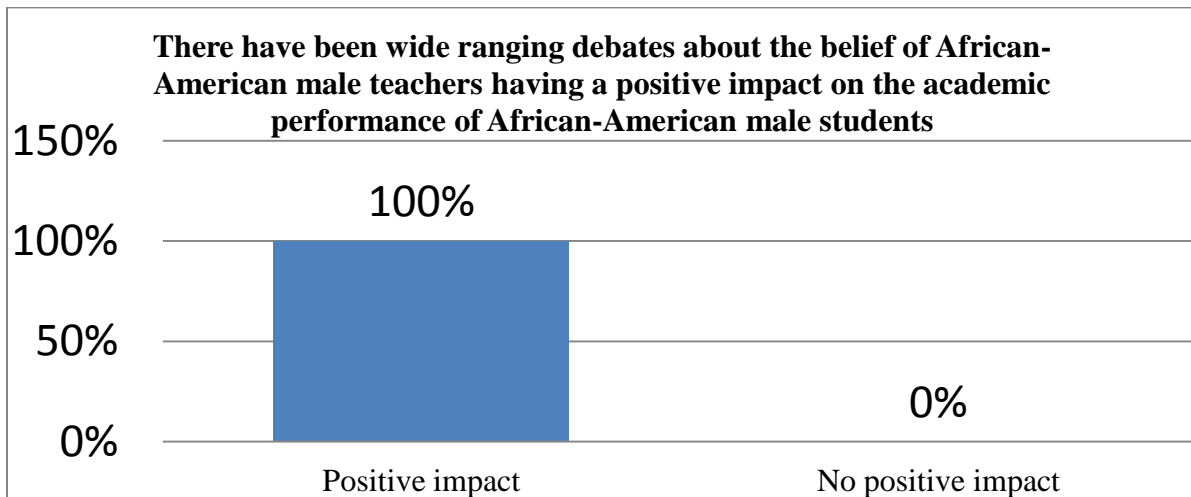
- AAME#5** He saw an African-American male teacher working in the profession motivating the students to excel and he became a mentor.
- AAME#6** Yes he feels that the African-American males in his class are really inspired to do the work because they see that an African-American male can do it. Often in the low income community African-American males don't have many positive roles models.
- AAME#7** Yes they would. The only teacher's name he remembers in school was an African- American male.
- AAME#8** The participant feels like an African-American male has a greater impact than others on the African-American male students. He believes that if the students see him being successful they will gravitate to the profession.
- AAME#9** He believes that being an African-American male is an asset to the students and they can relate better to males as opposed to females. Normally kids respond and listen more to him, being a male, as opposed to a female teacher; based on his ability to connect with him.
- AAME#10** The participant believes that he has a greater impact on black students. He believes that the students need to see our goals in life, how we react in public, and how we react with groups of people interaction plays a major part.
- AAME#11** The participant had several African-American male teachers who taught him the importance of staying in school and how respect will take you a long way in life.

AAME#12 He believes that good teaching is good teaching. The participant believes that males have an upper hand. In his experience as an 8th grade teacher, he had the highest scores in his school division.

AAME#13 He believes it does and is based on the impact that several African-American males had on him coming into education.

Table 18 indicated that 100% of the participants agreed that African-American teachers have a positive impact on African-American males.

Table 18



14. During your personal experience in school did you ever have an African-American male teacher and what was their impact on your academic performance? If you did not have the opportunity to have an African-American male teacher, what type of impact do you think it would have had on your school experience?

AAME#1 He has had two African-American male teachers that were shop teachers. The teachers taught him that no matter what type of work you do hard work pays off.

You have to work hard at being the best at what you're doing. These two teachers had a positive impact on him. Without this impact he could have developed a lazy mindset as a result of not having been taught by them. The philosophy was "whatever you start you must finish." The never give up attitude.

AAME#2 During his personal experience he had an 8th grade African-American male teacher who instilled pride through high expectations and his ability to support him every step of the way.

AAME#3 He had a coach that took the time to try and mold him from being a gangster into being someone productive. He was inspired by this. Members of his family cannot even vote as a result of poor choices. The person was a history teacher and coach.

AAME#4 He had one African-American male teacher who was an electronics teacher. The participant doesn't really remember how or even if he impacted him academically.

AAME#5 His 6th grade teacher was an African-American male who had a huge impact on him. The person serviced him in a dual capacity as teacher and coach. This is the person who instilled strong work ethics in him and motivation as a mentor playing basketball. The teacher took a real interest in him and held him to a high level of accountability.

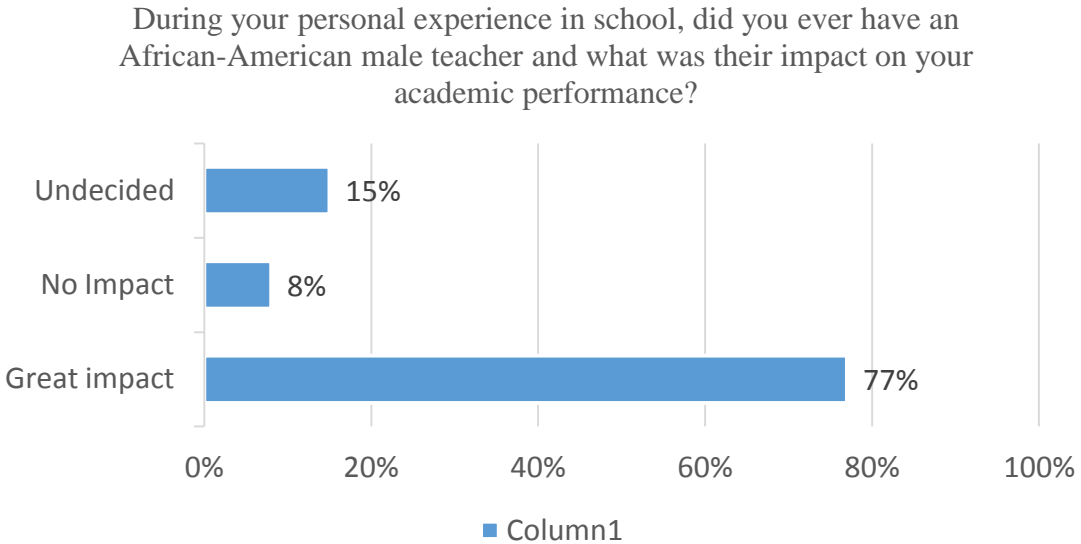
AAME#6 Yes he had a African-American male teacher who inspired him to read more and pay close attention to issues that the African-Americans face that inspired him to become an educator.

- AAME#7** The African-American science teacher had a huge impact on him and he remembers the science project that he did and now he uses science in his lessons.
- AAME#8** He had several African-American male teachers. In fact he had 5 teachers but feels like he was self-motivated and his goal was to impact the teacher. He wanted to make his deceased mother proud of him.
- AAME#9** He only had one African-American teacher and he was very instrumental in his life. The teacher was his coach and P.E. teacher. He provided him with the opportunity to go to college by going above and beyond to support him.
- AAME#10** The participant had 2 African-American male teachers; one science and a gym teacher. They impacted him because he watched the two of them like they were under a microscope. Everything they said and did he took very seriously.
- AAME#11** The participant had several African-American male teachers who taught him the importance of staying in school and how respect will take you a long way in life.
- AAME#12** He did not have any African-American teachers who influenced him and this was before segregation was in place.
- AAME#13** The participant had several African-American male teachers during his K-12 experience. Their impact was really great and the amount of information he was exposed to was phenomenal

Table 19 indicated 8% of the participants experienced no impact, 15% of the participant were undecided if there was an impact, and 77% of the participants stated that African-American male

teachers had a great impact on their academic performance.

Table 19



15. Do you believe as an African-American male that your school division has provided enough support for attracting and retaining African-American male teachers? Please explain.

AAME#1 There was not enough support to attract or retain feels like it's a sink or swim world. The young African-American males that he has worked with have not made it past three years and they are licensed teacher. Often the leaders of school have been females and normally they have not provided the proper support needed, especially in this division. Administrators do not honor a referral coming from a male teacher. They often say it's a classroom management issue.

AAME#2 No, because in order to truly attract the number of African-American males needed we have to illustrate a positive prospective of the African-American

teacher to students at an early age. The teaching profession has to be manifested in the eyes of the k-12 students in the same way that professional sports do for professional athletes.

AAME#3 Yes, but they need to turn them into administrators to provide more structure for the African-American male.

AAME#4 From his experience he would say “yes.” He was a student teacher. The principal interviewed him and he got the job. He feels the division is actively seeking African-American males.

AAME#5 He believes that it’s based on the location that you’re working or living in plays a huge role in the hiring of African.

AAME#6 He thinks they would like more but have a tough time finding African-American male teachers.

AAME#7 No, because there is no real incentive to recruit more African-American male educators.

AAME#8 Yes, he did his student teaching in this division and due to having a newborn baby he had to make a decision about a job immediately.

AAME# 9 Yes, more needs to be done in this area.

AAME#10 Yes, however there is so much more to do.

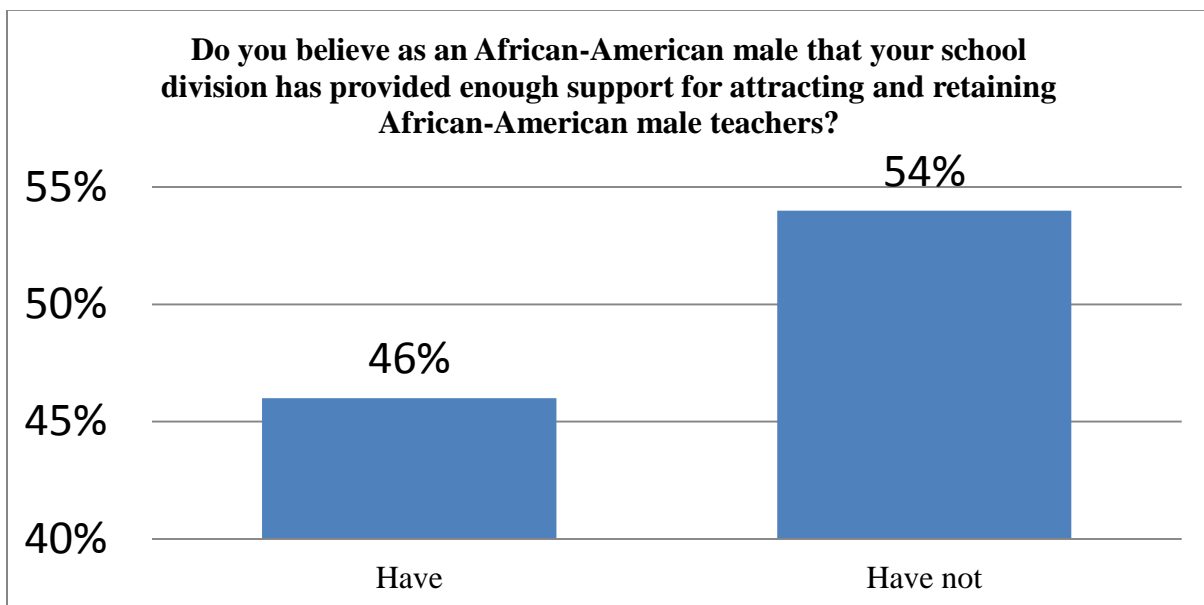
AAME#11 Yes, but the division has to go after what you want.

AAME#12 Yes, but additional efforts should always be given in finding more African-American male teachers.

AAME#13 No, so much more needs to be done especially on the elementary level.

Table 20 indicated that 54% of the participants believed their school system has and 54 % believe more work could be done.

Table 20



16. Finally, what would be your advice for strengthening, recruiting and retaining African-American male teachers in elementary?

AAME#1 There has to be something stated on a larger scale that the African-American male impact can have a positive impact on students. The university/college needs to bring more focus and positive attention on the impact that the African- American

males have on education. The education profession would increase. Exposure to the ins and outs of being an elementary educator is critical.

AAME#2 Literally, African-American males that are strong positive role models need to illuminate the profession and continue to encourage, nurture, and advocate for an increase in the success of African-American males in education.

AAME#3 He believes that there has been a sizeable package for men to be able to take care of their family. With a wife and kid you have to have more money.

AAME#4 He believes that you have to attack the universities. As a member of the Three M Society, they went to other departments to convince them to enter into education and were successful recruiting other students.

AAME# 5 By attending college and recruitment fairs to seek strong mentorship. It will help to specialize in certain areas or specialty areas. He is a speech pathologist.

AAME#6 There needs to be more financial funding. He believes that there are African-American males who do have the degrees needed, but the profession has to do more promotions. Perhaps more promotion of the profession to attract males as well as job fairs designed for men like him.

AAME# 7 He believes that if there was a bonus attached to the profession it would attract more males. He believes that if the school provides a seminar or encouraged men to promote teachers in the school system. As students go through college, they could have conferences to promote the profession that is free. This has to be embedded in the mindset of students to going into the profession.

AAME#8 He believes that more African-Americans in leadership positions would motivate other males to come into the profession. He believe that if the university would have more male teachers go into the schools and promote the profession this would be a great way of recruiting them. Expressing the need to have them in the profession would make a huge difference.

AAME#9 He believe that if more colleges would forge a working relationship with local universities, whether its providing funding or interview strategies, would help support African-Americans entering into the profession. The local schools and colleges could collaboratively work together and promote careers in the education profession.

AAME#10 He believes we have to get them involved and just give it a try. They need to see and experience it on a personal basis.

AAME#11 Having a forum to attract more men during the time they are in college. This will get attention. Men need to know what positive impact they would have on students and if they don't have it how unfavorable it can be. There has to be a financial increase across the board to attract more males to the profession; because if the money is not worthy of the work the men are going to leave the profession.

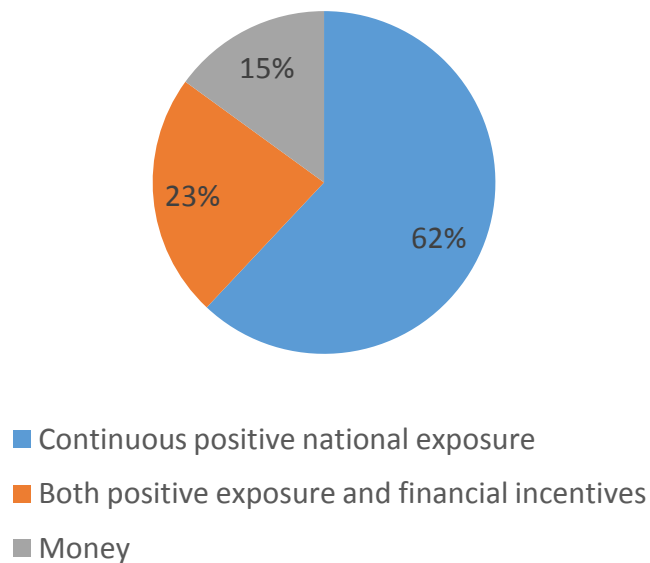
AAME#12 HBCUs have to do a better job focusing on the career of men. The universities need to do a better job increasing the number of students in the profession. The college has to do more advertising geared towards the African-American male.

AAME#13 The colleges play a huge role and need to do more to promote African-American males to enter the profession. He believes African-American male teachers have the greatest impact on African-American males in the school system. The social media has to play a critical role in this business as well. There is need to show how important it is for our youth to see the impact they have on our males. Our males have to see success from other men doing the work.

Table 21 indicated that 15% percent of the participants affirmed money would be the best way to increase recruitment, 23% state positive exposure and money would have the greatest impact, 62% stated constant positive exposure would be their advice for strengthening, recruiting, and retaining African-American males in the elementary teaching profession.

Table 21

What would be your advice for strengthening, recruiting, and retaining African-American male teachers in elementary education?



Summary

The purpose of this phenomenological study was to explore the perceptions and lived experiences of African-American male elementary teachers related to the underrepresentation of African-American males in the elementary teaching profession. The questions discussed in chapter 4 disclosed the opinions, thoughts, philosophies, and mindsets concerning the underrepresentation of African-American males in the elementary education profession and what motivates African-Americans to enter. The data analysis shows that 100% of the participants were in support of employing more African-American males as teachers. The participants believed providing more African-American male teachers in the elementary education profession would achieve a racial balance and provide positive and productive role models for African-American males in the school system and the education profession. The participants believed that African-

American males need to observe and interact with people they looked like and could identify with culturally other than the African-American female.

The participants disclosed that African-American males who enter the elementary education profession have aspiration to serve students and support their community. Research revealed that extrinsic motivators don't lure African-American males into the elementary education profession; however, it does play a critical role in assisting with recruiting and retaining African-American males into the elementary education profession. These extrinsic factors include but are not limited to job security, career satisfaction, and the ability to affect young lives. According to Williams' research job security and benefits are the leading

motivational indicators that lure African-American males in the elementary teaching profession (Williams, 2012).

The participants mutually agreed that the negative implications of African-American males in society and the community's outlook on African-American males, are the reasons as to why there is an inadequate sum of African-American males entering the elementary education profession. Participants believed that one of the reasons the shortage of African-American males in the teaching profession existed was due to the high volume of African-American males entering prison and jail. The participants thoughts were that the high volume of African-American males incarcerated minimized the number of male's entering college or considering teaching as a profession. Based on data showing more African-American males entering jail and prison, the pool of candidates are constantly decreasing; therefore, making it even more challenging to recruit African-American males into the elementary education profession.

According to the current study's participants, the African-American community and parents in particular undervalue education by over valuing professional sports and entertainment. Participants indicated that parents have to view their children going into education as an important profession that's respected with very high regards. Participants indicated that education is often viewed as an unsuccessful underpaid profession in the eyes of everyone, especially parents and students. The participants agreed that if the African-American culture would embrace education as an important profession similar to the way they embrace or value professional sports and entertainment more eligible candidates would enter the elementary teaching profession.

Based on the research findings, all participants believed having the African-American male role model in school plays a significant impact on African-American male students. The impact is so great that the academic part becomes less challenging. African-American male students who have had the experience of having African-American male teachers get to witness those African-American males who are not negative and are well capable of doing the work. This observational opportunity has a huge impact on the African-American male student's academic achievement. The research revealed that most of the African-American male educators had the experience of having an African-American male teacher when they were in school themselves. The participants stated that in today's society most African-American male students don't always get to see African-American males in a positive light or image. The participants believed there is a great need for a strong African-American male to be involved in the life of all students. The African-American male teacher has had to try and fill this gap because the community at large has not. Participants believe that the African-American churches do not provide enough positive role models nor does the community. So it is essential that the schools create these opportunities. The participants believe that recruiting more African-American males in the school was essential especially in high poverty stricken areas. These areas rarely see positive images of African-American males. Recruiting more African-American males in the schools is very beneficial for multiple reasons; however its extremely important to offer some financial compensation via bonus and loan repayment to attract highly qualified African-American males into the education profession as opposed to going into other professions. The participants believed that if potential candidates had the opportunity to gain more exposure to the teaching profession, more males would enter the profession. The belief from the candidates is that if African-American males knew how important they are to the life of the students and the impact that they have on students

more African-American males would enter the profession. The candidates believe that if college and high school students were afforded the opportunity to experience the teaching profession from personal interactions or experiences the choice to enter the education profession wouldn't be as challenging.

Chapter V

CHAPTER 5: FINDINGS AND DISCUSSIONS

The overriding purpose of the current phenomenological study was to explore the perceptions and lived experiences of African-American male elementary teachers K-5 as related to the underrepresentation of African-American males in the teaching profession. The population of African-American males in the education profession has been constantly declining for the past two decades (National Center for Educational Statistics, 2005). This phenomenon deserves to be thoroughly examined to show the important impact that African-American male educators have on students' academic success.

Individual interviews of African-American male educators in the K-5 profession were conducted to investigate this phenomenon. The thirteen educators were given standard and structured interviews that consisted of sixteen questions. The purpose of the interviews were to discover the mindset, philosophy, and lived experience of African Americans to gain an understanding of this phenomenon from the perspective of individuals who live and actively function within this phenomenon. The objective of the study was to explain and divulge this phenomenon through the participants responses from their structured interviews.

In chapter four of the research the data analysis affords a detailed analysis of the participant's responses. The participant's outcomes identified the emergent themes from the study based on the interviews. The emergent themes characterize the thoughts, opinions, attitudes, and perceptions of the African-American male elementary teachers K-5. Chapter five will reveal the literature and the theoretical implications of the findings of the study on African-

American male elementary teachers K-5. The chapter will discuss the educational profession, answer the four research questions, and provide an overview of the thoughts, opinions, attitudes, and perceptions that African-American male elementary teachers have towards their role and underrepresentation in education profession. The chapter is concluded with study implications, limitations of the study, and recommendations for further research.

Research Questions

The current qualitative study of the underrepresentation of African-American male elementary teachers K-5 in the educational profession was guided by four research questions. The four research questions were the origin of the study and what the findings expected to answer. The data and the findings from the research study offered in depth and detailed answers to the four research questions. The four research questions guiding the research were created around Williams' 2012 Phenomenological research study (Williams, 2012).

Through-out chapter five you will experience several comparative analysis between Williams 2012 phenomenological research on African-American males and the current research on Motivating African-American males to enter the K-5 educational profession. Williams' research was selected based on the unique similarities and the demographic makeup of the study. Williams' 2012 research is similar in some respects but different in others. As indicated by Williams his research examines the lived experiences and philosophies of African-American males K-12. This current research uses the lived experience and philosophies of African-American males, K-5 only. This study will give a strict focus on isolated motivational factor that

influence African-American males to enter the elementary education profession only. The research revealed various differences and unique similarities that chapter five will expose.

Research Question 1

The first research question of the study was: What motivates African-American males to enter the elementary teaching profession K-5 (Williams, 2012)? This question is very critical to the efforts of employing more African-American males into the elementary teaching profession K-5. According to the National Center for Educational Statistics, 2010 recruiting African-American males into the elementary education profession has proven to be a challenge. Based on the scarcity of African-American males in the profession, motivational factors must be clearly identified and strategically exhausted in attracting and recruiting more African-American males into the elementary teaching profession (National Center for Educational Statistics, 2010).

Through the analysis of the data, the research question was answered. The motivation of African-American males to enter the elementary teaching profession K-5 was contingent upon African-American males having a passion and desire to assist others. Williams' research indicated that 80% of his participant's main reason for entering the profession was a desire to help others (Williams, 2012). Participants revealed that this passion was often developed based on their desires to give back to their communities. The current research indicates that positive interactions with former and current teachers motivated the participants to enter the profession. According to the current research coaching or the desire to coach was another indicator that promoted African-American males to enter the elementary education profession. This particular

avenue has motivated several candidates to career switch based on their passion to work with students.

The research revealed that although African-American males had a desire to give back they were believed to be afraid of entering the classroom. Participants feared working with little children all day would be extremely exhausting and frustrating. This fear was derived from the lack of positive exposure to the profession and positive educational classroom experience. However, the fear of entering the classroom was overridden by the overwhelming desire to give back to their communities. This desire motivated the participant to become elementary teachers.

Teaching is a public service profession that cultivates knowledge and intellectual growth in students (Day, 2010). Teaching is a profession built on working with students and assisting them in reaching their educational and lifelong aspirations (Day, 2010). According to Day the desire to help others is a predisposed trait that cannot automatically be developed. This trait although not often exposed through the media or high poverty based communities does exist within the African-American males. Qualified candidates should be encouraged and lured into the profession based on their ability to effect positive social and academic change in all students. The educational community would be better served by vividly exposing and expressing that African- American males possess this trait to the world at large (Day, 2010).

Research Question 2

The second research question was: Why is there a shortage of African-American male elementary teachers (Williams, 2012)? This question is imperative to the research because it presents answers to determine the reason African-American males were being underrepresented

in the elementary teaching profession. The answer to this question will support the much needed increase of African-American males entering the elementary education profession. According to Williams' research findings of the data two reasons were revealed. The first reason was the lack of qualified candidates that entered the education profession and the starting salary (Williams 2012).

Alexander's (2004) research indicated, only 37% of African-American males who graduate from high school enroll in a post-secondary school; out of the 37% which enroll in a postsecondary school, 35% are able to graduate (Alexander, 2004). Williams along with the current research indicated that the educational profession is in competition for the limited number of eligible African-American males with other professions such as technology, computer science, law, medicine, and business. According to Alexander's (2004) research, Williams' (2012) research and this current research, the low number of eligible candidates entering the education profession has caused the shortage of African-American male teachers entering the elementary teaching profession. Participants indicated the lack of visible role models and interaction with African-American male elementary teachers is practically the blame for the famine. According to the National Center for Statistic 2011-2012 report only 68% of African-American students graduate on time out of the 3.1 million or 81% of the public high school students who graduate. Their Caucasian counter parts have an 81 percent on time graduation with regular diplomas. Alexander indicated that the limited amount of African-American males who graduate and matriculated on to high school often choose to go into other professions other than education (Alexander, 2004)

Williams implied that the educational profession has not been able to separate the profession from other industries. This lack of separation forces the education profession to hire the leftovers from other professions. In order to increase the number of African-American males in the profession more African-American males will have to first enroll and graduate from post-secondary school. An overall increase in enrollment supports an increase in eligible candidates to enter the elementary education profession (Williams, 2012). The National Center for Educational Statistics indicates an increase from 11.7% to 14.9 % which is a 3.2 % increase of African-American college students between 2000 and 2012. This 3.2 percent increase shows the possibility of increasing the elementary education profession given the proper motivation to enter the education profession (National Center for Educational Statistics, 2010).

Williams' research indicated the second reason for the underrepresentation of African-American males in the teaching profession is the low starting salary based on 53% of the participants stated the low starting salary of teachers makes it a difficult decision to enter the profession (Williams, 2012). Campbell-Whatley research agrees that the low salary discourages potential African-American males from considering teaching as an occupation (Campbell-Whatley, 2008). In using a causal comparative analysis the current research 95% of the participants state, starting salary played no significant value on their decision to enter the profession and initially salary was either an increase in pay for them or went unnoticed. The current research participants developed salary awareness after they started a family. The shift in responsibility causes them to focus more attention on their incomes. Buzzle indicates persons working in other profession with the same academic qualifications make 15,000 more than teachers (Buzzle, 2011). The information presented by Buzzle makes even more challenging for

eligible candidates to consider the education profession (Buzzle, 2011). In contrast to Buzzle, the current participants stated that they would rather seek a part-time position than leave education, because they love what they do. This forces the current educators to accept part-time jobs coaching. The shift has caused African-American males to potentially leave the elementary teaching level and enter the secondary teaching level where coaching opportunities were available. Williams' research along with the current research shows that increasing the teachers starting salary supports the encouragement of attracting, recruiting, and retaining more African-American males into the elementary education profession (Williams, 2012).

Research Question 3

The third research question was: How will having more African-American male elementary teachers be instrumental in improving the academic performance of African-American male students? Williams noted this research question is vital in raising the educational standard of African-American male students as well as the overall performance of the American educational system (Williams, 2012). African-American males are the worst performing group of students in terms of test scores, graduation rate, and grade point average but research has revealed students achieve at a higher rate when taught by a teacher of the same race (Irvine, 2002). Williams indicated, if the worst performing population can raise the level of their performance, it will lead to better opportunities, life decisions, and quality of life (Keeping Dropouts in School, 2004; Irvine, 2002). According to Dogan, educational experts theorize African-American male teachers help improve the scholastic achievement of African-American male students (Dogan, 2010). The current research participants agree with Dogan based on their response. The participant's personal responses describe their interactions with African-American males inspired and motivated them to be the best academically and socially. The ability to

command and demand students to engage and focus increases their potential to reach their goals (Corbett & Wilson, 2002).). According to Dogan, African-American male teachers and African-American male students have the unique ability to connect and build stronger relationships faster based on shared culture, similar backgrounds and the ability to understand the struggles of life experiences (Dogan, 2010). The ability to quickly relate and identify with teachers of the same culture is critical to the ability to relate to the importance of what's being taught base on the current participant's personal experience working with African-American male elementary students. Ascher noted cultural synchronization is the understanding of a culture between two or more individuals (Ascher, 1991). Participants stated that in most cases being able to see someone that looked like them do the rigorous work and survive it then so could they. As indicated by Monroe & Obidah, identified and agreed with the concept of familiarity. Kunjufu added, African-American male teachers have the unique ability to discern actions, behaviors, and conduct accepted in the African-American culture other races and gender may find disrespectful or contentious. Based on Kunjufu statement and Monroe & Obidah concept, building relationship between teachers and students of different cultures are often elongated (Kunjufu, 2002). Williams' research along with the current research participants agree that African-American male teachers can improve the academic performance of African-American male students based on their ability to be positive academic and social role models in which students can quickly identify and relate (Williams, 2012).

Research Question 4

The fourth research question was: In what ways can the recruiting efforts of African-American males into the elementary education profession be strengthened (Williams, 2012)? NBC noted, the “recruiting efforts of the educational system toward African-American males have been criticized for the lack of techniques and strategies aimed specifically at the population (NBC, 2009).” The research question was designed to investigate and discover effective recruiting strategies to motivate African-American males to enter the elementary education profession. The data from Williams’ research and this current research overwhelmingly reveal that financial compensation and exposure to the profession were non-negotiable to motivating African-American males into the elementary education profession and the profession as a whole. The data suggest that these two are the leading motivators to increase the African-American male elementary education population. 100% of the participants agree that some form of financial incentive would motivate African-American males into the profession. The following question then becomes essential, what type of incentives would lure African-American males who are expected to be the head of their house into the education profession that did not cause a rift with female educators (Campbell-Whatley, 2008)? The answer to this question was discovered in both Williams’ data and this current data. The answer is signing bonuses, increased starting salary, and loan forgiveness. According to Orion International, corporate world offers financial incentives to highly qualified recruits to lure them into Corporate America (Orion International, 2011). The education profession has to adopt this same philosophy to lure quality African-American male candidates to the profession. Money is a critical factor to life and motivation.

The research reveals that early exposure to positive educational experiences was important to recruiting more males into the profession. Exposure should include but not be

limited to job shadowing, internships, conferences/lectures, and campus visits (Williams, 2012). Participants in the current study believe that more positive promotion of the education profession is desperately needed. The education profession has to do a better job at restoring the pride and dignity to the profession. Participants strongly believed highlighting the enormous impact that African-American male educators have on the students, parents, the community, and the education profession globally would definitely create positive attention and lure candidates. Williams noted exposure to an unfamiliar entity can lead to immeasurable dividends for the education profession (Williams, 2012).

Implications from the Study

The results of the current study indicate several critical dynamics to the underrepresentation of African-American males in the elementary education profession. The dynamics include low starting salary, lack of eligible candidates, lack of respect for the profession, deficient promotion of the profession, and negative personal educational experiences (Williams, 2012). The research study findings reveal various challenges faced by African-American males to enter the profession; however, the aspiration to enter the profession far outweighs the barriers to enter the profession. Participants noted that several unsuccessful attempts to complete the national teacher exam however the motivation to enter the profession was a much greater reward.

The research findings demonstrated that African-American male elementary educators were confident about their impact on the entire student population. Participants note that the children desperately wanted to interface with them all the time. Participants dully noted the social and academic response of the African-American male students who perhaps had not

observed or had the opportunity to interact with a positive African-American in the church, community, or the school setting. The positive impact of African-American male elementary educators have on students are unambiguously recognizable by students' parents, the community and the education profession. The degree of this impact is obviously unclear academically as well as the reason as to why more African-American males do not enter the elementary teaching profession is unclear; therefore, leaving the need to do further research inevitable.

Limitations

This study is limited in focus. It is being conducted among a targeted audience chosen for convenience of location here in Virginia. It is also limited to the insights of only African-American males. Qualitative researchers “conduct the inquiry in a subjective, biased manner” (Creswell, 2005, p. 39). The timeline for conducting the research study is short. The research study was susceptible to researcher bias because the researcher is an African-American male educator, and the research study is about the lack of African-American males in education. The study only included African-American males working in the education profession. The research study was four weeks and includes data collected through interviews. The results gathered from the interview questions will be used in the data collection and findings sections. In the event participants do not provide honest responses, the data will be skewed and not useful.

The primary researcher conducting the study is an employee of the school system where the participants were selected. The primary researcher conducting the study did not allow bias to impact the data of the analysis. The primary researcher was able to achieve this action through bracketing. Bracketing demands the primary researcher to discount everything he knew about school system and the participants. The methodology design in chapter three described

techniques to reduce bias, however, this aspect of the study is a limitation and must be documented.

The research findings are unambiguously germane to an exclusive population of the education profession. The research findings are only relevant to African-American male elementary teachers K-5. The strategies discussed to recruit and employ more African-American males into the elementary education were designed and customized for this exclusive population. This specific population information is valuable and supports the findings to ascertain an improved presence in the educational profession. Other races and genders were not included in the research study; therefore, the conclusions do not associate to those demographics.

The research study only included one type of interview as data sources. The interviews limited the type of data collected from the participants to oral descriptions and statements because it does not allow the participants to be observed working in the classroom or interacting with the students, especially the African-American males. The structured interviews provided the participants the opportunity to effectively explain the underrepresentation of African-American males in education through their own words and experiences, employing different systems of data collection could provide further insight into the topic.

The final limitation of the research study was that the research only focused on African-American male elementary teachers improving the academic performance of African-American male students. This is a limitation because African-American male teachers will be charged with educating all students regardless of gender or race. Therefore, the study should have targeted the effect of African-American male teachers on all students. The goal of the educational system is to educate all students equally.

Recommendations

Further research to explore the perceptions and lived experiences of African-American male elementary teachers regarding their underrepresentation in the educational profession is strongly recommended. The researcher's purpose was to ascertain the reasons behind the absence of African-American male teachers and activate techniques expected to eliminate the problem. The first recommendation is to do further research. Further research means more data could be collected, analyzed, and presented to the educational profession. The second recommendation is direct observation. Direct observation is an additional recommendation that would benefit the research as well. Direct observation would allow the researcher an intimate visual inspection of a phenomenon in a natural setting (Child Care and Early Education, 2010). Direct observation offers contextual data on settings, interactions, and individuals while affording them the opportunity for the cross-checking of information. It provides the chance to notice any differences between what the participant states in other forms of data collection such as interviews and what they do (Adler & Adler, 1994). The third recommendation is to do a questionnaire. The opportunity to do a questionnaire would afford the researcher the capability to establish if the participants expressed similar opinions and perceptions about specific topics without having to go into in-depth questioning (Gall, Gall, & Borg, 2007). The questionnaire would be an enormous gateway to access and narrow the focus of the information from participants. Investigating a research study employing these data collection sources provides more of a holistic assessment of the phenomenon. The fourth recommendation is an increase in finances. Increase in finances as indicated by Williams (2012) research proves to be relevant. Increasing finances is a true indicator for promoting more males into the education profession. Increasing the salary will provide larger operating budgets for the African American males who

are expected to be the bread winner and head of the household. Additional finances would allow increased opportunity for African- American fathers to be at home rather than being forced to take on additional jobs to make ends meet. In addition to increasing finances, school divisions could offer Tuition assistance or tuition reimbursement programs for students pursuing education as their profession. The final recommendation is positive promotion of African-Americans males working in the profession. African-American males should be celebrated and not tolerated. The positive promotion should include positive interaction on Facebook, websites, billboards, videos and commercials but not be limited to positive interactions. The images should be available for all media outlets focusing on positive interactions of African- American males on daily and weekly bases.

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APPENDIX A: SCHOOL DIVISION CONSENT LETTER AND FORM

Dear Fellow Educators:

My name is Lawrence Bolar and I am a graduate student at Virginia State University completing my doctoral degree in education. My research is a Qualitative Phenomenological Study; my study focus is on the Recruitment of African American-American Males working in the Elementary Teaching Profession. Your participation is needed for my research study designed to investigate a shortage of African-American male teachers in Public Schools. In keeping with educational agency policy, my goal is to request permission for my research to be conducted in your school division. The purpose of this letter is to gain the endorsement of the Department of Human Resources and the Department of Research and Evaluation. As such, your contribution is encouraged, appreciated and will greatly assist in providing valuable information for the school division. Please read the letter in its entirety before agreeing to be included in the study.

Purpose

The purpose of this study is to explore the perceptions and experiences of African-American male teachers related to the under-representation of African-American males in the K-5 classroom. The research study will add valuable insight to strengthen recruitment efforts of African-American males in same educational agency.

Procedures

Upon agreement to be included in the study, you will participate in a confidential structured interview. The interview will provide an opportunity to express your perceptions as an African-American male's teacher working in the K-5 teaching profession. The researcher will

transcribe the interview and provide respondents a transcript of their interview to ensure their responses are accurately expressed.

Risks and Benefits of being in the study

There are no risks associated with this study. The researcher will only require 30-45 minutes of your time to complete the interview. The benefit of being in the study is the opportunity to express your views of the educational profession as it pertains to African-American male teachers K-5. Participants' names will not be identified or attached to any information. You will be part of a study focused to help recruit more African-American males into the elementary teaching profession K-5.

Confidentiality

Your participant's responses will be anonymous and will remain completely confidential.

Voluntary Nature of the Study

Please note participation in this study is voluntary. If you participate in this study, you are free to withdraw at any time.

Statement of Consent

I have read the above information, understand the commitment, and I agree to participate in the study. The consent will be collected at the time of the interview.

Name (Print): _____ **Date:** _____

Name (Signature): _____

Email Address: _____

Phone Number: _____

Contacts and Questions

Please direct any questions, comments, and/or concerns regarding the participation in the study to Lawrence Bolar at lvbolar@yahoo.com or (804)855-9915.

APPENDIX B: PARTICIPANTS CONSENT LETTER AND FORM

Dear Fellow Educators:

My name is Lawrence Bolar and I am a graduate student at Virginia State University completing my doctoral degree in education. Your participation is needed for my research study designed to investigate a shortage of African-American male teachers working in the k-5 teaching profession. As an elementary educator working in the profession, your contribution is encouraged, appreciated and will greatly assist in providing valuable information for the school division. Reading this letter in its entirety before agreeing to be included in the study is requested.

Purpose

The overriding purpose of this study is to explore the perceptions and experiences of African-American male teachers related to the under-representation of African-American males in the K-5 classroom (Williams, 20012). The research study will add valuable insight to strengthen recruitment efforts of African-American males on the elementary K-5 teaching profession.

Procedures

Upon agreement to be included in the study, you will participate in a confidential structured interview. The interview will provide an opportunity to express your perceptions as an African-American male teacher working in the K-5 teaching profession. The researcher will transcribe the interview and provide respondents a transcript of their interview to ensure their responses are accurately expressed.

Risks and Benefits of being in the study

There are no risks associated with this study. The researcher will only require 30-45 minutes of your time to complete the interview. The benefit of being in the study is the opportunity to express your views of the educational profession as it pertains to African-American male teachers K-5. Participants' names will not be identified or attached to any information. You will be part of a study focused to help recruit more African-American males into the elementary teaching profession K-5 (Williams, 2012).

Confidentiality

Your responses will be anonymous and will remain completely confidential.

Voluntary Nature of the Study

Please note participation in this study is voluntary. If you participate in this study, you are free to withdraw at any time.

Statement of Consent

I have read the above information, understand the commitment, and I agree to participate in the study. The consent will be collected at the time of the interview.

Name (Print): _____ **Date:** _____

Name (Signature): _____

Email Address: _____

Phone Number: _____

Contacts and Questions

Please direct any questions, comments, and/or concerns regarding the participation in the study to Lawrence Bolar at lvbolar@yahoo.com or (804)855-9915. For questions about your rights as a research participant or to discuss problems, complaints or concerns about a research study, or to

obtain information, or offer input, contact Dr. Vernessa Clark, IRB Chair at (804) 524-5940 or vrclark@vsu.edu.

APPENDIX C: TEACHER INTERVIEW QUESTIONS

Interview Questions: Teacher/Retired Teacher

The following questions have been developed to investigate the study. The guiding research question is, “What motivates and influences African-American males to enter and remain in the elementary educational profession (Williams, 2012)?

1. What are your thoughts on the current status of the elementary educational profession as it pertains to African-American male educators?
2. What influenced you to select the field of education as your desired profession?
3. What was your personal motivation to enter the elementary teaching profession?
4. What impact did salary play in your decision to enter the elementary teaching profession?
5. Describe any barriers you have faced entering the elementary education profession to include teacher assessment experience (Praxis Exam)?
6. In your experience has any person or persons expressed their perception of your profession as feminine or as women’s work? Please explain
7. Describe your experience as an African-American male teacher working in a female dominated profession?
8. Define your greatest reward as an African-American male working in elementary education?
9. Describe your greatest challenge as an African-American male working in elementary.
10. Please share one memorable experience with your students as an African-American male classroom teacher positively or negatively. Share one example of your experience

working with your students, parents as an African-American male teacher, how has it challenged you and strengthened you as an educator?

11. Illustrate a time where you felt any bias or prejudices as an African-American male in your school, or school division?
12. Does the K-12 educational experience and life experience factor into African-American males deciding to not enter the teaching profession? Why or why not?
13. There have been wide ranging debates about the belief of African-American male teachers having a positive impact on the academic performance of African-American male students, what are your thoughts on this theory?
14. During your personal experience in school did you ever have an African-American male teacher and what was their impact on your academic performance? If you did not have the opportunity to have an African-American male teacher, what type of impact do you think it would have had on your school experience?
15. Do you believe as an African-American male that your school division has provided enough support for attracting and retaining African-American male teachers? Please explain.
16. Finally, what would be your advice for strengthening, recruiting and retaining African-American male teachers in elementary?

APPENDIX D: PERMISSION TO USE RESEARCH

Dr. Kristopher Williams

Subject: Research Permission

Date: July 24, 2014

Greetings:

This letter is written with the intent to authorize and give permission to Lawrence Bolar to use research from my dissertation entitled “A Phenomenological Study: African-American Males In The Educational Profession”. Mr. Bolar has requested to use portions of my research to assist him in composing his dissertation. If there are any questions, comments, or concerns please feel free to contact me at either kwilliams12@liberty.edu or (404)808-4379.

Regards,

Dr. Kristopher Williams

Dr. Kristopher Williams

APPENDIX E: DEMOGRAPHICS OF PARTICIPANTS

DEMOGRAPHICS OF PARTICIPANTS (Williams, 2012)

PSUEDONYM/IDENTIFICATION CODE _____

Ethnicity _____

(i.e. African-American, Caucasian, Hispanic, other)

Age _____

Highest Level of Education _____

(i.e., High School, Cert., Assoc., BA, Master, PhD)

Number of years working in education/teaching _____

Number of years working at current school _____

Grade level taught _____

Subject taught _____

Extracurricular activities sponsored _____

Any other career/profession before education _____

APPENDIX F: PILOT INTERVIEW STUDY PROTOCOL AND PROMPTS MATIX:

TEACHER ADMINISTRATOR

Interview Study Protocol and Prompts Matrix: Teacher/Administrator (Williams, 2012)

1. Arrive 15 minutes early to the library conference room.
2. Greet the participant with a handshake, “hello” greeting, and expressing gratitude (saying thank you for taking the time to participate in the interview).
3. Remind the participant the interview will last 30-45 minutes. Remind the participant they have the right to end the interview at any time or refuse to answer any question without penalty. Remind the participant the interview will be audio recorded as well as automatically transcribed using Dragon Naturally Speaking 11 Home Edition (speech-to-text transcription program). Remind the participant they can refuse to have the interview recorded. Remind the participants to answer the questions honestly and there are not any “right” or “wrong” answers. Assure the participants their identity and responses will remain confidential. Remind the participants the data will be locked in a file cabinet in the home office of the researcher with only the researcher having access for three years and then destroyed.
4. Set up Acer laptop computer with Dragon Naturally Speaking 11 Home Edition program installed.
5. Complete the interview by reading the questions with the same wording each time.
6. Allow for the participant to perform a member check (verify the information) on the transcribed interview document.
7. Thank the participant again for being part of the study. Provide the participant with the contact information of the researcher.

APPENDIX G: INTERNAL REVIEW BOARD APPROVAL



VIRGINIA STATE UNIVERSITY

P. O. BOX 9407
PETERSBURG, VA 23806

OFFICE OF SPONSORED
RESEARCH AND PROGRAMS
c/o Institutional Review Board for
the Protection of Human Subjects

TEL: 804-524-5560
FAX: 804-524-6518

November 19, 2014

Mr. Lawrence Bolar
lvbolar@yahoo.com

Dear Mr. Bolar,

On behalf of Virginia State University's Institutional Review Board (IRB) for the Protection of Human Subjects the following study **A Phenomenological Study: Motivating African-American Males To Enter The K-5 Teaching Profession**, IRB No 1314-58, was approved. This approval expires on November 19, 2015.

If modifications or continuation to this study are required Federal regulations and VSU policy requires another review prior to the modification and/or continuation of this study. If you have any questions or concerns feel free to contact me either by phone (804) 524-5940 or email vrclark@vsu.edu.

Good luck with your study!

Sincerely,

Vernessa Clark

Chair, Institutional Review Board
for the Protection of Human Subjects

c: Sharon Evans, OSR&P
Dr. James Harris, Advisor

APPENDIX H: PETERSBURG CITY PUBLIC SCHOOLS LETTER OF APPROVAL



PETERSBURG CITY PUBLIC SCHOOLS

*Office of the Superintendent
255 South Boulevard, East
Petersburg, Virginia 23805-2700
(804) 862-7037
FAX: (804) 732-2154*

January 8, 2015

TO: Principals
From: Joseph C. Melvin, Ed.D., Superintendent
Subject: Research

Mr. Lawrence Bolar is a graduate student at Virginia State University and has been granted my permission to conduct a research in Petersburg City Public Schools. A Phenomenological Study: Motivating African-American Males To Enter The K-5 Teaching Profession.

Permission will be narrowed to specific research related to his field of study. In particular, the research he has requested were certain interviews using Petersburg City Public School staff members. The researcher will only require 30–45 minutes after work hours to complete his interview.

Thank you in advance for your assistance.

JCM/lan

Cc: Mr. Lawrence Bolar
Ms. Stephanie Bassett, Assistant Superintendent

-An Equal Opportunity Employer-

APPENDIX I: AUDIT TRAIL

Audit Trail

Provided below, is an audit trail which summarizes the dates in which different aspects of the study including the writing, submission, data collection, and data analysis were completed.

October 11, 2014 Research proposal submitted to dissertation committee

October 16, 2014 Proposal defense, with dissertation committee approving proposal

October 29, 2014 Institutional Review Board (IRB) application submitted for review and approval

November 6, 2014 Submitted Application to Richmond Public Schools to conduct research in the Richmond Public School System. The application was to gain permission to conduct the study within the school system with employees of the system

November 19, 2014 IRB application approved

January 7, 2015 3:30 Meeting with Dr. Joseph Melvin Superintendent of Petersburg City Public Schools.

January 8, 2015 received approval to do research in Petersburg City Public Schools

January 8, 2015 sent letters out for interview schedule via email and phone calls.

January 8, 2015 Interviews begin

January 15, 2015 Interviews Ended

January 18, 2015 Edited chapters 1-3

January 18, 2015 started working on chapter 4

January 22 2015 Data analyzed and coded for writing

January 24, 2015 Begin writing Chapter 5

APPENDIX J: INTERNAL REVIEW BOARD TRAINING

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)

SOCIAL AND BEHAVIORAL RESPONSIBLE CONDUCT OF RESEARCH CURRICULUM COMPLETION REPORT

Printed on 10/15/2014

LEARNER Lawrence Bolar (ID: 3746388)
DEPARTMENT College of Education-Doctoral Studies
EMAIL lbol7419@students.vsu.edu
INSTITUTION Virginia State University
EXPIRATION DATE

SOCIAL AND BEHAVIORAL RESPONSIBLE CONDUCT OF RESEARCH : This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.

COURSE/STAGE: RCR/1
PASSED ON: 10/09/2013
REFERENCE ID: 11271817

ELECTIVE MODULES	DATE COMPLETED	SCORE
Introduction to the Responsible Conduct of Research Archived 1248	10/09/13	No Quiz
Research Misconduct (RCR-SBE)	10/09/13	5/5 (100%)
Data Management (RCR-SBE)	10/09/13	5/5 (100%)
Authorship (RCR-SBE)	10/09/13	4/5 (80%)
Peer Review (RCR-SBE)	10/09/13	4/5 (80%)
Mentoring (RCR-Interdisciplinary)	10/09/13	4/5 (80%)
Using Animal Subjects in Research (RCR-Basic)	10/09/13	5/5 (100%)
Conflicts of Interest (RCR-SBE)	10/09/13	6/6 (100%)
Collaborative Research (RCR-SBE)	10/09/13	5/5 (100%)
Research Involving Human Subjects (RCR-Basic)	10/09/13	4/5 (80%)
Responsible Conduct of Research (RCR) Course Conclusion	10/09/13	No Quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI Program participating institution or be a paid Independent Learner. Falsified information and unauthorized use of the CITI Program course site is unethical, and may be considered research misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Program Course Coordinator

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)

SOCIAL & BEHAVIORAL RESEARCH - BASIC/REFRESHER CURRICULUM COMPLETION REPORT

Printed on 10/15/2014

LEARNER Lawrence Bolar (ID: 3746388)
DEPARTMENT College of Education-Doctoral Studies
EMAIL lbol7419@students.vsu.edu
INSTITUTION Virginia State University
EXPIRATION DATE 10/08/2016

SOCIAL & BEHAVIORAL RESEARCH - BASIC/REFRESHER : Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

COURSE/STAGE: Basic Course/1
PASSED ON: 10/09/2013
REFERENCE ID: 11271820

REQUIRED MODULES	DATE COMPLETED	SCORE
Belmont Report and CITI Course Introduction	10/09/13	3/3 (100%)
History and Ethical Principles - SBE	10/09/13	5/5 (100%)
Defining Research with Human Subjects - SBE	10/09/13	5/5 (100%)
The Federal Regulations - SBE	10/09/13	5/5 (100%)
Assessing Risk - SBE	10/09/13	5/5 (100%)
Informed Consent - SBE	10/09/13	5/5 (100%)
Privacy and Confidentiality - SBE	10/09/13	5/5 (100%)
Research with Prisoners - SBE	10/09/13	4/4 (100%)
Research with Children - SBE	10/09/13	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBE	10/09/13	4/4 (100%)
International Research - SBE	10/09/13	3/3 (100%)
Internet-Based Research - SBE	10/09/13	5/5 (100%)
Research and HIPAA Privacy Protections	10/09/13	4/5 (80%)
Conflicts of Interest in Research Involving Human Subjects	10/09/13	4/5 (80%)
Unanticipated Problems and Reporting Requirements in Social and Behavioral Research	10/09/13	1/3 (33%)

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COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)

CITI CONFLICTS OF INTEREST CURRICULUM COMPLETION REPORT

Printed on 10/15/2014

LEARNER Lawrence Bolar (ID: 3746388)
DEPARTMENT College of Education-Doctoral Studies
EMAIL lbol7419@students.vsu.edu
INSTITUTION Virginia State University
EXPIRATION DATE 10/08/2017

CONFLICTS OF INTEREST

COURSE/STAGE: Stage 1/1
PASSED ON: 10/09/2013
REFERENCE ID: 11271818

REQUIRED MODULES	DATE COMPLETED	SCORE
CITI Conflict of Interest Course - Introduction	10/09/13	No Quiz
Financial Conflicts of Interest: Overview, Investigator Responsibilities, and COI Rules	10/09/13	4/5 (80%)
Institutional Responsibilities as They Affect Investigators	10/09/13	4/5 (80%)
Conflicts of Commitment, Conscience, and Institutional Conflicts of Interest	10/09/13	5/5 (100%)

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Paul Braunschweiger Ph.D.
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