2016

Attitudes of Males About Teaching Grades K-12 in a Public School District

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COLLEGE OF EDUCATION

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2016

Abstract

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EDS, Columbus State University, 2007

MED, Columbus State University, 2006

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Doctoral Study Submitted in Partial Fulfillment

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January 2016

Abstract

According to the National Education Association, the number of teachers in the United States has decreased over the last 100 years and only 25% are currently male. Finding effective ways to increase the number of male teachers has remained challenging at the local level. This study compared the perceptions of male teachers and non-teachers regarding their motivation for entering their current professions and their perceptions of gender equivalence in the workplace. Popper's post positivism and Schutz's social constructivism were used as the theoretical frameworks. The study instrument was first piloted at a liberal arts university where a sample of 187 male participants answered questions about motivation and gender equivalence in the workplace. Once validated, the instrument was completed by a sample of 272 male teachers and non-teacher participants in the local school district. The responses were analyzed using descriptive statistics and chi square analysis. As a result of chi-square analyses comparing the survey responses between teachers and non-teachers, it was found that there were no statistically significant associations between the survey responses and group, and the majority of respondents in both teaching and non-teaching occupations believed that their current job was reasonably paid. Furthermore, both educators and non-educators believed that workplace gender equivalence was not necessary, but the vast majority of respondents indicated that teacher quality is a necessity. Implications for positive social change include providing research findings to the local administration on male employee perceptions and recommendations for continued research on workplace equivalence.

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Dedication

This doctoral study is dedicated to my immediate family members that have been so supportive over the last few years, especially my wife Briana. You have never given up on me throughout this journey, and you have continued to motivate me when I was at my lowest points. To my children, Watson, Ridge, and number 3 due in April 2016: Thank you for always being a joy to spend quality time with between sections. Lastly, I would like to dedicate this to my mom, Pam Easom and my late father, David Bracewell. If you two would not have decided to bring me into the world, this would not have been possible. Thanks for teaching me to read, write, and for always emphasizing the value of obtaining a quality education. I love you all.

Acknowledgments

First, I would like to thank my Lord and Savior Jesus Christ for giving me the breath of life. Thank you for saving me when I was 9 years old and never turning your back on me over the last 33 years. Thank you for the perseverance to endure this long task by teaching me through your example on the cross. You have showed me how to "finish the drill" and stay devoted when something is truly worth the pain, because the reward is "out of this world."

I am so blessed to have you, Briana, as my soul mate. You truly do complete me, and I want to continue working to love you as Christ loved the church. Your encouragement (and occasional kicks on my back side) have helped me to realize that God's timing is not our own but rather, a virtue that we must continue to seek in every task we are encountered with. My sons, Watson and Ridge, are the motivation to continue working hard to provide for my family. I pray that you will both follow your dreams and pursue God's plan for your lives. Both of you came into the world during this time, and God's grace was truly sufficient throughout each semester to allow me to embrace the role of being your earthly father.

Thank you to my in laws, Wayne and Lisa Merritt. You have both been so supportive of me since I became your son in law seven years ago. I appreciate your continual support and providing our family with encouragement. Thank you for helping me finish this by seeing me as valuable Thank you to my grandparents (and in laws), all living and deceased. You have all set the example for us to follow. I appreciate your wisdom and sincerity in supporting me throughout my life.

My doctoral committee, Dr. Yarosz, Dr. Gaskins, and Dr. DePriter have been tremendous in helping me obtain this goal. Thank you Dr. Donald Yarosz for taking over as my committee chairperson, and giving me honest feedback and challenging each point I attempted to make so my work would not be in vain, but reflect a quality masterpiece. I do appreciate your stamina to help endure this process alongside of me! Thank you Dr. Amy Gaskins for being such a positive addition to the doctoral committee with your support and friendly demeanor through every suggestion. I cannot explain how God sent you have been, not only to my writing, but also my mental and emotional stability! Thank you Dr. Tiffany DePriter for providing me with challenges and helping me see my own abilities to take my doctoral work to the next level. You have all made this journey one that I will use as a springboard for my future careers. Thank you Cody Likavec and Ed King, my statistics consultants. You have both been so tremendous in helping me create the tables and graphs for my last two sections. Thanks for your prompt feedback and kindness when consulting me to finish revisions.

Thanks to Dr. Kim LaPlante for lending an ear in times of distress and/or confusion during this degree. Your honest feedback and continual progress monitoring was a motivating factor in deciding to continue this work. Thanks to the rest of my school family for always being supportive and an encouragement each day. Thank you Mrs. Karen Thompson, for hiring me when I first interviewed with you over 7 years ago. Thank you for always listening to my complaints about my doctoral study, yet always helping to keep me lifted during the peaks and valleys. Thank you to those LMS Prayer Warriors that have always encouraged me with God's Word and seeing His vision for my

life. Thanks to Dr. Russell Brock for encouraging me to teach eighth grade and always being a great leader for our school. Thanks to Mrs. Bowman and the rest of the administration for supporting this journey as well.

I would like to thank my first and current church families for your love and support, continual prayer, and patience with me. You have provided kind words and most importantly, prayers and praise to God that truly lifted me during times of doubt. Thank you Mr. and Mrs. Scot Roberts, for teaching me about Jesus and always believing in me as a child. Thanks for your prayers and support during some tough times in my life. Thank you Dr. Gene and Mrs. Doris Stockton, for being tremendous "rental grandparents." Your example of dedication and devotion to the Lord is one I hope to maintain in my family's growth. It is your example that helped my family to become closer to the Lord. If you hadn't knocked on my door that Saturday morning, who knows where I would be?

Thank you Dr. Dave Stroup, you have been an awesome mentor and friend during this time. Thank you for believing in me and helping me to see that God does not give up on us regardless of our lack of faith and devotion to Him. Thank you for always trusting me to do my best and become the best man I can be. Thank you Jimmy Davis, for being a great friend and mentoring me during our time together at church and off campus. You have inspired me in ways I can never truly show my appreciation for, and I thank you for allowing me to teach on multiple occasions in Sunday School to encourage me to better learn my Bible.

Thank you Dr. Deborah Gober and the Columbus State University staff and students, for assisting me with participating in the pilot study for this research. Thank you Walton County School District staff and community, for also partaking in the study and being so supportive over my time in your town. I truly feel at home in your presence.

Lastly, thank you to every teacher that ever taught me (whether or not I enjoyed your class or was a quality student) during my time in the Miller County School System. Every teacher can be an example that affects one's learning, whether it is positive or negative, to help shape that individual's future and help impact society's future generations. Thank you Mrs. Shirley Kimbrel, Mrs. Debbie Enfinger, Mrs. Virginia Harrison, and Mrs. Margie Brown for encouraging me in Preschool, Kindergarten and First Grade. By helping me with the basic skills of reading, writing, and mathematics I have learned to better perform this type of mastery work. Thank you Mrs. Jan Calhoun, for being one of the best teachers I have ever had the pleasure of occupying their classroom desks. You always made World History enjoyable and something that I looked forward to. Thank you to the late Ronnie McNease, for providing a classroom environment that was fun but also educational from your wonderful stories and passion for American History. Thank you Coach Richard Prescott and Coach Renza Israel for providing me with the opportunity to play baseball for you and learning so much about how to appreciate the gift of playing baseball and the passion for learning the game's finest points. Thank you Coach Woodie Kirkland for being the best coach I ever had the opportunity to play for. You were a tremendous influence on me and I will never forget the fact that you did not quit on me.

Thank you to all of those associated with both Columbus State University and Muscogee County School District that gave me opportunities to learn about teaching and the impact one can make on children's lives. Thank you Dr. Lisa Skinner, for guiding me through my student teaching experience. Your example of dedication and persistence was one I truly embraced and allowed to guide me through some difficult times. Thank you Mr. Jose Negron, for taking a chance on a south GA farm boy and allowing him his first teaching job straight out of college. I enjoyed all of the long conversations about pretty much everything! Thank you Dr. Terri Massa, for your leadership and confidence in me during my unofficial internship under your tutelage.

Thanks to all of my college and graduate school professors from every stage of my education. Thank you Dr. Spencer Garrard, for demonstrating how a grown man can laugh and help his students to be more comfortable by laughing when you read us children's books during Psychology 2112. Thank you Mrs. Kimberly Voltz, for being such an encouragement during my time in your Teaching Mathematics course and being a wonderful supervising faculty member during my student teaching experience. Thank you Mrs. Tina Jones, for providing me with the resources and support to assist me with classroom management techniques that I continue to implement today in my classroom. Thank you Dr. Larry Beaty and Dr. Tom Hackett, for showing me by example that you must know your subject (by never cracking a text book), but be able to apply it to your daily life.

Thank you Mr. Erik Zipperer for the many weekends I have spent enjoying God's creation on your property. Thank you for allowing me to enjoy some down time away from my study, when I needed time to relax and behold all the wonders around us.

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Section 1: Introduction to the Study

Background of the Study

There are fewer male teachers in the U.S. public K-12 schools, primarily in elementary and middle school classrooms. Since 2007, the number of male teachers employed in a suburban school district in the southeastern United States has remained consistent at approximately 20%. Fewer than 14% of nationwide elementary school teachers are male. The research included attracting, recruiting, and retaining male teachers, especially in English-speaking countries. Presumptions that the feminized teaching profession has negatively affected boys have been a prevalent discussion point.

The number of male teachers at a Title I middle school in a suburban school district in the southeastern United States had declined by almost 30% over the past 20 years with a steady decline each year. Some research had suggested that many males' lack of interest in education, which develops during elementary school, predicts male teacher attrition that K-12 public education has been facing for many years. Some of the reasons for such a decline in male student achievement could be attributed to disadvantages that males often cite regarding female teachers favoring female students in the classroom. There had been insinuations that concerned women paying more attention to female students. For example, they allow them to answer more discussion-related questions. Some reports showed that there were many young male students that felt inferior to their female counterparts because their physiological and social growths were more delayed (Drudy, 2008).

The lack of father figures in young male students' lives has also been a trend over the last 50 years. Since the feminist movements of the 1960s, societal shifts and cultural trends could also impact young males' decisions to enter education, where there has been a progressive shift toward a gender-neutral concept when referring to young individuals. Addi-Raccah (2005) suggested that males lacking father figures in their lives tended to struggle adjusting to environments with a female teacher because they did not always feel connected to those individuals, despite having a prevalent female influence in their private lives.

It had been suggested that there was a need to attract more male teachers to serve in our public schools, which could potentially serve as motivation to increase achievement amongst boys. If this motivation served as a primary factor to influence young males to consider entering the teaching profession, then the trend could potentially see a reversal in coming years. Jones (2009) has suggested this could also lead to more males entering the teaching profession and reverse the negative stereotype of teaching being women's work. With the changing framework of relational home dynamics, male educators have been expected to be more nurturing while still serving as positive male role models.

Today's mass media has often suggested that youth's priorities should be directed at entertainment, sports, and mass social media. Mills, Martino, and Lingard (2004) reported that young men are often preoccupied with finding themselves and what this world can offer them. As they mature they are presented public figure images that might not necessarily encourage them to further their education or value the learning process.

Drudy (2008) pointed out the need for teachers to understand how boys construct their gender identities and help them develop an understanding of the effect of certain forms of masculinity in their lives. Addi-Raccah (2005) suggested if male students are exposed to more male teachers beginning in the primary grades, an increased awareness of self-control and ethical beliefs could be re-established within the changing modern society.

One of the constantly changing variables in a child's education is that of living in a two-parent household versus the commonly increasing one-parent household. Lee and Kushner (2008) reported that slightly more than half of marriages in the United States and approximately one third in European countries end in divorce. Millions of children each year enter a new category, the single-parent family (Lee and Kushner, 2008). With this growing trend, the traditional family dynamic of parent-child roles had often been reversed, and many children were forced to identify with only one parent, or in many cases had to be the primary source of their own educational motivation. By increasing the number of male teachers in the classroom, this trend could be reversed (Mills, Martino, & Lingard, 2004).

Despite the plethora of information available on single-parent families, there were no specific studies identified that concluded on single-parent families headed by fathers compared to those headed by mothers. Kushner (2008) advised that one area of the child's life dramatically impacted is that of education. Kushner (2008) concluded that adolescents living with the same-gender parent do not necessarily achieve at a higher rate as opposed to living with the opposite-gender parent. These ever changing demographics

are so vital to understanding what best motivates us to choose our future careers, especially when pondering why so few males choose teaching as a career.

The need for more male teachers considers the possibility that primary education male teachers do, in fact, help raise male student achievement, to take into account complex matters of gender raised by feminism and the sociology of masculinities (Mills, Martino, & Lingard, 2004). They advocate that more male teachers are necessary, that is, they provide boys with much needed role models as positive male figures in their lives; therefore, enhancing their perception of themselves and essentially committing themselves to furthering their educations.

Other researchers agree with Addi-Raccah (2005) and Mills, Martino, and Lingard (2004). Cushman (2005) and Addi-Raccah (2005) complemented one another's research with valid points. Cushman (2005) identified four factors as contributing to the decline of males entering the teaching profession.

1. Experiences and attitudes related to status
2. Salary
3. Working in a predominantly female environment
4. Physical contact with children

Cushman (2005) confirmed that each of the four issues had the potential to influence the decision to take up a career in teaching and to impact job satisfaction and performance. However, the article contrasted with Mills, Martino, and Lingard (2004) as the case study results showed no direct impact that male teachers contributed better than their female counterparts in regards to educating young men more efficiently. However,

the underlying question begged an answer: What characteristics best motivated men to enter their chosen profession, whether it was teaching, or a noneducation field? This study was relevant to the understanding of perceptions and behaviors that led men away from education as their first career choice.

A variety of historical and social issues were seen today that negatively impact education in various outlets of media. According to Cushman (2002), less than 14% of elementary school teachers were male. The inherent dangers and unresolved expectations about the suitability of teaching as a profession in general were targeted for men in particular (Cushman, 2002). Although Cushman's (2002) research was intriguing and begged for a solution to our failing boys' motivation and achievement levels, it did not come without its gaps in relation to prior research based on offering explanations as to why males choose not to enter teaching. There were two research questions used for analysis during this study.

1. Is there a statistically significant difference between the motivations of males entering the teaching field and those that do not enter teaching as their chosen profession?
2. Is there a statistically significant difference between the perceptions of males in teaching compared to nonteaching fields regarding the significance of gender regarding K-12 education?

In step one, the study was supported by post positivist and constructivist principles. The study's purpose was to examine the perceptions held by men, both in the teaching field as well as those involved in male-dominated professions (where males

make up the majority, or 70% of workforce); this involved investigating the causes that influenced results that were defined as post positivism. Constructivist theory was also identified as a necessity because the distinct views of each participant was essential for data collection (Creswell, 2003).

In the second step, the best strategy of inquiry for the quantitative study was defined by Creswell (2003), based on the five strategies of qualitative inquiry that were inconsistent with the purpose of this study. Survey research methodology appeared to be the most appropriate for this study upon analyzing the perspectives of multiple cultural groups of male teachers. When the survey was issued, the responses were based on each participants' prior relationships and experiences that had helped them decide upon their current career or job choice (Creswell, 2003).

Data collection was the third step in research design. The purpose of the research study seemed to align with the notion that a survey was necessary to gather data. This study sought to examine the opinions of males, both in education and noneducation fields. Fowler (2009) stated that surveys helped acquire opinions from a large number of people by displaying the subjective feelings of the public (Fowler, 2009). Creswell (2003) reported that this design was appropriate when there were measureable reports of trends, attitudes, or thoughts of the population where a sample could be studied. Fowler (2009) demonstrated that certain facts could only be elaborated upon when people questioned themselves by survey usage. Sample surveys should be a last resort when other information could not be acquired by other means (Creswell, 2003). Fowler (2009)

reported there were some mechanisms that helped surveys be viewed as necessary to gather data from various bases.

1. Probability sampling through surveys decreased bias as it ruled out opinions from those who spoke the loudest or happened to be convenient to poll (Creswell, 2003; LaPlante, 2010).
2. Used standardized quantity ensured that all data gathered was reliable across all respondents (LaPlante, 2010).
3. A special purpose survey ensured that all of the data necessary for the analysis was gained (Fowler, 2009; LaPlante, 2010).

Upon elaborating the steps in identifying the appropriate research design, there were three factors that Creswell (2003) acknowledged as a necessity. Foremost, the research problem was best when it was identifying factors that influenced an outcome (Creswell, 2003). Second, the researcher's personal experiences helped to identify the reasons for male teacher shortage; survey research with a quantitative approach to analysis was the suggested component (Creswell, 2003). Lastly, when considering individual practices, Creswell (2003) accredited that investigators could develop bias of one research approach over potential methods. This quantitative study involved straightforward questions that did not involve lengthy conversations that might make participants uncomfortable and keep them from responding honestly. Finally, Creswell recognized that pupils needed to know to whom the study was testified and used the approaches supported and suggested by their mentors. Creswell's suggestions were cautiously investigated when deciding how to study a system.

The goal of this quantitative study was to reveal the perceptions of increasing the number of male teachers in primary education. This study focused primarily on the participants' perceptions of males in teaching and the primary motivators for their choosing a career path. By analyzing the responses of both education and noneducation majors, there was a sense of the most and least appealing areas of education that have contributed to our current dilemma of the male teacher shortage.

Problem Statement

There was a problem in a suburban school district in the southeastern United States with a shortage of male teachers in grades K-12. According to statistics from the 2011-2012 school year, only 20% of teachers (less than 5% in the primary grades) in the school district were identified as males. According to Milloy (2003), the national average of K-12 male teachers was around 25%. The 2011-2012 CCRPI test scores indicated that elementary school male students did not meet expected achievement goals in all five testing areas, especially amongst those students that were of minority status. Approximately 56% of male students being tested met the criteria for this subgroup as opposed to 77% of females that successfully met the 70% goal. Less than 5% of the students being tested were taught by male teachers. Ferguson (2005) indicated there were many possible factors contributing to this male teacher shortage.

1. Low pay or prestige
2. Fear of pedophilic accusations
3. Gender bias
4. Few male role models during childhood

There were not enough male teacher role models for the young male students in this suburban school district in the southeastern United States due to the decreased motivation of male students. Possible explanations for this decreased motivation for academic achievement and employment displayed by boys could be attributed to the rising number of males being incarcerated, the notion that teaching was women's work, and the number of fatherless children in our schools (Cushman, 2005; Mills, Martino, & Lingard, 2004). Neugebauer (2008) stated that there were many possible factors contributing to this problem, among which were: low pay or prestige, fear of pedophilic accusations, gender bias, and few male role models during childhood, to name a few.

This study contributed to the body of knowledge needed to address this problem that identified the most effective motivational approaches to invoke interest amongst boys to consider teaching as a future career. Both the primary motivation for males to enter their current jobs and the perceptions of male teachers were essential for this study to be evaluated.

Purpose of the Study

The purpose of this quantitative study was to examine the attitudes of 100 male teachers employed by a suburban school district in the southeastern United States and 100 noneducators to assist in determining reasons for the shortage of male teachers in the elementary and middle grades. According to the 2011-2012 CCRPI statistics, fewer than 5% of the district's elementary educators were male, and about 56% of the boys achieved district performance goals for grades K-5. These statistics could correlate to the low percentage of male student achievement within the suburban district that could be

attributed to lack of male teachers serving as mentors for these young males. With an increasing percentage of single-parent families, students receiving free/reduced lunches, higher unemployment numbers, and fewer male role models, these male students have lacked a sufficient number of male mentors and advocates to serve them in this suburban school district.

The study was conducted at elementary, middle, and high schools in the district where the percentage of male K-12 teachers was approximately 20% of the entire classroom teacher population. The other group consisted of 100+ men that lived within the suburban district, but were not currently serving in an education-related field. This sample was pulled from parents of students at a Title I middle School in the suburban school district where the researcher is currently employed. Female participants were not chosen for this particular study due to the gender-specific behaviors and perceptions being questioned; however, some district female employees reviewed and answered the survey questions, although they were not included in the results of neither the pilot study nor the actual study.

Nature of the Study

A pilot study was conducted at a southern Georgia public university along with the projected research site, prior to the doctoral study. This pilot study aimed to test the validity of the survey instrument being used to determine why male college students choose to enter the teaching field or not. The purpose was to examine the perceptions and attitudes by males in a suburban school district in the southeastern United States towards teaching. The study was conducted at elementary, middle, and high schools in the school

system, to gain participation of approximately 100 male teachers in grades K-12. Surveys were also sent to parents of a Title I middle school from the suburban school district in hopes to gain participation from males that majored in noneducation specialties. This data sought to gain insight into why or why not they entered the teaching field. The research sample consisted of approximately 200 working adult males, with approximately 100 being certified K-12 Georgia educators, and the remaining 100 participants majoring in noneducation fields. This sample of 200 was chosen primarily on convenience considering the limited number of males currently employed by a suburban school district in the southeastern United States, to ensure the minimal number of required responses was met for functionality of statistics software used for analysis.

The population sample was found through employment data maintained in the school district. Teachers were hired by the school district according to the state university and professional requirements completed at accredited universities and colleges and dependent upon successful completion of state-required competency tests, i.e. GACE and Praxis. A behavioral survey of Likert-type items was used to collect quantitative data regarding teachers' perceptions of the teaching profession. The method of data analysis was dependent upon the statistical consultant's recommendation once the data is collected.

Research Questions

This study examined the perceptions held by male teachers in grades K-12 to attempt to help attract, recruit, and retain more male teachers in the elementary grades. There were two research questions that were used for this doctoral study.

Research Question 1: Is there a statistically significant difference between the motivations of males entering the teaching field and those that do not enter teaching as their chosen profession?

H_{01}: There is no statistically significant difference between the motivations of males entering the teaching field and those that do not enter teaching as their chosen profession.

H_1: There is a statistically significant difference between the motivations of males entering the teaching field and those that do not enter teaching as their chosen profession.

Research Question 2: Is there a statistically significant difference between the perceptions of males in teaching compared to nonteaching fields regarding the significance of gender regarding K-12 education?

H_{01}: There is no statistically significant difference between the perceptions of males in teaching compared to nonteaching fields regarding the significance of gender regarding K-12 education.

H_1: There is a statistically significant difference between the perceptions of males in teaching compared to nonteaching fields regarding the significance of gender regarding K-12 education.

Theoretical Base

A proper framework must connect the philosophy, strategies, and methods to the research. Creswell (2003) maintained that philosophical ideas must be combined with broad approaches to research (strategies) and implemented with specific procedures (methods). Post positive knowledge claims have often been called the scientific method,

or having done science research. Creswell (2003) indicated that post positivism referred to the thinking after positivism, or the claims about what warranted knowledge. This idea challenged the notion of the absolute truth of knowledge and recognized that absolute positivity about knowledge cannot be exact when studying humans and their actions.

Post positivism reflected a philosophy in which causes most likely establish outcomes that reduced the ideas into a small, distinct set of thoughts to test, such as variables that comprised the hypotheses and research questions (Creswell, 2003). Post positivism also relied on careful observation and measurement of the objective reality available in the world. In conclusion, the post positivist must develop numeric measures of the individuals and their behaviors for verification since these theories govern how they perceive the world is understood. There were assumptions of the post positive position (Creswell, 2003).

1. Knowledge is conjectural and absolute truth can never be found based on research's infallible and imperfect nature.
2. Research starts with the test of a theory, and the accepting or rejecting of a claim more strongly warranted.
3. Data, evidence, and rational considerations shape knowledge collected by the researcher based on measures completed by those participants.
4. Research seeks to develop relevant true statements to explain the situation or the casual relationship of interest.

5. Validity and reliability are important in quantitative research; therefore, being objective is an essential aspect of competent inquiry and researchers must examine methods and conclusions for bias.

In addition to post positivist reflection, another knowledge claim to be considered in this study included social constructivism. Creswell (2003) progressed this process as its history dated back to the 1960s from works such as Berger and Luckmann (1967), and Lincoln and Guba (1985). Assumptions identified in these manuscripts concur that individuals sought understanding of their world and how it worked. Their experiences were subjective and directed towards particular objects or things; the researchers viewed the complexity of the views and relied as much as possible on the participants' views of the situation being studied.

This construct focused on the discussions and interactions with other persons in their life settings, as well as through historical and cultural norms that operated in individuals' lives (Creswell, 2003). These researchers recognized that their own background shaped their interpretations, and they positioned themselves in the research that acknowledged how their interpretations flowed from their own personal, cultural, and historical experiences. In contrast with post positivism, inquirers of constructivism generally developed a pattern of meaning.

1. Meanings were constructed by human beings as they engaged with the world they were interpreting.
2. Humans made sense of the world based on their historical and social perspectives bestowed upon them by their own culture.

3. The basic generation of meaning was always social, which arose in and out of interaction with a human community.

Post positivism and constructivism were chosen as the two primary frameworks because they seemed to best identify the needs of addressing this quantitative study. They both included analyzing a problem, as well as being objective and unbiased while the participant used prior experiences that related the data to the problem itself. The other two framework designs that Creswell (2003) suggested for research included advocacy/participatory and pragmatic knowledge claims. These knowledge claims were more suited for qualitative and mixed method studies as the responses required narratives, ethnographies, case studies, and other qualitative methods (Creswell, 2003).

Men have paid a high economic price for working in female-dominated occupations as they have experienced devaluation in their economic and social status compared to how women perceived themselves in male dominated or balanced occupations (Addi-Raccah, 2005). Male teachers also faced social consequences that contributed to their exiting the education field. According to Addi-Raccah's (2005) case study, the following was reported, several male teachers were generally outnumbered by female teachers (10: 1) and reported emotional distress. They feared being accused of sexual harassment, not being taken seriously by female teachers, or being questioned about their sexual identity (Addi-Raccah, 2005). Male elementary and middle school teachers often felt isolated in both formal and informal discussion with their female counterparts.

The female teachers have demonstrated to be more comfortable discussing educational policy and collectively share more personal interests than do their male co-workers. The lack of communication has also contributed to increased pressure on males to move up the ladder and become school principal, whether it is an area of professional interest or not (Cushman, 2002). In fact, men are more encouraged to pursue better jobs, such as a school principal, which is the most significant upward mobility job available in a school. This ideal is one that many educators could suggest is full of gender bias, and presupposed upon the notion that men should strive for positions of superiority over females.

There was some interesting research that dealt with boys' low achievement and morale when taught by an increased female staff; the results did not signify that male teachers had a direct impact on the boys' social or educational outcomes (Cushman, 2002). The survey results suggested that male teachers were found to be less attentive in assisting students with both academic and social problems than female teachers (Cushman, 2002). This study suggested that the most contributing factor to a successful student's educational career existed within a supportive relationship between a highly-competent teacher, regardless of the student's or the teacher's gender.

The predominance of more women teaching in public education schools than men, especially black males, had contributed to the attrition of males entering the field (Chmelynski, 2006). The National Education Association (NEA) reported that public schools' employment of males reached its lowest level in 40 years. Less than 25% of public K-12 school teachers were males. It was reported that just 9% of elementary

teachers were men. African American male teachers are even rarer of any minority group: 2.4% of the 3 million K-12 U.S. public school teachers are black males (Chmelynski, 2006). If boys did not have male teachers, they were less likely to consider entering the profession (Chmelynski, 2006).

Stereotyping, low pay, and lack of role models are reasons why the number of men teaching in schools is at a 40-year low (Chmelynski, 2006). Many reasons were found to explain why there were so few males in the public schools, especially the widely held belief that they lacked nurturing skills (Scelfo, 2007). Reasons for male teacher shortage were also reported more salient as boys continued to fall behind girls in graduation rates and struggled with reading and writing (Cushman, 2002).

Male teachers, both current and former, complained in regards to negative comments geared towards their sexual orientation being questioned. Milloy (2003) reported the shortage of male teachers stemmed from the notion that many men felt they would not look masculine. Some of the most distressing stories from men in the early grades showed they were concerned about being labeled molesters and pedophiles. Scelfo (2007) reported most grown men who expressed physical affection for small children were accused of being pedophiles.

If more male teachers were in the classroom, what would that mean for male achievement? As McNeil (2007) indicated, if education was being masculinized, boys' achievements relative to girls' should have increased and teaching should be a more attractive career for men. Conner (2007) said the biggest issue facing teacher education was its image in the public arena. Many young men were uninterested in teaching as a

career because there was little they felt it offered. Many schools were developing various academies that specialized in sports, music, or the armed services.

The essential learning areas were still part of the basic learning process. Jones (2003) said the process of feminization was viewed as detrimental for boys in particular. The Teacher Training Agency (TTA) reported that male education had stressed the need to make it more representative of the wider community. Jones' (2003) study was done to emphasize the need for more male teachers based on research collected from the woman's perspective. Jones (2003) reported that it became more evident that if men were to be employed they had to be a certain type of male figure in the students' presence. Most of the women supported the notion for the right kind of male teacher to be literate, family oriented, sporty, and balanced (Jones, 2003). It was evident that there was a gap in the literature regarding male teachers' impact on young men's education because no specific research indicated that men helped increase achievement in male students.

Many of the previous sources advocated that an increase in male teachers would eventually increase achievement in males. McNeil (2007) contended that the quality of teaching and learning in education was of the utmost importance and did not hinge upon the gender of teachers. Despite previous research and debate, McNeil (2007) indicated that the presence of male teachers appeared to have no direct or significant impact on boys' attitudes to school, their behavior nor their academic achievement. This study sought to study the perceptions and behaviors of teaching by males with the intent to best understand how male students were motivated and encouraged while in school. More detailed discussion is elaborated upon in Section 3.

Assumptions

1. It was assumed that all participants had regular access to a computer or other Internet-capable technological means (i.e. smart phone, tablet, etc.) to retrieve the survey via email.

2. It was also assumed that teachers responded honestly to the statements due to a proper understanding of the questions that were asked.

Limitations

1. Data was gathered based upon teachers' perceptions at various grade levels of which they taught; the data gathered may not have been applicable to all academic levels. If a participant answered questions regarding perceptions of teaching in middle school, it might not be reliable to compare to another participant that answered questions regarding high school or another level.

2. Populations with increased minority or socioeconomically disadvantaged participants due to lack of previous survey experience or comprehension of certain wording choice of survey items if participants' first language was not English.

3. The ability to assess perceptions held by males across the state in other districts and universities compared to a suburban school district in the southeastern United States and a southern Georgia public university. The sample was comprehensive for other areas of similar demographics across the state.

4. Participants may not have honestly answered questions due to time constraints, lack or change of interest, or lack of clarity.

5. Participants may not have been still employed or serving in their first pursued major, which might mean that some teachers may have moved onto new careers outside of the education field.

Delimitations

1. Female participants were not directly chosen for the pilot study nor was the actual doctoral study since the attitudes of males towards teaching being examined.

2. Only one of the three middle schools within the suburban district featured noneducator responses since the researcher worked at that particular middle school. The mass email list of parent contacts was readily available, whereas the other two schools were more difficult to obtain in terms of convenience.

Significance of the Study

Comparing attitudes and behaviors of men who entered a teaching career to those who chose alternate professional degrees were the primary variables examined. After reviewing the literature many sources were discovered that answered some of the original inquiry questions, although some remained as key components of this doctoral study. Although the public perception of more male teachers in the public schools was constantly being modified, there was still contention made by researchers that more male teachers were essential for our young male population to succeed. All teachers of both genders focused on promoting student growth were to be commended for their daily

rewards and struggles they encountered in the classroom; the need for more male teachers in elementary and middle schools was necessary for several reasons.

This study provided knowledge and feedback useful to educators, departments of education, and partners in education to assist males considering education as a career. It could help lighten the potential stereotypical obstacles that have continued to see an increase in male teacher attrition and reduction in interested applicants to various colleges and school districts. The socioeconomic barriers in education regarding males could also be addressed by determining what best motivates males, including those of minority or economically-disadvantaged status.

This study's findings could help increase the awareness in our school communities that males have become less visible in education as the achievement of male students continued to decrease. This study could possibly provide males interested in pursuing higher education the courage, along with the knowledge of various available opportunities to follow through with their goals and break the stereotypes of how male educators have been negatively portrayed, particularly in recent years (Cushman, 2002). There needed to be a shift in teaching paradigms if the expectation was to see more male students graduate from high school, receive their college degree, and enter an education-related profession. By helping young males to achieve at a higher motivational level could have shifted the trends shown in recent years to promote economic and social growth in all cultures and communities.

According to Sanders (2002), amongst many other benefits at all educational levels, male teachers can:

- Serve as positive role models for young men and women, especially in terms of emulating positive links between home, school, faith and community
- Promote parental interest in their child's education
- Help increase high school graduation rates of male students, primarily minority students
- Attract and recruit more future male teachers

Male teachers could serve as accessible positive male role models that many students might not have available to them on a daily basis. This alone could help raise young men's negative perceptions of themselves and their educational futures. Sanders (2002) reported that more than 93% of inmates in our prisons and jails were men. Further inquiry could lead researchers to understand the motive to choose behavior worthy of incarceration whether it is a lack of interest in their education, lack of positive male role models, or something else that contributed to making poor choices.

Okezie (2003) followed with the challenge of reaching students had become more difficult for teachers who are often cultures and generations removed from their students. The lack of male teachers as role models is even more profound due to the foundational relationships of coping, learning, and maturing during the early education years. Milloy (2003) stated that money, power and prestige, preparation time, expense, and the work itself were definitely contributing factors of the lack of male teachers. However, fear, bias, and dated notions of how men should be are potential cultural preconceived notions that explained the resistance (Milloy, 2003).

Within all levels of society, males are faced with numerous stereotypes and perceptions of how they should live their lives. Milloy (2003) reported that children find role models in anybody they see as available and accessible. Okezie (2003) referenced that most boys were looking for men to emulate their lives after. Professional athletes, celebrities, relatives, and other elder males influence what many young men perceive as cool or normal. Youth often view role models being interviewed, jailed, indicted, and often convicted of various crimes ranging from spousal abuse to dog fighting charges. It was evident that young men needed positive role models who could bring certain cultural sensibility and connect it to the importance of seeking higher education (Milloy, 2003).

Summary and Transition

After a review of research on the male teacher shortage and its possible impact on student achievement, further research was needed that could answer the underlying question: what best motivates young men while in school to help them choose their career path? McNeil (2007) contended that the quality of teaching and learning in education was of the utmost importance, and does not hinge upon the gender of teachers. “A good teacher is a good teacher” (Hansen, 2009, para. 3). Despite previous research and debate, McNeil (2007) indicated that the presence of men teachers appears to have no direct or significant impact on boys’ attitudes to school, their behavior or their academic achievement. However, the notion that the majority of male teachers did positively impact their students’ motivation and achievement was intriguing.

The conclusion was aligned with the research done by Mills, Martino, and Lingard (2004) as they analyzed the aforementioned interest in attracting, recruiting, and

retaining male teachers, especially in the English speaking countries. Many have presumed that the feminized profession has had negative effects on boys. By attracting more male teachers, many believe that the schools will become more conducive to encouraging an increased motivation and higher achievement amongst boys.

This study was first intended to address male teachers' effects on male students; however, it became a study that focused on males' attitudes and behaviors towards teaching as a career choice, and why so few men are interested in becoming teachers. Washington (2009) conducted a study that provides many potential ground-breaking methods to attract more males into becoming educators. The efforts must be made in primary education schools rather than high schools and colleges.

The remaining parts of this study were organized into four additional sections, reference pages, and appendices. The study was structured in the following manner. Section 2 provides a review of the related research and literature on reasons for the shortages of male teachers, the benefits for having more male teachers in education, strides being taken to reverse the effect, potential obstacles to overcome during the transition. The study's methodology in Section 3 further describes the research design, the study's settings and sample selections, how data was collected, and the process of data analysis. Section 4 explains the pilot and actual study data with further elaboration of the hypotheses. The study's conclusion can be found in Section 5 with interpretation and discussion of the findings, recommendations for future studies, and implications for social change.

Section 2: Literature Review

Introduction

This study's purpose was to examine adult males' attitudes of teaching as a career choice in addition to comparing the primary motivators for males as they entered their respective fields (education or noneducation related). This study's sample included a total of 272 males in the suburban school district in the southeastern United States made up of K-12 educators and males recruited within the county that are not district school employees. The study attempted to elaborate on and clarify the link between attitudes and perceptions of men that entered the teaching profession and men's career decisions as they relate to the shortage of male teachers in the education.

There was a problem in a suburban school district in the southeastern United States in having a shortage of male teachers. The problem focused on the suggestion that there are not enough male teacher role models for our young male students (Mills, Martino, & Lingard, 2004). Neugebauer (2008) reported there were many potential reasons that had contributed to this dilemma. Some of these reasons included: low pay or prestige, fear of pedophilic accusations, gender bias, and few male role models during childhood. The intent of this study was to analyze why so few males chose to enter the teaching profession.

In this section, the review of literature focused on reasons for male teacher attrition and job choice motivation, advantages/benefits of male teachers, obstacles to overcome in recruiting more male teachers, and recent strides taken by secondary and postsecondary education centers to prevent further male teacher attrition. This research

could have a significant difference with increased student achievement primarily amongst boys and young men. There is no conclusive evidence that suggests male teachers positively influence male students' achievement better than female teachers. However, the decreased motivation and achievement scores of male students within recent years suggested that there is a problem within our educational framework.

It was reported that the link between male classroom behavior and subsequent educational achievement may operate via one of two processes (Gibb, Fergusson, & Horwood, 2008). First, male disruptive behavior during middle childhood was sustained fully to young adulthood. Secondly, disruptive behavior in middle childhood may be predictive of problematic behavior in young adulthood that interferes with educational achievement at that time. The evidence, however, points to a range of factors that contribute to the development of disruptive behavior, including: genetic, family and social factors.

This section was advanced through a comprehensive analysis of contemporary works. Material was collected from Internet searches, online archive folders (SAGE and ERIC), academic periodicals, and other professional works. Primary word searches were used to gather information which included: *boys test scores, male teachers, gender, elementary school teachers, teacher attrition, occupation, males' poor behavior, boys dropping out of school, profession, student motivation and achievement.* Several themes emerged through this review of the available web-based resources (ERIC, SAGE, and Academic Research Complete). Research reviewed will be discussed in the following sections.

Reasons for Shortage of Male Teachers

Reports showed that male teachers have consistently been in decline over the last 40 years. Gibb, Fergusson, & Horwood (2008) suggested that reasons for the declining number of male elementary educators indicated a partiality towards seeing the ideal elementary educator as female. This rationale was based on an essentialist belief that a woman's nature tended to make her better with children (Gibb, Fergusson, & Horwood, 2008). Males believed this rationale more frequently than their female counterparts and were influenced that both genders could potentially teach at the elementary level (Drudy, 2008). The perception that elementary teaching was a woman's job, or that it related to a mother's role, was the most frequently mentioned justification by both the school students and the student teachers for the low quantity of male entrants to elementary education, with 42% of the school students and 45% of the student teachers offering this reason (Drudy, 2008). These overall percentages disguised very substantial gender differences. Surprisingly, females offered this reason much more repeatedly than males.

Next, both groups agreed that other careers appeared much more worthwhile compared to teaching, but almost twice as many boys as opposed to girls, suggested this idea (Gibb, Fergusson, & Horwood, 2008). The observation held by school students was the concept that primary teaching was an unappealing career with the following terms used for description: boring, hassling, demanding, or required too much endurance (Drudy, 2008). In prior research, low pay was cited as one of the main reasons for fewer males in teaching; however, Drudy (2008) reported that it was cited fourth most amongst

the school students. Low compensation was offered more recurrently (and in shared second place) by student teachers (Drudy, 2008).

This was followed with the suggestion that men's exits from teaching may be moderated by their promotion advantage to school principal positions (Gibb, Fergusson, & Horwood, 2008). However, once a man became a school principal, hardly any further promotion options existed within the educational system that might decrease job shift (Addi-Raccah, 2005). Despite men's advantage in holding leadership positions, there were far more men dissatisfied with and self-conscious of their socioeconomic standing.

Further research agreed with Addi-Raccah (2005) and Mills, Martino, and Lingard (2004). Cushman (2005) followed Addi-Raccah's point with extensive views. Four factors identified as contributing to the decline were: experiences and attitudes related to salary, status, working in a predominantly female environment, and physical contact with children (Ferguson, 2005). The study confirmed that each of the four issues had the potential to influence the decision to begin a career in teaching and impacted on job satisfaction and performance. However, the article contrasts with Mills, Martino, and Lingard as the case study results showed no direct impact that male teachers contributed more greatly than their female counterparts in regards to educating young men more efficiently.

According to the Bureau of Labor Statistics, median annual earnings of kindergarten, elementary, middle and secondary school teachers ranged from $43,580 to $48,690 in May 2006; the lowest 10% earned $28,590 to $33,070; the top 10% earned $67,490 to $76,100 (Washington, 2009). Median annual earnings for preschool teachers

were $22,680, while median annual earnings for someone with a bachelor's degree were $65,198.

In 2005, the Wellesley Centers for Women released a report that found that within most workforce sectors, higher-qualified individuals received increased compensation, but that is not the case for all early childhood teachers. A teacher at a private preschool center who had a bachelor's degree in the field may be paid less than a comparably educated public school preschool teacher. This is not uncommon amongst the private sector when compared to public schools. The report found that in 2005, preschool center teachers with a degree earned an average of $11.91 per hour compared to the lowest paid, full time public school preschool teachers, who earned an average of $28 per hour.

Cushman's study (2002) focused on the male and female responses to questions directed to their attraction to teaching and some of the reasons fewer people were considering to enter the field. The immense majority of respondents (regardless of gender) considered primary teaching as intellectually demanding as secondary teaching and said that it was a career apt for both men and women. In contrast, more than 66% of participants' responses displayed concerns about pay levels, and over 80% thought teaching was a stressful profession involving unnecessary paperwork (Carrington, 2002). About 33% of those surveyed responded that current views of primary education and its stereotypes were unfairly reported, and opinion was evenly divided as to whether the policy to improve male enlistment enhanced its prestige.

In 2002, less than 14% of the primary teaching workforces were male (Cushman, 2005). The reasons for this circumstance involved a variety of historical and social issues

that were seen in the climate of bad publicity, inherent dangers, and unresolved expectations about the suitability of teaching as a profession in general and for men in particular (Cushman, 2005). However, the demographics of gender-based education have not always been feminized.

A past study in New Zealand revealed that male teachers greatly outnumbered that of females (Administration of Education Programs, 2008). This was a period of almost continual reform in education (Administration of Education Programs, 2008). Mr. Hogben was the Inspector General from 1899 to the passing of the Education Act in 1914. In 1908, he met with a group of Dunedin educational leaders and the following report was published. Hogben was asked to give an opinion as to the statements recently made by the chairman of the City Schools Committee regarding the paucity of male teachers entering the profession. In reply, he stated that the shortage of female teachers was not peculiar to New Zealand.

When this study was conducted, there were approximately 1250 female teachers in New Zealand (1 to every 100 male). In England, the proportion of female teachers is higher than in New Zealand. Approximately 66% of female teachers enter the profession for a comparative short term of years, whereas men, with few exceptions, enter it as a life profession (Administration of Education Programs, 2008). Unless the number of female teachers was nearly three times as great at the beginning, there would not even be equality of numbers. No other country appears to accommodate students, in regards to monetary payments as they do in New Zealand. The effects of having female teachers in New Zealand are as serious as some people imagine.

The downward spiral of boys' achievement and motivation are not so direct. Many teachers felt that elder male students should be taught by male teachers and elder female students to be taught by female teachers (Administration of Education Programs, 2008). Where that principle is not carried out it became necessary to trust other influences, such as home and the circumstances of life, to keep up true masculinity or femininity, as the case may have been (Administration of Education Programs, 2008).

Hogben eventually admitted schools should be staffed differently, but improved staffs and better payment of teachers would cost money (Administration of Education Programs, 2008). Those teachers receiving better payment were mostly males who sought to teach for the remainder of their careers. It seemed to be ordinary for men to teach children in this New Zealand letter from early 20th century (Administration of Education Programs, 2008). It was not addressed, however, if males were satisfied teaching young children or if they had adapted to the occupational or professional mold society often finds itself placing upon both genders.

Research indicated that teaching was once deemed a much more attractive profession earlier in both the U.S. and foreign countries (Shangai, 2011; Drudy, 2008). The status of teaching as a profession remains highly contested in many countries and there was variability in the findings (Drudy, 2008). Shangai (2011) reported that one factor with supreme influence on educational outcomes and, which commentators and media had ignored, was the amount of respect given to teachers. Asian students greatly respected the teacher as they were held in high regard by society (Shangai, 2011). There was a deep respect for teacher, an affectionate name given to foreign teachers (Shangai,

2011). The Shangai (2011) report concluded that countries like Korea, China, and Japan have consistently scored in the top five on every level and every topic on each Programme for International Student Assessment (PISA) results for the past several years.

The ratio of males in elementary teaching has historically been greater in some nations such as Ireland than in England or in the Western countries. However, back in 1874 there was an equal ratio of men and women in the occupation in Ireland (Drudy, 2008). By 2005, the quantities of male elementary teachers in the UK and Ireland were 18% and 16% respectively, whereas the percentage of male primary teachers in the United States was lesser at 11% (Drudy, 2008).

The appeal of teaching as a vocation (as specified by comparative remunerations and social status) had declined noticeably in some nations in recent years (Drudy, 2008). An Organization for Economic Cooperation and Development (OECD) study pointed out that in the 25 countries being analyzed, surveyed educators seemed to distinguish that their job had lower status than wider public surveys indicated (Drudy, 2008). Based on the research conducted by Drudy (2008), many countries had determined that there was a correlation between highly feminized occupations and their low wages. Teacher unions had traditionally emphasized professional variety and the necessity of the individuality of each educator in carrying out academic practice in a personal way (Drudy, 2008). The emphasis to improve perception of the teaching profession being utilized by many states across the U.S. could also potentially lead to more qualified men and women entering the profession (Drudy, 2008). Washington (2009) stated that while innovations continually

emerged from individual institutions and some state governments, much of the dialogue was occurring among early educators and the college units that supported them during their first three years in the education field. Those universities were seeking input from those beginning educators; however, this dialogue discouraged the more experienced men and women in the field because they were not directly involved in the decisions regarding elementary education (Washington, 2009).

Stereotyping, low beginning salaries and lack of role models were why the number of men teaching in schools was at a 40-year low (Scelfo, 2007). Many reasons were found to explain why there were so few males in the public schools, especially the widely held belief that they lacked nurturing skills. Scelfo (2007) also reported that the issue of male teacher shortage was becoming much more salient as boys continue to fall behind girls in graduation rates and struggle with reading and writing. Similar to the previous article, male teachers both current and former complain in regards to negative comments geared towards their sexual orientation being questioned. Milloy (2003) reported the shortage of male teachers stems from the notion that many men felt they would not look masculine. Some of the most distressing stories from men in the early grades showed they were jumpy about being branded molesters and pedophiles. Scelfo (2007) reported most grown men who expressed physical affection for small children were accused of being pedophiles. Cushman's (2005) study concluded that society needed to move on from the pervasive belief that men were less able than women to care for children.

A prior study was conducted where participating teachers stated that their fathers or other male family members in particular, viewed teaching as unchallenging or inappropriate for their sons (Cushman, 2005). How many other accounts might there be amongst men in society if they were all interviewed since male role models can play a vital role in their children's lives (Jones, 2003)? Not all responses from the participants were negative. Some of the male teachers came from families that were previously employed as teachers and just wanted their children to have a sustaining form of employment (Jones, 2003).

But for others, their families viewed this career choice must differently. One of the contributing teachers cited his family as having rather negative reactions and no support for his decision to enter teaching. One participant's account was relevant to the present study because his father tried to lead him towards the field of banking and finance (Jones, 2003). His father also questioned the intentions of male primary teachers, suggesting that it is a career not suitable from a public perception. Another teacher referenced his brother and sister's negative experiences as teachers where they questioned why he would consider entering such a publically-criticized profession. Jones (2003) continued that even males with family members that were teachers seemed unsupportive as one teacher mentioned that his mother suffered from stress-related illnesses sustained while teaching and did not want him to continue in the profession.

If more male teachers were in the classroom, what would that mean for male achievement? As McNeil (2007) indicated, if education is being masculinized, boys' achievements relative to girls' should be increasing and teaching should be a more

attractive career for men. Conner (2007) said the biggest issue facing teacher education is its image in the public arena. Many young men are uninterested in teaching as a career because there is little they feel it offers. Many schools are developing various academies that specialize in sports, music, or the armed services (McNeil, 2007). The essential learning areas are still part of the basic learning process. Teachers are more likely to be aware of improvements in teaching and learning if they learn how to reflect themselves (Conner, 2007).

The process of feminization was cited as detrimental for boys in particular. The Teacher Training Agency (TTA) reports that male education has stressed the need to make it more representative of the wider community (Jones, 2003). The account stated that it became more evident that if men were to be employed, they had to fit a certain mold as a male figure in the classroom. Most of the women supported the notion for the right kind of male teacher to be literate, family oriented, sporty and balanced. No specific research indicated that men actually did increase achievement in male students; however, low achievement has been linked to the poor classroom behavior exhibited by many young males (Jones, 2003).

According to gender theory, males and females' educational attainment begins with different sets of perceptions, behaviors, and standards (Jones, 2003). Gibb, Fergusson, and Horwood (2008)'s study on gender differences in educational achievement found that boys were more likely than girls to be ridiculed by their peers for working hard at school, and frequently resorted to laddish behavior such as challenging authority, drawing attention to themselves and pretending not to care about schoolwork in

order to gain acceptance from their peer group. By increasing the number of positive male influences in the school setting, this could possibly offset the negative behaviors displayed by young males once they have the opportunity to see that hard work and dedication to education is not another weak quality in men (Jones, 2003).

Many of the previous sources advocate that an increase in male teachers will eventually increase achievement in males. However, McNeil (2007) contended that the quality of teaching and learning in education was of the utmost importance, and did not hinge upon the gender of teachers. Despite previous research and debate, McNeil (2007) indicated that the presence of men teachers appeared to have no direct or significant impact on boys' attitudes to school, their behavior or their academic achievement. This research hopes to outline the primary factors that influence why males choose to enter (or not enter) teaching. By uncovering these motivators, further studies could be conducted to pinpoint when participants chose their education or noneducation related fields.

Advantages and Benefits of the Male Teacher

There was often interest in attracting, recruiting, and retaining male teachers, especially in the English-speaking countries. Many had presumed that the feminized profession had negative effects on boys (Mills, Martino, and Lingard, 2004). By attracting more male teachers, many believed that the schools would become more male friendly, and contribute to higher achievement amongst boys.

As many other global-wide schools, the Australian education policy was concerned with increasing the number of male teachers in their school systems. Young men were so negatively affected by today's mass media: athletes, celebrities, and

television and radio personalities. Teachers (whether male or female) needed to comprehend how young males constructed their gender identities to help them develop a comprehension of the effect of certain forms of virility in their lives (Drudy, 2008). After being exposed to more positive male role models, especially in the primary grades, an increased awareness of self-control and ethical beliefs would continue to grow within the changing modern society.

If men were more visible in the early childhood setting carrying out caring roles, this could potentially help to counter stereotypes of both men and women, reduce sexism and generally advance gender equality. Jones (2009) stated that more male teachers were needed to address the complex matters of gender raised by feminism and the sociology of masculinities. The article then critiques the primary argument given for the need for more male teachers: that is, male teachers provide boys with much needed role models. However, well-educated male educators could help both boys and girls reconstruct new ideas of masculinity (Jones, 2009). More male teachers would also encourage fathers to feel more comfortable about participating in ECE settings.

Jones (2009) suggested a society based on true equality and respect will have men working with young children, so we need to build such as place. A recent survey undertaken in Britain by the Children's Workforce Development Council (2009) supported this; showing that 55% of parents want a male teacher to work with their child. There have always been many male influences in popular culture from mass media to encourage our young men; however, by increasing the number of male teachers in the

early grades, more males might consider teaching rather than follow the more modern occupational roles.

Males have not always been a stalwart in nursery childcare, since it has generally been regarded as more suitable for women. A recent study by UNICEF stated that UK children were among the most unhappy children in the world (Bentley, 2008). Hansen's (2009) article focused on the account of Andrew Bean, third grade teacher to answer why men do enjoy teaching in elementary schools. It focused on the calling for more male teachers primarily in the nursery division of education. The second concern relates to the divorce rate among parents with Mr. Bean's children.

A report from the General Teaching Council said that no young male teachers were to be found in the state maintained nursery sector (Bentley, 2008). Parental bonding is essential for families to coexist and thrive; however, this necessity is placed at risk through divorce and much of that gender role modeling disappears. The author concludes that especially at the preschool stage, male employees are becoming more and more important (Bentley, 2008). This also stems into the elementary grades as well as adulthood. Most men have difficulties developing lasting relationships when they were not exposed to similar ones as children themselves (Hansen, 2009).

Teaching had always offered people with diverse talents to help shape the minds of tomorrow with their vast intellect, experiences, and desire to improve society. Further analysis from Mr. Bean's account (Hansen, 2009) was recorded as he recounted his ambitions and desires to become a teacher. He only considered being a high school teacher and coach because there are so many things he could be in his classroom: a

comedian, an artist, a reader, a scientist, a mathematician, or an expert on his city and state (Hansen, 2009). Hansen (2009) continued that he also enjoyed the thought of answering a variety of interesting questions throughout the school day to help kids with family issues, friendship issues, or just life issues. He continued that he had an extreme anticipation to encourage, motivate, and explain the workings of the world (Hansen, 2009). It is wondrous fun when you can do such important things to help your students be better people and better learners (Hansen, 2009).

In conclusion, Mr. Bean stated that the lists of things he could do was unending, but teaching was his calling (Hansen, 2009). Some research studies indicated that male teachers do supplement male students with gender-related extrinsic motivators that stimulated their educational prowess and increased their overall satisfaction in the school setting (Training & Development Agency for Schools, 2008). If more men were to hear testimonies such as Mr. Bean's, this might invoke a new movement of male teachers entering the workforce for the pure enjoyment of working with young people and watching them succeed, especially if they had previously been taught by a male teacher.

The majority of female students have always tended to have much stronger achievement beginning in their early educational careers (Training & Development Agency for Schools, 2008). Many have suggested that by being exposed to more female teachers, male students have a distinct disadvantage compared to their female counterparts. A recent study showed that boys perform better and had more confidence in their abilities if they had been taught by a male primary school teacher (Training & Development Agency for Schools, 2008). Of

800 men surveyed, 35% felt that having a male primary teacher challenged them to work harder at school and 22% believed that male primary teachers helped build their confidence while they were young. Half these men reported that they were more likely to approach male teachers with issues of bullying, 29% about problems at home, and 24 % with questions about puberty (Training & Development Agency for Schools, 2008).

According to the 2004 National Assessment of Educational Progress (NAEP), males who had made it through 12 years of school had significantly poorer reading skills than their female peers. In conjunction with the prior study, Costello (2008) reported that boys' attitudes towards reading could improve by increasing the use of male role models for reading. For example, Costello (2008) reported that fathers were 10 times more likely than mothers to read newspapers, whereas mothers were 10 times more likely than fathers to read books. Not coincidentally, most boys were reported as preferring newspapers over books (Costello, 2008).

The research also highlighted the complexity of this issue. Cushman (2005) cited from a 1999 study conducted by the New Zealand Educational Review Office regarding the questionable correlation between more male teachers and higher male student achievement scores. Their findings suggested that young male students' achievement would be benefitted by increasing the number of male role models in teaching; however, other factors including social class, poverty, and ethnicity could be attributed to underachievement (Cushman, 2005). The

notion that male teachers attribute to higher achievement amongst young males remained questionable.

Gibb, Fergusson, & Horwood (2008) referenced a study conducted by the Australian Journal of Education where gender differences in educational achievement were examined in a cohort of 1265 individuals studied from birth to age 25. There was a small but pervasive tendency for females to score better than males on standardized tests and to achieve more school and post school qualifications (Gibb, Fergusson, & Horwood, 2008). Teacher ratings of classroom behavior revealed that males were more prone to inattentive, restless, and distractible behaviors and aggressive, antisocial, and oppositional behaviors than females (Gibb, Fergusson, & Horwood, 2008). These results suggest that one approach to reducing gender differences in educational achievement lies in improving classroom behavior.

A previous study explored students' replies to the statements in the survey regarding the significance of gender in elementary teaching (Carrington, 2002). There was a strong agreement that male educators had a critical part to play in promoting optimistic perceptions to study among young male students (89% males, 84% females). In contrast, this survey was given to adults and a higher fraction of women (45%) than men (33%) agreed that the gender of teachers was unrelated in the elementary school (Carrington, 2002). The factor that was noted was the majority of males that claimed gender was irrelevant, rather it was extremely important to a young man's educational experience.

Boys were actually educationally disadvantaged as research pointed to women favoring girls (Jones, 2009) and reinforced feminine attributes. Hansen (2009) stated that the lack of men in the lower grades reinforced an endless cycle of inequality in men's and women's roles. Nelson's (2006) perspective envisioned that a world without male teachers would create an absence of playfulness that young children have always desired, and men have generally provided. It has been suggested that boys require a deep level essential experience of masculinity to connect with (Jones, 2009). Female educators were more likely than males to view unruly play as aggressive and had a negative impression of more masculine behaviors. Male educators may particularly help boys who were lacking in positive male role models at home. This could also prompt an immediate interest in attending school and prioritizing their educational responsibilities.

Another study quotes one of the interviewees, Rick, and his defense to attract more male entrants (Carrington, 2002). When male influences were not present, the young people have grown up believing that primary school teacher positions were only intended to be held by females. Therefore, the notion led to the idea that it was strange if young men went into teaching since they were not taught by males as young children and there should be a certain amount of caution used prior to enrolling in a male-taught classroom.

Potential Obstacles to Overcome

There are a number of advantages and disadvantages of increasing male educators. Men being viewed as child predators and harm to society if being exposed to elementary-age youngsters are a culture-shifting ideal that must be broken. Previously

mentioned negative stereotypes including the safety of children and the potential for men to be abusers is a fair, yet unfortunate one. However, most perpetrators of abuse were heterosexual men present in the child's home environment (Jones, 2009). In addition, research in the United States showed 40% of known abusers in childcare were women. Carrington's (2002) study reported that more than 33% of teachers interviewed raised the issue that there was unnecessary suspicion of males that wished to work with young children.

The study cited one of the interviewees that recollected an event concerning a parent during a school assignment with fiveyear olds. Some of the parents were rather antagonistic towards him as a male when he went on a previsit to the school. Before he began his involvement, one of the parents actually came in and saw him afterwards and vehemently questioned what his purpose was, and whether or not he was qualified to work with children. With that response, the female parent went to see the head (administration) because she was not happy with the male teacher's presence in the classroom. Later, it was discovered that her other son (who was not at the school) had been harmed by a man; therefore, she spontaneously thought the teacher was going to mistreat her other child who was in the course (Carrington, 2002).

Some researchers argued that increasing male participation in early childhood could reinforce traditional views of masculinity and propagate inequality. (Jones, 2009) argued that this potential inequality could include men being preferentially selected for employment and advancement regardless of ability or previous training. Carrington's (2002) study concluded a strong majority (over 71%) of men do not enter primary

teaching for quick promotion; rather, they do it because they want to. But a few (less than 29%) are mainly concerned with the progress of their career. In opposition, male educators potentially face the same disadvantages as females working in male dominated environment.

There were strong discussions over a lengthy time period concerning the issue of whether or not teaching was a profession. Drudy (2008) maintained that some sociologists have debated that professionalism is an odd form of occupational control and that it is not an intrinsic expression of the nature of certain professions. It has been debated that an occupation was called a profession when it exercised collegiate control or when it was the main authority that defined the relationship between the contributor and recipient of its services. Professional groups, Jones (2009) claimed, were those which exercised considerable control over the services they offered, hence the desire of emerging occupations that labeled themselves professional.

Jones (2009) continued that teachers were not professionals because they did not exercise adequate control over their services. On the other hand, other research suggested that when a sufficiently developed knowledge base existed to support, inspire and inform the practice of teaching, then one was dealing with a professional area and professional people (Jones, 2009). Drudy (2008) maintained that those professionals in governmental occupations were undecided amid upholding their professionalism and motivated for working situations that benefitted their status and accountability. Professions were those industrial groups, which have, by benefit of their proper data, been approved communal

certification by the state to regulate the training, the prerequisite procedure and the regulation of competent specialists.

Teaching was also more bureaucratized than these occupations. The way schools were organized was an indirect form of control because educators had always been tangibly detached from each other in practice, which hindered professional interdependence and collegiality. As regards the UK, it had been suggested that teachers in England did not occupy, nor had they ever occupied, an ideal typical specialized influence. Occupational status was often connected to the description of an occupation as professional.

Milloy (2003) reported teaching was not afforded the same proficient stature as numerous additional occupations, which required collegiate degrees and the principal factors which undervalued its prestige had been suggested. The term semi profession was coined by many researchers to describe an occupation that fascinated a high quantity of women. These were subject to constricted external control and involved a fostering role.

Evidence of the new performance management systems' influence on elementary and secondary schools, as previously designated, and suggested that it was one of masculinizing school environments (Hansen, 2009). These systems also constructed cultures that did not cooperate with professional cultures of teaching and were particularly hostile to women. The core of democratic professionalism is an emphasis on accommodating action between teachers and other educational sponsors. This form of professionalism is closely related to what has been called civic professionalism. Arguably, self-governing professionalism, and especially an importance on care, was

more compatible with specialized beliefs of education that were welcoming to women (Hansen, 2009). This clarified the ultimate proficient model as the promotion of the whole child in training for critical citizenship and contribution in independent culture.

Historically, many investigators have disregarded the cultural linking of teacher gender and teaching. Many of those who focused on teacher professionalism disregarded important obstacles to and possibilities for the adjustment of the role of the teacher in society. The concept of a profession, like that of a career, was shaped by and applied to vocational paths that were always male dominated (Hansen, 2009). Teaching had been attempted to be professionalized, but stumbled on the lack of credit of the role of women that supported their effort in institutions. It appeared by the aforementioned that a new definition of professionalism was desperately needed in order to break the current strain on men that entered this profession due to its lack of professionalism and status building.

The report led into some interesting research that dealt with low achievement and morale shown by boys with an increased female staff; however, the results did not signify that male teachers had no direct impact on the boys' social or educational outcomes (Hansen, 2009). The survey suggested that male teachers are found to be less attentive than female teachers. This study suggested that the most factor of a successful student's educational career existed within a supportive relationship between a highly-competent teacher, regardless of the student's and the teacher's gender.

Sometimes, however, pupils have performed more consistently when educated by teachers of the same gender. Carrington's (2002) study reported that only one in four (20% males, 21% females) validated those notions that pointed to time-tested perceptions

of women teachers as being more nurturing or better communicators. Males planning to teach in the lower primary school were almost unanimously distanced from such claims (nearly 94%), while over 83% took issue that women were better communicators. This was slightly lower for all other levels of primary educators that took part in the study (upper elementary males, 67% and 62%; lower elementary females, 77% and 74%; and upper elementary females, 72% and 67% (Carrington, 2002). Possibly, the men in that particular branch of elementary education were apprehensive to validate they were proficient in promoting the skills necessary to thrive in professions dominated by females.

In conclusion, while there was a gender variance in performance on public tests in many countries, there was minute sustenance in the research for any contention that boys' achievement would unavoidably progress with male instructors. Teaching was considered a highly feminized profession in American societies and was likely to continue in that direction (Drudy, 2008). Research to date suggested that the policy route should have leaned in the direction of recruiting eminent individuals into the profession regardless of gender (Drudy, 2008). There was limited forceful data on the comparative levels of aptitude of male and female teachers. Such evidence as there was on competence, was indicated by honors as they entered the profession, and suggested that women attained them more frequently.

Despite the difficulties of signifying what the term profession meant, there was support for the conflict that high stages of feminization resulted in lower specialized rank for an occupation, and education was no exception (Drudy, 2008). Nevertheless, gender

equilibrium in education remained an important equality issue and begged to gain further insight from professionals and those not entering the field.

Males chose not to enter teaching for quite a variety of reasons as previously mentioned. Some insight from a current male elementary teacher provided an interesting perspective with varied reasons why there were so few males entering the field (Hansen, 2009). The commentary provided by third grade teacher Andrew Bean allowed for a deeper analysis behind men's reasons for not considering teaching as a viable profession. Hansen (2009) explained why teaching, as explained by Mr. Bean, could be a very rewarding job. Some of the descriptors Mr. Bean referred to when he described his teaching experience were: exhausting, demanding, a constant intellectual challenge, and you had to constantly think on your feet. (Hansen, 2009) claimed that nationwide only 17% of elementary school teachers were male.

Another study featured 17 participants (all males) choosing teaching for a variety of reasons (Cushman, 2005). The teachers that made these statements were all mature teachers (ages 31-42) with several years of teaching behind them (3-9 years of experience), and it was obvious from their remarks that learning in school played a value part of their work (Cushman, 2005). Despite comments from family members regarding teaching as being considered a feminine profession, and an underpaying and unappreciative field, these males chose working with young children over potentially better-paying careers and potentially jeopardizing their masculinity amongst family members and friends (Cushman, 2005).

The report maintained that most of the teachers in the study indicate that the moral service component of teaching had not only drawn them into the field but that the reward inborn was a strong contributing factor to high job satisfaction on a daily basis (Cushman, 2005). This account recorded in this study was one of the various reasons for men entering teaching, but they all stemmed to positive influences and/or adverse experiences in other professions/fields previously practiced in their lives.

One man was in the army when he first considered teaching as a career, felt he was wasting his life and wanted to do something useful for the community and society (Cushman, 2005). He was highly involved with his seven year old son's school, and he thought it was a job he might be interested in. He had attempted many jobs, and then I decided that he was either going into catering or teaching. He thought he wanted to be a teacher because he was idealistic about the world and the Vietnam War. He desperately wanted to make a difference (Cushman, 2005).

It has been questioned whether the 17% of male teachers included gym teachers and other nonclassroom teachers in the percentages (Hansen, 2009). One negative stereotype attached to men teaching includes the increased number of men in the fields of physical education and other nonclassroom courses. This often portrayed them not being a genuine teacher because there is no blackboard, LCD projector, final exams, or other perceived forms of traditional teaching evident in their curriculum (Hansen, 2009).

Hansen's (2009) article featured Andrew Bean's commentary on the shortage of male teachers and potential obstacles they must overcome could best be summarized with his reflection of previous discussions with students and teachers. The account shared that

the small number of male teachers, especially at the elementary school level was a problem similar to the dilemma that there were not enough minority teachers for kids to make connections with. There was a big problem when kids did not see themselves reflected in the teaching staff. Hansen (2009) reported that students could benefit by seeing more men in the classroom, and for some students, especially those from single-parent homes, a male teacher at school would be the only positive male role model in their lives.

As Andrew Bean recalled conversations with friends and even former students, he was not aware that there were a lot of men out there who wished to be teachers (Hansen, 2009). He was told by many male friends that were exhausted by their jobs that they wished they could get into teaching. He concluded that his friends' houses and cars are much nicer than his, but after building a career they admitted they wished they could have done something more worthwhile and fulfilling (Hansen, 2009). Mr. Bean recalled his first day of teaching ever at Mount Pleasant School when a challenging young girl looked up at him and said that he could not be a good teacher, because her mom said that men were not real teachers (Hansen, 2009).

There was much to be said about men entering the teaching field because they lacked purpose or meaning from previous noneducation related jobs (Hansen, 2009). Much of the team building and confidence gained in the classroom also took place in faculty meetings and planning periods. Hansen (2009) shared insight from Mr. Bean's experiences of isolation and inferiority when congregating with female teachers throughout the workday. He stated that he felt he lived in a world where cooking and

various things that interest women were often discussed. Mr. Bean continued that while he didn't mind eating, he was not an avid chef. His school would have a variety of baby showers and party decorations, Avon catalogs, and female discussions that did not interest him (Hansen, 2009). There were many items discussed or events that happened that were uninteresting nor part of the conversations or interests of a female staff.

Mr. Bean concluded with an example how his school adapted to the male teachers and helped to show extra care for their concerns and interests. He stated that his school had a teacher's week for the past few years. Some days teachers received food, but other times it was about indulging mostly female interests: manicures, cosmetics, and other female items. Mr. Bean had no interest in any of the available items and felt isolated. Hansen (2009) did contrast Mr. Bean's new administrator's attempt to include male teachers the following school year. Scott Jacquith, new assistant principal, designed a man's room for the men in their school on the same day that female teachers received their manicures, cosmetics, and other predominantly female products (Hansen, 2009). There were reclining chairs with sports videos on a television, newspapers to read, bottles of soda, chips, and other snacks. Mr. Bean recalled the appreciation for the male teachers at the school since they were able to identify with one another and share bonds that were not directly related to the educational side of their jobs (Hansen, 2009).

Men and women are so different, yet this does not have to be a reason for mold creating or breaking. They both provide tremendous experiences and bring character traits that complement one another so beautifully in any educational environment. Hansen

(2009) stated that when a male teacher was expected to behave, have interests similar to women and teach in a feminine way, then the role of that teacher is forever marginalized because men are different by nature (Hansen, 2009). Mr. Bean explained why the male role model in early childhood education is essential. He also concluded the view that men should be valued as different from women, not superior or inferior. He said that it is often assumed and expected that all teachers should act and teach in a way that mirrored the female way of teaching as well as responded in meetings as a females did. In much the same way, boys are expected to behave and learn in schools as females when related to their learning styles (Hansen, 2009). He concluded that boys were not allowed to be boys, and that had affected the futures of students and sons. Boys learned differently from girls and many schools have refused to recognize that fact (Hansen, 2009).

Strides Being Taken to Reverse the Effect of Male Teacher Shortage

The importance of family cannot be underestimated, especially when both male and female teachers are available in the same educational setting. In 1975, Bonnie and Roger Neugebauer were both interested in pursuing careers in early childhood education (Neugebauer, 2008). Bonnie started Beginnings, her family childcare home, and Roger began his master's program in early childhood administration at Lesley College. At the time, Roger was one of only two men in the entire early education division at the school, and soon discovered that less than 4% of all people in the profession were men (Neugebauer, 2008). Now, over three decades later, the profession has exploded, with vastly increased number of centers and early childhood programs serving families. However, the participation of men in our profession has declined. Gender imbalance was

not just an American issue, but has become commonplace for early childhood education worldwide(Neugebauer, 2008).

The Neugebauer's were starting to see success stories that could reverse this trend. Some of the facts included:

- In Scotland, the Men in Childcare group had been working with colleges to recruit and train more men in early childhood education. In 2007, male graduates from these colleges increased the number of men employed in early care and education by over 500% (Neugebauer, 2008).
- In New Zealand, the national education department had made significant efforts to increase the number of men working in child care with a major campaign, complete with dramatic publicity materials and creative recruitment meetings (Neugebauer, 2008).
- In Winnipeg, Manitoba, Canada, a support group for Men in ECE had started Club 2-10. To join this dub, a director/owner must commit themselves to do all in their power to employ at least 2 men, and strove for a goal of 10% by the year 2010. Over 55 centers in the province of Manitoba signed on (Neugebauer, 2008).

Another researcher also discussed the predominance of more women teaching in public education schools than men, primarily black males. Chmelynski (2006) recounted the National Education Association (NEA) report that public schools' employment of males had reached its lowest level in 40 years: less than 25% of public school teachers were males.

Chmelynski (2006) stated:

> In elementary grades, just 9% are men. And if male teachers are uncommon, African American male teachers and male teachers of any minority group are even rarer: 2.4% of our 3 million K-12 public school teachers are black males. Why? Partly, it's self-perpetuating: If boys don't have male teachers, they are less likely to consider entering the profession. (Chmelynski, 2006, p. 41).

The article finished with an introduction of a newly piloted program in four of South Carolina's college institutions that attempted to recruit more African American males as educators. The program, Call Me MISTER (Men Instructing Students Toward Effective Role Models) was developed the help secure employment for 200 black males as elementary school teachers in South Carolina's public schools (Chmelynski, 2006).

The program seemed to be thriving, and field coordinator Winston Holton wanted to clear any misconception regarding the program. Call me MISTER was not aimed just at providing role models for black boys, noted that there was never a misperception intended that they were producing teachers for black male students (Chmelynski, 2006). They were attempting to produce quality effective teachers that were going to meet the needs of all their students. One of the former black male elementary teachers in South Carolina, he understood the value of having a black male in the classroom that could counter people's stereotypes of the black male population (Chmelynski, 2006).

Black males tended to be underrepresented or misrepresented in many areas where positive advocates had been a necessity for young black males (Smiles, 2002). Having more black males serve in authority roles would hopefully break some of the black maleness negative stereotypes such as: athletics, entertainment, and unfortunately,

crime. The program was initially designed to empower black males to enforce change amongst not only their race, but also all walks and creeds of life (Chmelynski, 2006).

The article "Calling All MISTERs," addressed the shortage of black males currently serving as public school educators (Smiles, 2002). The study conducted in this article took place in three of South Carolina's universities: one large public institution and three small private colleges. The program sought to increase the number of black male teachers, due to the fact that less than 1% of the teachers are black males (Smiles, 2002).

These program administrators stressed that education was important and everything that is important in life did always result in a higher paycheck. The understanding came from what type of environment each participant was raised in. The question became a matter of whether or not a teacher chose to enter a profession for monetary gains, or to assist those young lives that have gone through the same struggles due to similar upbringings (Chmelynski, 2006).

The research conducted by Addi-Raccah (2005) seemed very refreshing, because many men have faced the same insecurities of being one of the only male teachers in female-dominant educational settings. The articles that discussed the Call Me MISTER programs that are attempting to attract and recruit more black male teachers were quite impressive as well (Chmelynski, 2006). These men will serve as wonderful role models for our youth because they will provide more diverse educational experiences than most other teachers could provide.

A report indicated that the 20 MISTER graduates appeared to be making an impact, and not just on their students (Holsendolph, 2007) was also summarized. Their administrators seemed to be taking note of the remarks made by students and parents; therefore, more males were becoming interested in the program. The Pennsylvania legislature recently contacted Dr. Jones, the program's coordinator, to get more information. The program must not only attract teacher candidates, but there had to be incentives that keep the teachers up to the task (Addi-Raccah, 2005).

Many states had responded to the shortage of male teachers by beginning and updating programs geared to promote interest and help retain teachers by offering numerous incentives. Okezie (2003) reported that Marygrove College in Detroit had partnered with the Detroit Public Schools to help train black males from diverse backgrounds to become teachers to meet the needs of the school system. This approach helped the trainees to develop a climate of support for each other and promoted peer leadership and professional growth relationships.

Some programs' mission had aimed to combine financial and professional incentives to reach a higher number of male teachers in the elementary and middle grades. The University of Missouri in Columbia had launched the Men for Excellence in Elementary Teaching recruitment program that (Cox, Matthews & Associates, 2005). The program targeted members of the university's Teaching Fellows Program, an accelerated master's degree curriculum for students already certified as teachers but who have yet to hold a full-time teaching job. With just 36 men among the more than 400 elementary

teachers on the payroll, the percentage of male elementary teachers in Columbia mirrored the national average (Smiles, 2002).

An approach some schools had begun taking to promote the need for more male participation in early childhood education includes personally inviting middle school and high school males to shadow a teacher for the school day (Washington, 2009). Young men needed to know that teaching and caring for our youngest learners was a viable career choice. A great example of this was the work of Just Holm, preschool manager for the city of Cambridge and 2008 CAYL Schott Fellow (Washington, 2009). In January 2008, Holm approached the Massachusetts Office of Workforce Development about designing a special program to recruit and hire young men to work in preschool programs offered in the city during the summer. At the end of the summer, 131 young men were interviewed and began working on requirements to complete the necessary teaching components to become certified in early education (Washington, 2009).

Some findings from a study suggested that one of the ways in which male educational achievement could be raised is by improving classroom behavior (Gibb, Fergusson, & Horwood, 2008). Sometimes the goal to improve classroom behavior was considered a strategy for addressing low male achievement and failed to outline specific strategies that was useful. However, school-based programs were becoming much more common and the research continued to suggest better behavior amongst boys did improve their academic achievement (Gibb, Fergusson, & Horwood, 2008). Group reward possibilities in which reinforcement depended on the overall behavior of the group has

shown to be extremely effective and did not waste time than individually rewarding students.

For example, the Good Behavior Game was a group-oriented classroom reward system in which students were split into groups and the number of instances of specified negative target behavior (for example, calling out, talking, out of seat behavior) was recorded for each group (Gibb, Fergusson, & Horwood, 2008). All group members received rewards based on their behavior counts under an acceptable range. In some cases, the negative behaviors had been reduced as much as 90% (Gibb, Fergusson, & Horwood, 2008). By utilizing program approaches such as this, the gap between poor male behavior and low academic achievement could begin to curtail.

It was reported that a Massachusetts institute aimed to close the teaching gender gap (Washington, 2009). What discouraged many potential teachers was the prospect of accumulating tens of thousands of dollars in loans and debt, only to make less than $30,000 a year as a preschool teacher. Male students applied to work in preschool programs and 35 were placed (Washington, 2009). All the male students successfully finished their placement and the evaluation from the centers was overwhelmingly positive. Year-round placement was offered to two male students who continue to work in recruiting new students for the 2009 summer program. Efforts like this helped in two ways: they raised the awareness among young men about a potential career path and they prepared early educators to better work with men under their employ, an issue that men had expressed concerns about in focus groups (Washington, 2009). With productive input

from males concerning this debated dilemma, school organizations had some feedback to utilize when recruiting more male role models for their schools.

New teachers to the profession had regarded elementary education as an appropriate career for both males and females (Carrington, 2002). As low pay and bureaucratic demands on teachers continue to pervade modern thought on the primary educator's role, the vast popularity emphasized the prominence of inherent factors when they defended their decision to enroll on the PGCE (Post Graduate Certification in Education). Despite harsh criticism towards many of the males interviewed, most of them were sufficiently confident about their own masculinity to avoid a customary male vocation due to their enthusiasm for teaching primary-age children (Carrington, 2002). This perception had not been regularly noted in much of the research found throughout this review.

Further suggestions that were made indicated that future promotion movements designed specifically at interested males to elementary teaching (or teaching in general) must not only emphasized the fundamental gratifications of working with kids, but should also incorporated stereotypical images parallel to such work. With these strategies in mind, these companies would need to take into consideration the public fears about males working with children (Carrington, 2002). Lastly, male students needed to feel confident in their abilities, their respective preservice training, and the ability to prevent further discrimination against males wishing to work in all areas of education.

After reviewing the literature, I found many sources that answer some of the original inquiry questions, although some will remain as key components of this doctoral

study for the next few years. Although the view on more male teachers in the public schools was constantly being modified, there was still contention that more male teachers were essential for our young male population to succeed (Smiles, 2002). All teachers of both genders focused on promoting student growth were to be commended for their daily rewards and struggles they encountered in the classroom; however, the need for more male teachers in our elementary and middle schools was necessary for several reasons (Carrington, 2002). Amongst many other benefits at all educational levels, male teachers:

- Serve as positive role models for young men and women, especially in terms of emulating positive links between home, school, faith and community
- Promote parental interest in their child's education
- Help increase high school graduation rates of male students, primarily minority students
- Attract and recruit more future male teachers

Male teachers served as accessible positive male role models that many students might not have available to them on a daily basis. This alone could help raise young men's negative perceptions of themselves and their educational futures. Sanders (2002) reported that more than 93% of inmates in our prisons and jails were men. This could be attributed to the shortage of positive male role models beginning early in their lives. Okezie (2003) followed with the challenge of reaching students had become more difficult for teachers who are often cultures and generations removed from their students. The lack of male teachers as role models was even more profound. Milloy (2003) stated

that money, power and prestige, preparation time, and expense and the work itself were definitely contributing factors of the lack of male teachers; however, fear, bias, and dated notions of how men should be are potential cultural preconceived notions that explain the resistance.

Within all levels of society, males were constantly bombarded with numerous stereotypes and perceptions of how they should live their own lives. Children find role models in anybody they see as available and accessible (Milloy, 2003). Most boys are looking for men to emulate their lives after. Professional athletes, celebrities, relatives, and many other elder males have influenced what many young men perceive as cool or normal. It has been too often that we have seen these self-perceived role models of our youth being interviewed, jailed, indicted, and often convicted of various crimes ranging from spousal abuse to dog fighting charges. Young men needed positive role models who can bring certain cultural sensibility and connect it to the importance of seeking higher education (Milloy, 2003).

From grades K-12, male students had reportedly read and written less fluently than girls for quite some time. Sanders (2002) reported that the average 11th grade boy wrote at the same level as the average eighth grade girl, and boys read worse than girls at all levels. With the decreasing number of male teachers for the last 30 years in early and middle school grades, this data continued to be unchanged. McNeil (2007) contended that if education was being more masculinized, boys' achievements relative to girls should be increasing and teaching should be a more attractive career for men. By increasing males' interests in education, more teacher education programs could see a more abundant

enrollment of male students in the future. Chmelynski (2006) stated if boys did not have male teachers, they were less likely to consider entering the profession. Cox, Matthews, & Associates (2005) followed with a quote from University of Missouri's chairman of College of Education's Department of Learning, Teaching, and Curriculum Roy Fox:

> The problem is self-perpetuating. When boys see few male teachers, they're less likely to consider teaching as a career. In short order, reading, writing, and other artistic pursuits lose ground to popular images of men at work and play. Low pay and prestige and a perception that the profession is unmanly contribute to the shortage of male elementary school teachers. (Cox, Matthews, & Associates, 2005, p. 19)

The fears of homophobia and misogyny had been responsible for the perceptions of primary teaching as women's work; therefore, many men had not entered the teaching profession. Chmelynski (2006) reported that men were deterred from teaching by lack of the job's social status, fear of being accused of abuse, and, most reportedly, a relatively low pay compared to other professions. These stereotypes have to be challenged in order for the trend of declining male teachers to shift upwards.

Milloy (2003) also reported that boys made up half the elementary and middle grade classrooms in America, yet less than 2% of male teachers landed in those critical grades. Nelson (2006) suggested that schools should make their environment more male friendly. Teachers should be encouraged to ask for the fathers, rather than just the mothers when calling students' homes. Milloy (2003) discouraged schools to display images showing men in traditional man role rather than in caring roles with kids; for

example, in the kinds of school service projects boys are directed: painting houses versus caring for the sick.

In recent years, many schools had decreased funding for elementary physical education, art, and music programs where many young men found their only pleasures for attending school. According to Conner (2007), however, other schools were developing various academics that specialize in sports, music, or the armed services. The essential learning areas were still part of the core learning; but these schools, and many others, were developing a specialist culture. With the vision and emphasis based on attracting more male teachers, this was an area that could shift the focus towards helping more primary male students succeed beginning in the early grades. Educators needed to see the writing on the wall. More male teachers were needed to help students maintain balance between students educating themselves while being well rounded.

Many male teachers were hesitant to get involved with elementary and middle school children because they were so nervous and jumpy about being branded molesters. Addi-Raccah (2005) reported that most males found other avenues of work primarily due to the relatively low income or social price they had to pay. Milloy (2003) interviewed Paul Sargent, a San Diego State University sociologist and he inferred:

> Many guys feel they won't look masculine. When it comes to teaching small children, the reaction from parents, from administrators, even from other teachers is not always embracing. They can't be overly masculine because they're seen as lacking natural nurturing behavior, and if they're open and cuddly, then other

> flags go up. They must be gay and of course gay means pedophile. (Milloy, 2003, p. 26).

When men have displayed characterizations that demonstrated their willingness to listen, nurture, and assist young children with their problems, rather than provide a dominant alpha male persona, they have been unfairly mistreated or pigeonholed. Male teachers sometimes receive unfair stereotypes within schools and media regarding a higher percentage of child abuse cases that have included them.

However, Nelson (2006) reported that male teachers do not pose a threat to our children. In fact, in 90% of reported cases of child abuse, the perpetrators were parents or other relatives (58% were female nonteachers). Advertising focusing on male involvement in ECE would promote the profession and reduce negative stereotyping. Promotion could range from including images of male participation on leaflets and posters to television commercials (Jones, 2009). The perception of the male teacher has to change before students reach secondary education; unfortunately, most male students have already absorbed the notion of teaching as women's work and have decided that it is not the career for them.

The significance of male teachers and their impact on students was an intriguing one, although the notion contrasted with the recorded results of McNeil's study (2007). The author suggested that government not seek male teachers who emphasized sport and athleticism as opposed to intellectual stimulation and challenge. As a former athlete and coach, the necessity for a student athlete to be a student first cannot be overstated. The school will run without the dominant presence of athletics, however, students cannot run

without their education. McNeil (2007) concluded that the notion that the presence of men teachers appeared to have no direct or significant impact on boys' attitudes to school, their behavior or their academic achievement. It restated that it was the quality of teaching and learning in education that was of the utmost important. Teaching style and technique is definitely essential to educate our changing diversity of school populations; however with no hesitations, more male teachers would essentially increase male motivation and achievement. As Mills, Martino, & Lingard (2004) suggested, male teachers provided boys with much needed role models and could help contribute to improving boys' school performance.

Mills, Martino, & Lingard (2004) cited that a significant relationship between boys in schools with a high proportion of female staff and low self-esteem and low commitment to study, as previous studies have suggested. Although the research was detailed and provided information regarding the boys' poor academic achievement and motivation, the various surveys asserted there is no evidence to suggest that boys' social or educational outcomes benefitted from having a male teacher (Mills, Martino, & Lingard, 2004). It also concluded by saying that most male teachers were, in fact, less attentive than female teachers to the needs of at-risk boys. The most critical element for successful student outcomes is a supportive relationship with a high qualified and competent teacher, regardless of gender.

In conclusion, Mills, Martino, & Lingard (2004) reported that male teachers would display masculinity that was desirable and/or influential for young men to emulate positive male role models. Because many male students associate teaching as women's

work, with more male teachers to advocate the benefits of furthering education, the perception could possibly be shifted over time and could help more primary boys take an interest in their own education and possibly later enter the profession (Cushman, 2005). This had been the case for many male teachers that had previously worked in many business or noneducation related fields.

The clarification as to the meaning of male role models had often been needed, especially when countries across the world have been involved in solving this dilemma. A study was conducted by the United Kingdom (UK) and the Teacher Training Agency to clarify the public discourse as to the definition of male role models and the need for more men working with primary children (Jones, 2003). Women were asked if the shortage of male teachers had any impact on the low academic achievements in boys, and the need for more male teachers was unanimous. The female teachers were surveyed and asked to provide detailed explanations for what they viewed as the ideal early school male teacher (Jones, 2003). How better for men to get a balanced and well-rounded insight on what works in schools than by asking the other half of the social gender? The following traits were reported (Jones, 2003) as essential for all teachers to possess:

- Balance: women viewed their schools as imbalanced, abnormal and unhealthy
- Family: children need positive role models in their lives
- Literacy: boys need to know you can be a man and you can read and write and express yourself without being considered weak

- ‘Better for Boys’: most boys, especially difficult ones, respond to male teachers quicker and better (Jones, 2003)
- The ‘Right’ Kind of Man: temperament suitable for children
- Early Years Philosophy: enthusiastic about young children and their lives
- Listener: one that is team oriented, has a sense of humor, and is not arrogant
- Sport: A lot of men have strength motivating students because most enjoy some sport and need discipline and structure to coincide with the sport.
- Macho: Can help define young men’s futures in the world while maintaining the head of the household mentality

After teaching in the middle grades for almost 11 years in two very different Georgia school systems, there have been many children’s lives that have been influenced by this male teacher’s teaching approaches. From the first day of school, the expectations have always been very clear because self-improvement for each student is the essential component. Many students say that their male teachers have been more energetic than many of their previous female teachers (Jones, 2003). These students also have claimed that their male teachers had been very personable, and were able to be relate the material

to their daily lives and the need to further understand the concepts through stories and experiences (Okezie, 2003).

Most male teachers like to tell stories, crack jokes, make funny faces, pace to and fro, as well as high five their students. On numerous visits to many Georgia public schools, Milloy (2003) reported that most men possessed a male energy that most kids loved while in the classroom. Milloy (2003) concluded that most boys' academic deficiencies had been linked to their behavior problems in the classroom. An article by Holsendolph (2007) interviewed a black male elementary teacher that claimed he served as a positive male role model for his students on a daily basis. He was afraid he was the only male authority figure some of them had ever encountered. He also felt that kids had the impression they could tell him frankly what was on their minds, and so he was busy counseling as he was teaching. He felt that one must reach a child before they can be taught (Holsendolph, 2007).

This was just another connection of seeing why a male presence in the classroom could prohibit the negative behavior and potentially increase motivation and achievement. Many males had been available to these youth over time, but as a society, we had often disallowed new ideas from entering the discussion and changing the dynamics of our schools was a more diverse and revolutionary way when attempting to reach all students.

In response to the current debate regarding the scarcity of male teachers primarily in the elementary and middle grade schools, the following reasons had been found within the research: low pay, low social prestige, fear of pedophilic accusations, lack of or no

desire to interact with and nurture primary children, few opportunities provided for minority males to succeed, and so forth. Although the research definitely was interesting, there was still no positive conclusion that indicated male teachers positively influence male student motivation and achievement throughout their education, or more often than female teachers (McNeil, 2007). Male teachers had given praise to some of their previous school teachers; however, this field has not be concluded successfully because it may be a more difficult study than originally thought (Jones, 2003).

After an exhaustive review of male teacher shortage and the impact on student achievement, more research needs to be done in order to achieve valid results. However, the notion that the majority of male teachers do positively impact their students' motivation as well as achievement is intriguing. However, McNeil (2007) contended that the quality of teaching and learning in education was of the utmost importance, and did not hinge upon the gender of teachers. Despite previous research and debate, McNeil (2007) indicated that the presence of men teachers appeared to have no direct or significant impact on boys' attitudes to school, their behavior or their academic achievement.

After reading various works related to male teacher shortage, there was a heightened awareness to increase the number of males that currently preside in our schools. The research indicates the numerous reasons for males not staying with the profession: low pay, low socioeconomic status, fear of pedophilic accusations, as well as many others. I was surprised to learn that so many men felt they would be viewed as a

predator if they decided to teach at the earlier educational levels as had been indicated by sources such as Jones (2003) and Scelfo (2007).

This conclusion was aligned with the research done by Mills, Martino, and Lingard (2004) as they analyzed the aforementioned interest in attracting, recruiting, and retaining male teachers, especially in the English-speaking countries. Many had presumed that the feminized profession has had negative effects on boys. By attracting more male teachers, many education researchers believed that the schools will become more male friendly, and contribute to higher achievement amongst boys.

Literature Related to the Theoretical Framework

As previously mentioned in Section 1, the theoretical framework was chosen based upon Creswell's (2003) philosophical ideas of combining broad approaches to research (strategies) and implementing with specific procedures (methods). Therefore, a proper framework must connect the philosophy, strategies, and methods to the research. Postpositive knowledge claims were often called the scientific method or doing scientific research. Creswell (2003) indicated that post positivism referred to the thinking after positivism, or the claims about what warranted knowledge. This idea challenged the notion of the absolute truth of knowledge and recognized that absolute positivity about knowledge cannot be exact when studying humans and their actions (Creswell, 2003).

Post positivism reflected a philosophy in which causes most likely established the outcomes (Creswell, 2003). It was also intended to reduce the ideas into a small, distinct set of thoughts to test, such as variables that comprised the hypotheses and research questions. It relied on careful observation and measurement of the objective reality

available in the world. In conclusion, the post positivist must develop numeric measures of the individuals and their behaviors for verification, since these theories governed how they perceived the world was understood. Phillips & Burbules (2000) stated some key assumptions of the post positive position.

1. Knowledge was conjectural and absolute truth could never be found based on research's infallible and imperfect nature.
2. Research started with the test of a theory, and the accepting or rejecting of a claim more strongly warranted.
3. Data, evidence, and rational considerations shaped knowledge collected by the researcher based on measures completed by those participants.
4. Research sought to develop relevant true statements to explain the situation or the casual relationship of interest.
5. Validity and reliability were important in quantitative research; therefore, being objective was an essential aspect of competent inquiry and researchers must examine methods and conclusions for bias.

In addition to post positivist reflection, another knowledge claim to be considered included social constructivism. Creswell (2003) progressed this process as its history dated back to the 1960s from works such as Berger and Luckmann's *The Social Construction of Reality (1967)*, and Lincoln and Guba's *Naturalistic Inquiry (1985)*. Assumptions identified in these manuscripts concurred that individuals sought understanding of their world and how it worked. Their experiences tended to be

subjective and directed towards particular objects or things; therefore, this had led me to study each participants' views and the various situations they represented.

This construct focused on the discussions and interactions with other persons in their life setting as well as through historical and cultural norms that operated in individuals' lives. These researchers recognized that their own background shaped their interpretation, and they positioned themselves in the research to acknowledge how their interpretation flowed from their own personal, cultural and historical experiences (Creswell, 2003).

In contrast with post positivism, inquirers of constructivism generally develop a pattern of meaning. There were several assumptions regarding this theory.

1. Meanings are constructed by human beings as they engage with the world they are interpreting.
2. Humans make sense of the world based on their historical and social perspective bestowed upon them by their own culture.
3. The basic generation of meaning is always social, arising in and out of interaction with a human community.

Post positivism and constructivism were the two primary frameworks because they seemed to best identify the needs of addressing this quantitative study. They both included analyzing a problem; being objective and unbiased while still using prior experiences to help relate the data to the problem itself. The other two framework designs that Creswell (2003) suggested for research included advocacy/participatory and pragmatic knowledge claims. These knowledge claims were more suited for qualitative

and mixed method studies as the responses would require narratives, ethnographies, case studies and other qualitative methods (Creswell, 2003).

Literature Related to the Method

When conducting research, investigators have had three major options: quantitative, qualitative, and mixed methods (Creswell, 2003). Creswell (2003) continued that quantitative research had been the longest-utilized method, while qualitative research had been used for almost 40 years, and mixed methods research was still changing due to its newness. This study utilized quantitative analysis that employed descriptive statistics which included: mean, standard deviation, and frequency (Creswell, 2003).

This study employed a quantitative survey design. Creswell (2003) recognized two approaches of analysis for quantitative studies, experiments and surveys. Creswell (2003) established that investigations with management situations involved surveys or conferences used to gather data. This study's purpose included data inquiry by reducing the population's complexity by utilizing a sample. Surveys contained detailed records of assessments, structured observations, interviews, and feedback forms (Creswell, 2003). According to Creswell (2003), cross sectional or longitudinal studies could have been utilized; however, there were multiple previous studies in the aforementioned literature review that used surveys to collect data. Carrington (2002)'s research team identified 30 ITT institutions that provided a wide ranging cross section of male applicants to the elementary division of education. The course managers were then communicated with and then asked if they would be ready to dispense copies of a questionnaire to all male students on the Primary PGCE and to a statistically matched collection of female pupils,

selected randomly from the same group. Carrington (2002) reported the Statistical Product and Service Solutions (SPSS) data analysis package was utilized to analyze the numerical data.

The survey titled, "Why College Students Chose to Teach: a Longitudinal Study" produced findings that presented a longitudinal view which showed certain attitudes persisting, even stronger than earlier ones that has been predicted prior to testing (Jantzen, 1981). The members of the committee prepared a checklist of 16 statements of possible factors, which might have influenced the students to choose teaching as their profession. The questionnaire featured a nonrandom selection of participants that responded to it, but at the time it seemed as if the only feasible method of data collection (Jantzen, 1981). In an effort to document significant shifts in the opinions of both men and women students, a Pearsonian chi square test was performed on the responses to the 16 questionnaire items (Jantzen, 1981).

Research was conducted to analyze the difference between time perspective, school membership, and academic achievement amongst African American adolescents enrolled in an urban high school located in the southern region of the country (Adelabu, 2007). Participants rated each item for the three research questions on a five point scale ranging from 1 (very untrue) to 5 (very true). The study examined the relationships of academic achievement to time perspective (present and future) and school membership (belonging, acceptance, rejection), and suggests that they closely examined those factors as constructs that may help explain gender differences in academic achievement among African American adolescents (Adelabu, 2007). A composite score for internal

consistency as well as internal consistency scores across the variables were calculated. Cronbach's alpha coefficients were used in the first two aforementioned variables of the study (Adelabu, 2007).

The third variable, relating to gender differences in the relationship of academic achievement to time perspective and school membership employed a Pearson correlation analysis. Adelabu (2007) concluded that regression analysis indicated that school acceptance and future time perspective account for a significant portion of the variance in academic achievement. The limitations suggested the information was self-reported; however, each data analysis method seemed appropriate for those studies.

A questionnaire was conducted for at-risk middle school students with a no bad actions program that contained 17 items (Slate & Jones, 2003). Reponses were made on a four point rating scale, which ranged from 1 (strongly agree) to 4 (strongly disagree). Descriptive statistics were used to calculate the means differences (Slate & Jones, 2003). The study also used a multivariate analysis of the grade data that revealed the grades earned by treatment students were significantly higher than the grades entered by control students. Follow-up univariate analysis of variance (ANOVA) and Cohen's criteria were also employed. There were only five items with which any participant disagreed, and no more than 10% disagreed with any item; therefore, the rationale for four survey choices was deemed appropriate (Slate & Jones, 2003).

A survey was designed for preservice educator's perceptions of exemplary teachers to an undergraduate Educational Psychology course at The University of Idaho (Mowrer-Reynolds, 2008). To establish test and retest reliability, students were

administered the survey approximately 2 weeks after the first administration and surveys from 30 subjects were randomly selected for reliability analyses (Mowrer-Reynolds, 2008). Barnes & Bramley (2008) also developed a student survey, faculty questionnaire, and a behavior checklist to document evidence of the problem of increasing high school student engagement in classroom activities by implementing real-world projects with choice, goals portfolios, and goals conferencing. No significant conclusions were made based upon the collected pre- and post-documentation, but the weekly observations provided insight into their students' behavior (Barnes & Bramley, 2008).

The survey used in this study considered the attitudes of males about teaching grades K-12 in a public school. It was taken by adult participants at their convenience within a three week period. There was a pilot study conducted at a liberal arts university in the southeastern United States that tested survey item validity and reliability. The information collected from the survey was analyzed with descriptive statistics and Chi square tests. Once the final survey was approved, a subsequent survey was distributed to male employees in the suburban school district and those results were used for official findings.

Qualitative studies were expected for use by educators that were deeply interested in communicating with people. Hatch (2002) discussed the following methods that were frequently used to collect qualitative data: observations, videotapes, specific and joint interviews. The researcher focused on data that were considered to be open-ended and developing while the researcher focused on evolving themes from the information (Creswell, 2003). Qualitative readings in this assessment used participant stories and

conferences to collect information about perceptions of male teachers. Of the 14 studies encompassed in this review, five used a qualitative approach.

A study was conducted in 51 different Year 3 primary school classes involving seven to eight year old children in London and North East England (Francis et al., 2008). Twenty five classes were taught by a male teacher and 26 by a female teacher (with an even split between London and the North East). It was based upon classroom observation and individual interviews (Francis *et al.,* 2008). Interviews were conducted with three girls and three boys in each of the classes (307 pupils in total; 153 boys and 154 girls), randomly selected from the class register. Francis *et al.* (2008) explains the semi structured interview schedules asked pupils about those they admire in popular culture and in their daily lives; their views of their class teacher; and their opinions on gender and teaching. All interviews were audio recorded, and the confidentiality of interview responses guaranteed (names reported are pseudonyms).

A small scale qualitative research study was used to investigate male student teachers' perceptions and experiences of working within the early years of schooling (Jones, 2003). Progress of time saw the research widen to include female teachers perceptions and experiences of working with men within this sector. Jones (2003) decided to develop the research in this way, because work with men provided only one side of the story; therefore, a poststructuralist approach was taken, in part because it meant making processes and connections between local and historical discourses (Jones, 2003).

A qualitative study also engaged interviews with male students that would hopefully gain insight to the extent to which entering a nontraditional career affects personal and institutionalized views of femininity and masculinity (Skelton, 1991). It was intended for people who had opted for a nontraditional career, which suggested that a life history would be the most appropriate methodology. All interviews were tape recorded, and this became a significant advantage due to the participants' comments. They were all in their final term and felt they needed to explain their reasons and true feelings about choosing teaching and allowed them space to reflect upon their decisions and respective futures (Skelton, 1991).

Another study also utilized interviews; however, they were as part of a 17-person focus group (Cushman, 2005). The reasoning was to create an informal atmosphere with an open-ended question format. The discussions were audio- and video-taped and were then transcribed. Gibb, Fergusson, & Horwood (2008) gathered their data on gender differences in educational attainment using various methods including: semi structured interviews with participants and parents; teacher assessments; and standardized testing. All statistical analyses were performed in SAS Version 9.1. Differences in mean scores were tested for statistical significance using a t test for independent samples. The differences in percentage scores were tested for statistical significance using a chi square test for independence. In all cases effect size was measured by Cohen's *d* (Gibb, Fergusson, & Horwood, 2008).

There were three different mixed method readings that were discussed in this literature review. Creswell (2003) stated that mixed method studies utilized statistical

data and evidence of various texts, which could be representative of both qualitative and quantitative studies. Carrington (2002) used a questionnaire that contained both closed and open-ended questions were tested individually to validate a reliable study was maintained. The questionnaire called for the participants to specify how strongly they agreed (on a five point scale) with multiple schemes relating to general imageries of elementary education as a career. Massive quantities of information produced by the survey was stored in Microsoft Access.

Students were then contacted by follow-up telephone interviews to determine issues that arose from the study (Carrington, 2002). Creswell (2003) stated that follow-up interviews were often necessary to ensure survey validity once the questionnaires concluded. An organized plan was adopted for the interviews. The students were encouraged to voice their opinions on the program to recruit more male elementary educators, and suggest approaches helpful to obtain this goal. The interviews were recorded and examined using coding frames developed based upon the participants' replies to the core inquiries (Carrington, 2002). Jantzen's (1981) study on why college students chose to become teachers also allowed students to comment after they completed their questionnaire.

The scholastic studies discussed in this section contained evidence of all three research designs. This study employed a quantitative study because the determination was to analyze the attitudes of male educators and noneducators towards teaching, along with their attitudes towards gender equivalence in the workplace. Quantitative surveys provide a numeric description of opinions; therefore reinforcing the justification of using

it within this study (Creswell, 2003). They may be used to examine associations between variables, and this study was intended to discover the relationship between numerous influences and attitudes of males about teaching, along with their motivation for choosing their occupation.

The research questions were analyzed through a series of conducted chi square tests. From the 16 total questions asked in the survey, eight questions were identified to be particularly important in examining the perception of significance of gender. These eight questions had their responses condensed into three categories: disagree, neutral, and agree. Chi square analyses were conducted on these perceptions. The first set of chi square tests examined the eight questions by whether or not the participant entered their chosen profession. The second set of chi square tests examined the eight questions by the field the participant entered into (teaching or nonteaching). Prior to the chi square tests being conducted, the assumption of adequate cell size was examined. The cells of the chi square test must have had an expected value (calculated from the chi square formula) of at least one for all cells, and should have been at least 5 for 80% of the cells.

Eight of the 16 total questions asked in the survey were identified to be particularly important in examining the perception of significance of gender. It was important to be aware of Type I error (i.e., the chance of finding significance where it doesn't actually exist) before I conducted these type of analysis. Only the eight questions were examined for statistical differences instead of the full 16. The research method will be further elaborated upon in Section 3 with the methodology details, including: research

design and approach, data collection procedures, and methods for reporting data to all participants and stakeholders.

Section 3: Research Method

Methodology

The purpose of this study was to investigate males' motivations of entering their current profession or job. There was a population of 1,600 (number of educators and noneducators) surveyed that resulted in 329 educators and noneducators in a suburban school district in the southeastern United States that responded. The survey was included in the appendix of this study (Appendix A). This survey contained 16 questions from two prior studies by Jantzen (1981) and Carrington (2002)

Some of the questions needed modification. Wording was modified for each question to better accommodate both educators and noneducators being surveyed (Appendix A). The focused on the attitudes of males about teaching grades K-12 in a public school district.

Research Question 1:

Is there a statistically significant difference between males that both majored and currently work in an education-related field compared to those that do not enter the teaching field as their chosen profession in terms of their motivations for entering teaching?

Research Question 2:

Is there a statistically significant difference in the perceptions of the significance of gender regarding K-12 education held by males in both education and noneducation related fields?

To examine the research questions, a series of chi square tests were conducted. While there were 16 total questions asked in the survey, eight questions were identified to be particularly important in examining the perception of significance of gender. These eight questions had their responses condensed into three categories: disagree, neutral, and agree. Chi square analyses were conducted on these perceptions. The first set of chi square tests examined the eight questions by motivations of each participant entering their chosen profession.

The second set of chi square tests examined the eight questions by the field the participant entered into (teaching or nonteaching). Prior to the chi square tests being conducted, the assumption of adequate cell size was examined. The cells of the chi square test must have had an expected value (calculated from the chi square formula) of at least one for all cells, and should at least be five for 80% of the cells. See Appendix D for complete chi square analyses.

While there were 16 total questions asked in the survey, eight questions were identified to be particularly important in examining the perception of significance of gender in their workplace. When conducting the series of analyses, it was important to be aware of Type I error (i.e., the chance of finding significance where it does not actually exist). In order to keep Type I error at a minimum, only the eight questions were examined for statistical differences instead of the full 16.

First, the rationale and description of this quantitative study was further detailed in this section. Some of the specific components were included in the study: setting and sample, full description of the pilot study, and description of the validity and reliability

for the survey instrument. Second, the data collection procedures also accounted for elaborating why each variable was offered for this study. Lastly, steps to increase validity and reliability for the aforementioned pilot study were also included.

The researcher's role to protect participants' rights was also a major consideration prior to conducting research for the chosen populations. The surveys were emailed via Survey Monkey (online survey distributor) for the cooperating institution's individual departments to ensure there were no additional privacy issues for their willingness to participate in this pilot study. The information was received via email and returned and stored within a secure email domain folder where the password met security requirements and frequent changes requested by the host. There was no shipping and handling expenses and surveys were returned in a much timelier manner as opposed to survey completion via UPS or another mail delivery service. The results were disseminated to the cooperating institution once they were compiled, and will be kept by the researcher for five years. Despite participant names not being visible on the surveys, they were deleted and destroyed to ensure participant anonymity and protection.

Description of Research Design and Approach for Pilot Study

Prior to testing there was a pilot study submitted to a population of approximately 2,800 junior level or higher male students and employees at a liberal arts university to test survey instrument validity. The pilot study was completed by 187 participants, so there was a yielded response rate of 6.7%. The subjects for this pilot study included male students (junior year or higher) to determine male's perceptions of teaching as a profession. The basis for excluding freshmen and sophomore students was to focus on

those perceptions held by males that had chosen their career of interest, and had begun taking major-related courses. See Tables 1-3 in Section 4 for complete descriptive statistics and rotated Varimax solutions for the pilot study.

Males were surveyed from all college departments at a liberal arts university because many men decided not to enter the College of Education, but rather had entered a noneducation related to field and ultimately considered teaching. A university representative agreed to serve as the on-campus supervisor for this pilot study (Appendix E). It was the researcher's responsibility to contact and collect all data from the university, while the on-campus supervisor helped oversee the project by directing for further study completion.

The Institutional Review Board (IRB) at Walden University reviewed the research request to conduct this pilot study for instrument validation upon the liberal arts university's approval to serve as a study partner. Walden University's IRB approved this project's pilot study prior to any participants being contacted. Upon approval for this pilot study to be conducted, each dean of the individual departments was contacted to gain approval to survey their students as participants. Lastly, the Office of Institutional Research to help make initial contact with all potential junior and senior male students at the university to seek participation in the pilot study (Appendix K).

Setting and sample

The subjects being requested for this pilot study included male students (junior year or higher) to determine what motivated men to enter the teaching profession. The reason freshmen and sophomore students were excluded was to survey those that had

chosen their career of interest and had begun taking major-related courses. Men were surveyed from all college departments at the university because many of them decided not to enter the College of Education, but rather entered a noneducation related field and ultimately considered teaching.

Instrumentation and Materials

The 187 participants completed a 16-statement survey (Appendix A). The instrument measured men's perceptions on the teaching profession and focused on the primary motivational factors that influenced their career path. There was no previously authenticated published instrument designed precisely to measure teachers' insights of the numerous features, which encouraged their career choice in the early education years; therefore items were accumulated from two diverse methods (Appendix A).

The survey used was based on prior surveys (Carrington, 2002; Jantzen, 1981), and current research. For uniformity throughout the study, all modified items were formatted with the same assessment scale: Agree, Unsure, and Disagree.

Validity and Reliability

Before conducting the survey in the suburban school district, there was a pilot study conducted to ensure validity and reliability of the instrument for the sample of the populations being surveyed. This population included male college students junior year or higher that currently attend the university, along with all male employees working in all departments. The departments included in this pilot study included the College of Education as well as programs that include business, social sciences, marketing, medicine, etc. Both groups that were surveyed within this pilot study included: men that

had planned to enter teaching, and men that had planned to enter business or other noneducation trade-related professions. The participants were chosen according to responses via contact with each individual college. Because the site for the pilot study and research study included both a suburban school district and a liberal arts university, the data collection for both the pilot study and research study were explained below.

When an object was considered to have validity, which meant that an instrument measured what it planned to measure, results were dependable, and that items were defined by hypothetical notions (Creswell, 2003). Validity was defined as whether or not one could interpret substantial implications from the instrument results (LaPlante, 2010). The survey questions were modified with the help of the doctoral committee to retain questions that directly dealt with the research questions. During this process, one of the previous survey questions was discarded because the two surveys being modified did not provide sufficient relevance, thus bringing the research question total to two. The questions were then modified to correct the wording of the research questions, i.e. teaching to profession or chosen career, since this will be issued to both education and noneducation related fields.

Data Collection Procedures

The collection process involved two phases, (a) obtaining data with employment numbers of the liberal arts university (Appendix G), and (b) emailing the survey link to all potential participants. The survey links were sent to each university junior level or higher male student and all male employees once permission was received to disseminate the information (Appendix J). Each participating university administrative office was

contacted to be given further instruction on the district's policy for distributing survey links to distinct employee and citizen participants.

Once the survey was administered, participants were given 3 weeks from distribution to complete the survey during the workday or at home when convenient. Survey results were available upon completion by each participant within the three week period. There was a population of around 2,800 potential participants from the university; however, if the minimum of 200 responses was not met within that time frame, then a subsequent email would have been sent to request further participation. Participants had the right to refuse survey completion at any time (Appendix H). The expected response time of 3 weeks was successfully met from beginning of contact with the district for survey completion.

Once the surveys were completed, the descriptive statistics and results from the study were analyzed. The results for Section 4 were analyzed and sent to the doctoral chairperson once the minimum number of expected survey responses had been completed via online completion on the Survey Monkey website. Once the doctoral chairperson reviewed the initial results with suggested revisions, the next draft was revised and resubmitted to the doctoral committee for further review.

Data Analysis

Two research questions will be examined:

Research Question One:

Is there a statistically significant difference between the motivations of males entering the teaching field and those that do not enter teaching as their chosen profession?

H_{01}: There is no statistically significant difference between the motivations of males entering the teaching field and those that do not enter teaching as their chosen profession.

H_1: There is a statistically significant difference between the motivations of males entering the teaching field and those that do not enter teaching as their chosen profession.

Research Question Two

Is there a statistically significant difference between the perceptions of males in teaching compared to nonteaching fields regarding the significance of gender regarding K-12 education?

H_{01}: There is no statistically significant difference between the perceptions of males in teaching compared to nonteaching fields regarding the significance of gender regarding K-12 education.

H_1: There is a statistically significant difference between the perceptions of males in teaching compared to nonteaching fields regarding the significance of gender regarding K-12 education.

Description of Research Design and Approach for Actual Study

A sample of 272 residents from a suburban school district in the southeastern United States (K-12 male educators and at least noneducation majors) completed a perception survey towards males teaching in grades K-12. The population included approximately 1,600 K-12 male educators and noneducation district residents, so there was a yielded response rate of 20.5%. The sample of 272 was surveyed primarily out of

convenience due to the limited number of male participants as and meeting the software's minimum computing amounts.

This study used a quantitative survey design in the suburban district from a total population of approximately 200 male teachers. There was a preference for at least a response for 100 (50%) of the 200 certified male educators to participate in the study. All of them were invited to take the survey, and all that completed the survey items counted towards the population sample (Appendix K). Approximately 174 (64%) of respondents identified themselves as working in an educated-related field. The educator sample was chosen because they are certified in one of the suburban school district's 16 public K-12 schools. The study included 16 Likert-type statements that posited responses on a five point scale focused on the research that regarded the effect of the disinterest amongst males to consider the teaching profession, as found in the literature. The information collected was analyzed using descriptive statistics, calculating difference scores, and Chi Square analysis.

Setting and sample

The suburban school system in the southeastern United States has 16 public schools in the system. The total male teacher population is approximately 200 (<20% of total district employee population). The sample from the district's population had previously been employed by the district prior to the scheduled survey period. Approximately 174 (64%) of respondents identified themselves as working in an educated-related field. Each male teacher in the population was invited to participate (Appendix K). The other group consisted of men that are noneducation major residents of

the suburban school district whoelected to study a business-oriented trade (i.e. Colleges of Business, Nursing, Sciences, etc.) rather than pursue a subject-matter teaching career. There were approximately 1,150 students at a Title I middle school (one of the suburban school district's 16 schools where the researcher is employed) when the survey was issued.

Instrumentation and Materials

The 272 participants completed a 16-statement survey (Appendix A). The instrument measured men's perceptions on the teaching profession and focused on the primary motivational factors that influenced their career path. Items were compiled from two different measures (Appendix A) that attempted to validate the proposed study regarding teachers' attitudes towards teaching that might influence their career choice in their early education years.

Data Collection Procedures

The data collection took place in the Title I middle school, one of the 16 schools of the suburban school district where the researcher was employed. The collection process involved two phases (a) obtaining data with employment numbers of the district, and (b) administering the survey to its' 16 K-12 schools and the liberal arts university via Survey Monkey. The survey links were sent to each district male employee via email upon contacting each school's administrative office to receive permission to disseminate the information (Appendix F). Each participating district's administrative office was contacted to be given further instruction on the district's policy for distributing survey links to distinct employee and citizen participants.

Once the survey was administered participants were given 3 weeks from distribution to complete the survey during the workday or at home when convenient. Survey results were available upon completion by each participant within the three week period. If the minimum of 200 responses was not met within that time frame, then a subsequent email would have been sent to request further participation. There was a total response rate of 20.5% from the population of approximately 1,600 potential participants. All 16 schools within the school district were within close proximity of the Title I middle school. Participants had the right to refuse survey completion at any time (Appendix F). The expected response time of 3 weeks was successfully met from beginning of contact with the district for survey completion.

Once the surveys were completed, the descriptive statistics and results from the study were analyzed. The results were then sent to the doctoral chairperson within a two week period once the minimum number of expected survey responses had been completed via online completion on the Survey Monkey website. Once the doctoral chairperson reviewed the initial results with suggested revisions, the next draft was revised and resubmitted to the doctoral committee for further review.

Data Analysis

Two research questions will be examined:

Research Question One:

Is there a statistically significant difference between the motivations of males entering the teaching field and those that do not enter teaching as their chosen profession?

H_{01}: There is no statistically significant difference between the motivations of males entering the teaching field and those that do not enter teaching as their chosen profession?

H_1: There is a statistically significant difference between the motivations of males entering the teaching field and those that do not enter teaching as their chosen profession?

Research Question Two:

Is there a statistically significant difference between the perceptions of males in teaching compared to nonteaching fields regarding the significance of gender regarding K-12 education?

H_{01}: There is no statistically significant difference between the significance of gender in terms of males entering teaching and those entering nonteaching fields.

H_1: There is a statistically significant difference between the significance of gender in terms of males entering teaching and those entering nonteaching fields.

Laplante (2010) chose to produce a similar quantitative study by cautiously working through each of the previously mentioned steps. Creswell (2003) documented that there were three preliminary phases essential for design investigation by utilizing surveys to collect data.

1. Initial knowledge must be evaluated prior to conducting the study.
2. The approach review must be properly considered.
3. Specific methods must be identified prior to conducting the study.

Measures for Ethical Protection

The researcher has been employed by the suburban school district in the southeastern United States since 2007 and is certified in various specialized teaching areas with advanced degrees. This study was conducted in an ethical and proficient manner as set forth by the ideals and requests of Walden University's Institutional Review Board (IRB), approval #04-23-14-0073999. This research plan was reviewed and approved by the IRB prior to study administration. There were no underage participants surveyed throughout this study; therefore, the requirements of the IRB were followed to ensure participants' rights that kept all survey information securely locked in a personal vault, as well as any personally identifiable information excluded from the doctoral study's findings and conclusions. This included written or emailed district approval and signed participant assent forms. There was also a signed Letter of Cooperation (Appendix F) received from the school district's approval for the study being conducted.

Section 4: Results

Pilot Study

Analysis of Data

Data were gathered on 222 participants for the pilot study from a population of approximately 2,800 male students (junior level or higher) and male employees from a liberal arts university in the southeastern United States. There were approximately 46 undergraduate degrees and 42 graduate degrees offered at the university, while almost 65% of these degrees are related to the education program. This produced a response rate of 7.9% from the available participants. However, 35 participants did not complete the study, so they were not included when analyzing pilot study data (84.3% usable data). Therefore 187 participant data (6.7% yielded response rate) were analyzed for the pilot study which included willing male participants from the liberal arts university.

The sample included 244 faculty/staff members and junior level or higher college students to compare the differences between perceptions of males majoring in teaching and motivating factors for their chosen profession. The majority of the sample was between the ages of 18 and 29 (128, 51%). Most participants included their race as either white (197, 80%) or black/African American (43, 17%). When asked about highest level of education, 91 (37%) reported having a high school diploma, 28 (11%) had an Associate's degree, 8 (3%) had a technical certificate, 73 (30%) had a Bachelor's degree, 37 (15%) had a Master's degree, 3 (1%) had an Ed.S. or professional degree, and 4 (1%) had a doctoral degree.

When asked about their college field of study, most participants said Letters and Sciences (62, 30%) or Education and Health Sciences (60, 29%); 25 (12%) had a degree in Arts and 60 (29%) had business degrees. An additional 33 participants reported some other college field of study. Most participants (179, 89%) were not currently working in an education-related field; over half of participants (164, 67%) were not working in the field they originally pursued. There were 116 participants (64%) that indicated their current employment status as student; 32 (18%) said they were currently a teacher, 13 (7%) said they were an administrative staff member, and 20 (11%) were a nonteaching staff member. An additional 55 participants reported some other employment classification. Table 1 presents frequencies and percentages for the pilot study.

Table 1
Descriptive Statistics for Pilot Study

Variables	*N*	%
Age		
18-29	128	51
30-49	37	36
50-64	19	11
Over 65	3	2
Race		
American Indian or Alaskan Native	1	0.3
Asian Indian	1	0.3
Black or African American	43	17
Japanese	0	0
Korean	2	1.2
Other Asian	2	1.2
White	197	80
Education		
Associate's degree	28	11
Bachelor's degree/4-year degree	73	30
Doctoral degree	4	1
Ed.S. or other professional degree	3	1

Variables	*N*	%
High school diploma	91	37
Master's degree	37	15
Technical certificate	8	3
College		
Arts	25	12
Business	60	29
Education and Health Sciences	60	29
Letters and Sciences	62	30
Education Related Field		
No	179	89
Yes	8	11
Field Originally Pursued		
No	164	67
Yes	23	33
Employment		
Administrative Staff	13	7
Nonteaching staff	20	11
Student	116	64
Teacher	32	18

Note: Percentages may not total to 100 due to rounding error.

In the pilot study, an exploratory factor analysis was conducted on the 16 questions from the survey. A Varimax rotation was used for the factor analysis. To determine the optimal number of factors, eigenvalues were calculated for the correlation matrix of all constructs. The first 6 eigenvalues were 3.81, 1.75, 1.51, 1.35, 1.06, and 0.93. The Kaiser criterion stated that the optimal number of factors was given by the number of eigenvalues above 1. This suggested that the optimal number of factors was five for this particular dataset. As such, results of the factor analysis produced a five factor solution that accounted for 59% of the variance found within each of the questions. Eigenvalues for each factor solution are presented in Table 2 below.

Table 2

Eigenvalues and Percent Variance Explained by Number of Components

Component number	Eigenvalue	Percent of variance explained	
		Individual	Cumulative
1	3.81	23.82	23.82
2	1.75	10.95	34.77
3	1.51	9.44	44.21
4	1.35	8.46	52.67
5	1.06	6.61	59.28
6	0.93	5.79	65.07
7	0.91	5.72	70.79
8	0.81	5.07	75.86
9	0.70	4.34	80.20
10	0.62	3.88	84.08
11	0.56	3.47	87.55
12	0.47	2.93	90.48
13	0.44	2.74	93.22
14	0.43	2.68	95.90
15	0.36	2.22	98.12
16	0.30	1.88	100.00

Next, a Varimax rotated component matrix was constructed based on the five factor solution. In this component matrix, items were considered for examination as components of a factor when their factor loading coefficient was greater than .40, and any such loadings were presented in Table 3. By using this analysis, there should be results that mainly consist of the same factor that is not cross grouped. A single question loaded on multiple factors in two instances (questions 2 and 7). For these cross grouped items, the higher loading was used to determine the applicable factor. Using these results, items 5, 10, 15, and 16 were considered components of factor 1; items 3, 4, and 14 were considered components of factor 2; items 9, 11, and 13 were considered components of

factor 3; items 1 and 8 were considered components of factor 4; and items 6 and 12 were considered components of factor 5.

Table 3

Rotated Component Matrix for "Attitudes of Males about Teaching Grades K-12 in a Public School District" Survey for Pilot Study

		Factor				
Question		1	2	3	4	5
1	I have chosen my profession or current job because it offers a reasonable assurance of an adequate income.				.71	
2	My choice is motivated by a feeling of an obligation to society in meeting the great demand for positive male role models.	.50	.43			
3	The enthusiasm of some former male teacher for his work has influenced my choice.		.77			
4	A former male teacher wanted me to enter my profession or current job.		.75			
5	I chose my profession or current job because of my special interest in dealing with children and/or young people.	.65				
6	The opportunity for service to mankind has influenced me to enter my profession or current job.					.71
7	My profession or current job is a well-respected career.				.55	.52
8	My profession or current job is reasonably paid for the work involved.				.80	
9	My profession or current job is a career equally suitable for both men and women.			.81		
10	Increasing the number of men in my profession or current job will enhance the status of this job sector.	.70				
11	It is vital that both males and females are recruited in my profession or current job.			.60		
12	The public tends to be wary of men who work in my profession or current job.					.57
13	The gender of workers is irrelevant in my profession or current job.			.75		
14	Pupils identify more readily with workers of the same gender in my profession or current job.		.62			
15	More males are needed to be 'role models' in my profession or current job.	.82				

		Factor				
	Question	1	2	3	4	5
16	Males have a crucial part to play in fostering positive attitudes among young males in my profession or current job.	.70				

Note. Factor loadings below .40 were suppressed.

Next, Cronbach alpha and split-half reliability were conducted on each of the factors created from the exploratory factor analysis to confirm the findings from the rotated component matrix in Table 3. Results showed that only the first factor (questions 5, 10, 15, and 16) had acceptable Cronbach α and split half α levels. All other factors displayed unacceptable (< .70) α levels for both reliabilities. This suggests that constructs among the questions among the factors do not exist and that each question should be examined individually. Table 4 presents Cronbach alpha and split-half reliabilities for the pilot study.

Table 4

Cronbach Alpha and Split-Half Reliability for Pilot Study Factors

Factor	Items	Cronbach α	Split-half α
1	5, 10, 15, 16	.76	.73
2	3, 4, 14	.62	.50
3	9, 11, 13	.56	.45
4	1, 8	.54	.54
5	6, 12	.49	.49

Individual chi square tests were conducted using the pilot study data. The chi square tests were conducted between questions 1 through 8 with original pursued career and between questions 9 through 16 with education related career. Results of the chi square tests are presented in Appendices D and E (Tables 12 and 13). These tables display the expected responses for each of the survey items according to education related fields compared to those in noneducation fields. Since the survey items were reviewed individually rather than loaded in groups, the items 9, 11, 15, and 16 showed the most significance in terms of expected response.

Pilot Study Results for All Participants Regardless of Profession

Overall responses to the survey were reported as frequencies and percentages. Among all participants (teachers and nonteachers), the highest level of agreement was for Q9, "My profession or current job is a career equally suitable for both men and women," (158, 85%) and for Q11, "It is vital that both men and women are recruited in my profession or current job," (142, 76%). Q1, "I have chosen my profession or current job because it offers a reasonable assurance of an adequate income," also received a very high approval rate (138, 74%).

The highest level of disagreement was for Q12, "The public tends to be wary of men in my profession or current job," (129, 69%) and for Q5, "I chose my profession or current job because of my special interest in dealing with children and/or young people," (110, 59%). Frequencies and percentages for all question responses are presented in Tables 3 and 4.

An exploratory factor analysis using a Varimax rotation was conducted on the survey. Pilot study results of the factor analysis produced a five factor solution. However, the analyses were continued as chi square tests as the individual questions were assessed as opposed to full scales created from questions.

Chi square analyses were conducted for Q1 – Q8 for research question one, and Q9 – Q16 for research question two.

Research Question 1: Is there a statistically significant difference between the motivations of males entering the teaching field and those that do not enter teaching as their chosen profession?

Research Question 2: Is there a statistically significant difference between the perceptions of males in teaching compared to nonteaching fields regarding the significance of gender regarding K-12 education?

Responses significantly differed for Q9, Q11, Q15, and Q16. These items would serve as essential themes for review for the actual study to be conducted at the suburban school district. Due to the high level of agreement by participants for survey items Q9, Q11, Q15, and Q16, participants responded differently than expected as stated in the hypotheses. Typically, participants would be expected to disagree or remain neutral to these items as they were specifically designated to show discrepancies in male participant responses pertaining to a prevalence of low gender equivalence in the workplace. This response indicated that there was a positive response towards both males and females being necessary to work in education-related fields, as well as the suitability for both genders to be successful in reaching different subgroups of students.

Descriptive Statistics for Actual Study

In the actual doctoral study, there were 329 respondents, which produced a response rate of 20.5%; however, 57 participants had to be removed for not completing the survey; therefore, there were a total of 272 (83.6% usable surveys from the initial sample size) for analyses. This yielded a 17% overall response rate from potential participants within the suburban school district and the Title I middle school. The actual study conducted in the district also included only willing male participants. The sample included those that were either district employees, or residents that chose noneducation professions to compare the differences between perceptions of males in teaching and motivating factors for their current professions. The majority of the sample was between the ages of 30 and 49 (131, 49%). Most participants indicated their race as either white (225, 85%) or black/African American (34, 13%).

When asked about highest level of education, 41 (15%) reported having a high school diploma, 23 (9%) had an Associate's degree, 10 (4%) had a technical certificate, 41 (15%) had a Bachelor's degree, 66 (24%) had a Master's degree, 48 (18%) had an Ed.S. or other professional degree, and 42 (16%) had a doctoral degree. When asked about their college field in which they obtained (or were currently obtaining) a degree, most participants said Letters and Sciences (81, 34%) or Education and Health Sciences (83, 35%); 23 (10%) had a degree in Arts and 49 (21%) had business degrees. An additional 36 participants reported some other college field of study.

Most participants (172, 64%) were currently working in an education-related field; over half of the total participants (153, 58%) were not working in the field they

originally pursued. Forty nine participants (22%) indicated their current employment status as student; 120 (54%) said they were currently a teacher, 34 (15%) said they were an administrative staff member, and 20 (9%) were a nonteaching staff member. An additional 49 participants reported some other employment classification. These frequencies and percentages are presented in Table 5.

Table 5
Frequencies and Percentages for Demographic Variables for Actual Study

	n	%
Age		
18-29	47	17
30-49	131	49
50-64	81	30
Over 65	11	4
Race		
American Indian or Alaskan Native	2	1
Asian Indian	1	0
Black or African American	34	13
Japanese	1	0
Korean	1	0
Other Asian	2	1
White	225	85
Education		
Associate's degree	23	8
Bachelor's degree/4-year degree	41	15
Doctoral degree	42	15
Ed.S. or other professional degree	48	18
High school diploma	41	15
Master's degree	66	24
Technical certificate	10	4
College		
Arts	23	10
Business	49	21
Education and Health Sciences	83	35
Letters and Sciences	81	34

	n	%
Education Related Field		
No	96	36
Yes	172	64
Field Originally Pursued		
No	153	58
Yes	110	42
Employment		
Administrative Staff	34	15
Nonteaching staff	20	9
Student	49	22
Teacher	120	54

Note: Percentages may not total to 100 due to rounding error.

Data analysis was conducted on the 272 participants' responses. Chi square analyses were conducted to verify that there was not a relationship between not completing the survey and demographic background of the participants. The demographics included: age, race, education, college program, in an education related field, in original field pursued, and employment status. Results for all of the chi square tests did not show significance, thus suggesting no relationship between any of the demographics and not completing the survey ($p > .050$ for all). Additionally, the demographics were entered simultaneously into a logistic regression model predicting completion of the survey. Results of the regression model were also not significant, $\chi^2(11) = 10.38$, $p = .496$, suggesting no relationships. Overall responses to the "Attitudes of Males About Teaching Grades K-12 in a Public School District" survey were reported as frequencies and percentages. Among all participants (teachers and nonteachers), the question most agreed with was question 4, with a 63% that agreed with the statement. The highest level of agreement was for question 4, "A former male teacher wanted me to

enter my profession or current job," (170, 63%) and for question 12, "The public tends to be wary of men who work in my profession or current job," (183, 68%). The highest level of disagreement was for question 9, "My profession or current job is a career equally suitable for both men and women," (247, 91%) and for question16, "Males have a crucial part to play in fostering positive attitudes among young males in my profession or current job," (207, 77%). Frequencies and percentages for all question responses are presented in Tables 5-6.

Table 6

Frequencies and Percentages for Actual Study Questions 1-8 Response by Field

		Field	Agree		Unsure		Disagree	
Question			*N*	%	*n*	%	*N*	%
1	I have chosen my profession or current job because it offers a reasonable assurance of an adequate income.	Education	38	14	13	5	123	45
		Noneducation	22	8	7	3	69	25
		Total	60	22	20	8	192	70
2	My choice is motivated by a feeling of an obligation to society in meeting the great demand for positive male role models.	Education	71	26	26	10	76	28
		Noneducation	40	15	15	5	43	16
		Total	111	41	41	15	119	44
3	The enthusiasm of some former male teacher for his work has influenced my choice.	Education	77	28	24	9	72	26
		Noneducation	43	16	14	5	50	16
		Total	120	44	38	14	112	42
4	A former male teacher wanted me to enter my profession or current job.	Education	109	40	25	10	38	14
		Noneducation	61	23	14	5	22	8
		Total	170	63	39	15	60	22
5	I chose my profession or current job because of my special interest in dealing with children and/or young people.	Education	67	25	17	6	88	32
		Noneducation	38	14	10	4	50	19
		Total	105	39	27	10	138	51
6	The opportunity for service to mankind has influenced me to enter my profession or current job.	Education	40	15	17	6	97	36
		Noneducation	23	8	11	4	84	31
		Total	63	23	28	10	181	67

Question		Field	Agree		Unsure		Disagree	
			N	%	N	%	N	%
7	My profession or current job is a well-respected career.	Education	29	11	27	10	116	43
		Noneducation	16	6	15	6	66	25
		Total	45	17	42	16	182	68
8	My profession or current job is reasonably paid for the work involved.	Education	47	17	24	9	99	36
		Noneducation	27	11	14	5	57	22
		Total	74	28	38	14	156	58

Table 7

Frequencies and Percentages for Actual Study Questions 9-16 Response by Field

Question		Field	Agree		Unsure		Disagree	
			N	%	N	%	N	%
9	My profession or current job is a career equally suitable for both men and women.	Education	10	4	6	2	158	58
		Noneducation	5	2	3	1	89	33
		Total	15	6	9	3	247	91
10	Increasing the number of men in my profession or current job will enhance the status of this job sector.	Education	55	20	58	21	61	22
		Noneducation	31	12	32	12	35	13
		Total	86	32	90	33	96	35
11	It is vital that both males and females are recruited in my profession or current job.	Education	17	6	19	7	137	50
		Noneducation	10	4	11	4	78	29
		Total	27	10	30	11	215	79
12	The public tends to be wary of men who work in my profession or current job.	Education	117	43	31	12	24	9
		Noneducation	66	25	18	6	14	5
		Total	183	68	49	18	38	14
13	The gender of workers is irrelevant in my profession or current job.	Education	41	15	24	13	108	39
		Noneducation	23	9	14	1	61	23
		Total	64	24	38	14	169	62
14	Pupils identify more readily with workers of the same gender in my profession or current job.	Education	56	21	20	26	47	17
		Noneducation	31	12	12	15	27	10
		Total	87	32	111	41	74	27
15	More males are needed to be ‘role models’ in my profession or current job.	Education	47	17	22	8	103	38
		Noneducation	26	10	13	5	58	22
		Total	73	27	35	13	161	60

Question		Field	Agree		Unsure		Disagree	
			N	%	N	%	N	%
16	Males have a crucial part to play in fostering positive attitudes among young males in my profession or current job.	Education	18	7	22	8	132	49
		Noneducation	10	3	13	5	75	28
		Total	28	10	35	13	207	77

An additional exploratory factor analysis was conducted in the 16 survey questions for the full study. A five factor solution was forced to mirror the pilot study results. The solution found with the full study was different from the pilot study results. Question 13 was the only question that presented cross loading on two factors with the full study. Table 8 presents the rotated factor solution for the full study.

Table 8

Rotated Factor Solution for "Attitudes of Males About Teaching Grades K-12 in a Public School District" Survey for Actual Study

Question		Factor				
		1	2	3	4	5
1	I have chosen my profession or current job because it offers a reasonable assurance of an adequate income.				.56	
2	My choice is motivated by a feeling of an obligation to society in meeting the great demand for positive male role models.		.70			
3	The enthusiasm of some former male teacher for his work has influenced my choice.					.86
4	A former male teacher wanted me to enter my profession or current job.					.83
5	I chose my profession or current job because of my special interest in dealing with children and/or young people.		.55			
6	The opportunity for service to mankind has influenced me to enter my profession or current job.		.80			

		Factor				
	Question	1	2	3	4	5
7	My profession or current job is a well-respected career.				.67	
8	My profession or current job is reasonably paid for the work involved.				.77	
9	My profession or current job is a career equally suitable for both men and women.			.86		
10	Increasing the number of men in my profession or current job will enhance the status of this job sector.	.72				
11	It is vital that both males and females are recruited in my profession or current job.			.69		
12	The public tends to be wary of men who work in my profession or current job.	.62				
13	The gender of workers is irrelevant in my profession or current job.	-.46		.44		
14	Pupils identify more readily with workers of the same gender in my profession or current job.	.43				
15	More males are needed to be 'role models' in my profession or current job.	.73				
16	Males have a crucial part to play in fostering positive attitudes among young males in my profession or current job.	.70				

Note. Factor loadings below .40 were suppressed.

When Cronbach alpha and split-half reliability were conducted in the five new factors found in the full study, only factor 5 (Q3 and Q4) had acceptable reliability. All other factors produced unacceptable reliability. The poor reliability along with the different items for each factor suggested that the survey should not be divided into constructs and that each question should be individually examined. This supported the use of the chi square tests to assess the hypotheses. Table 9 presents the Cronbach alpha and split-half reliability for each of the factors.

Table 9

Cronbach Alpha and Split-Half Reliability for Actual Factors

Factor	Items	Cronbach α	Split-half α
1	10, 12, 14, 15, 16	.69	.65
2	2, 5, 6	.64	.62
3	9, 11	.58	.58
4	1, 7, 8	.50	.57
5	3, 4	.70	.70

While it appeared as though five different factors were produced by the exploratory factor solution, chi square tests were conducted on the individual questions. For example, questions 2 and 6 both loaded on multiple factors with more than one factor being grouped or cross loaded together. The original attempt to create composite scores for the survey items was modified to analyzing the individual questions. The pilot was kept as part of the study because its purpose was to verify the two scales. The pilot could not reliably set scales for these questions because it verified that the individual questions were indeed reliable. If it had been decided to create composite scores, then the pilot would have shown that the incorrect analysis method had been chosen. The pilot test shows instrument reliability was not good for creating scales. The results of responses to individual questions were reported used rather than attempting to group them.

Research Question One

Is there a statistically significant difference between males that both majored and currently work in an education-related field compared to those that do not enter the teaching field as their chosen profession in terms of their motivations for entering or not entering teaching?

H_0: There is no statistically significant difference between males in their originally pursued field and those who are not on the perceptions of reasons for entering their current profession.

H_1: There is a statistically significant difference between males in their originally pursued field and those who are not on the perceptions of reasons for entering their current profession.

To assess research question one, eight chi square tests of independence were conducted between whether men are working in a field they originally pursued (yes vs. no) and their perceptions of their current profession (Q1 – Q8). Each of the eight questions has three levels: Agree, disagree, and unsure.

The chi square analyses between field originally pursued and Q1, Q2, Q3, Q4, Q5, Q6, and Q7 were not significant, suggesting there was no relationship between field originally pursued and these perception variables ($p > .050$). The absence of a relationship suggested that Q1, Q2, Q3, Q4, Q5, Q6, and Q7 responses were not significantly different from the expectation that both groups would answer the questions similarly.

The chi square analysis between field originally pursued and Q8 was significant, χ^2 (2) = 7.16, p = .028, suggesting there was a relationship between Q8 and field originally pursued. Question 8 stated: My profession or current job is reasonably paid for the work involved. There were more participants grouped into Agree and Yes (field originally pursued) than expected. There were fewer participants grouped into Disagree and Yes than expected. There were more participants grouped into Unsure and Yes than expected. For those being surveyed as being employed in the Education field, the results did not show significant deviations from the expected responses for the questions regarding motivation. Results of the chi square tests were presented in Table 10.

Table 10

Chi square Tests between those pursing field of education originally and Q1 – Q8 for Actual Study

	Education Originally Pursued Field of Study			
Question	No	Yes	$\chi^2(2)$	*p*
Q1: I have chosen my profession or current job because it offers a reasonable assurance of an adequate income.				
Agree	39 [33.16]	18 [23.84]	3.99	.136
Disagree	101 [108.21]	85 [77.79]		
Unsure	13 [11.63]	7 [8.37]		
Q2: My choice is motivated by a feeling of an obligation to society in meeting the great demand for positive male role models.				
Agree	64 [63.07]	44 [44.93]	1.83	.401
Disagree	70 [67.16]	45 [47.84]		
Unsure	19 [22.77]	20 [16.23]		
Q3: The enthusiasm of some former male teacher for his work has influenced my choice.				
Agree	70 [67.11]	46 [48.89]	1.80	.407
Disagree	58 [63.06]	51 [45.94]		
Unsure	23 [20.83]	13 [15.17]		

Question	Education Originally Pursued Field of Study		$\chi^2(2)$	*p*
	No	Yes		
Q4: A former male teacher wanted me to enter my profession or current job.				
Agree	100 [95.25]	64 [68.75]	1.65	.438
Disagree	30 [33.68]	28 [24.32]		
Unsure	21 [22.07]	17 [15.93]		
Q5: I chose my profession or current job because of my special interest in dealing with children and/or young people.				
Agree	69 [59.79]	33 [42.21]	5.93	.052
Disagree	69 [77.97]	64 [55.03]		
Unsure	15 [15.24]	11 [10.76]		
Q6: The opportunity for service to mankind has influenced me to enter my profession or current job.				
Agree	42 [35.04]	18 [24.96]	4.41	.110
Disagree	98 [103.36]	79 [73.64]		
Unsure	13 [14.60]	12 [10.40]		
Q7: My profession or current job is a well-respected career.				
Agree	25 [25.38]	19 [18.62]	0.93	.627
Disagree	104 [100.96]	71 [74.04]		
Unsure	21 [23.65]	20 [17.35]		
Q8: My profession or current job is reasonably paid for the work involved.				
Agree	42 [42.56]	31 [30.44]	7.16	.028
Disagree	95 [87.45]	55 [62.55]		
Unsure	14 [20.99]	22 [15.01]		

Note. Numbers in brackets represent the expected values of the cell.

Research Question Two

Is there a statistically significant difference between the perceptions of males in teaching compared to nonteaching fields regarding the significance of gender regarding K-12 education?

H_0: There is no statistically significant difference between working in an education-related field or not and the perceptions of gender significance in the workplace.

H_1: There is a statistically significant difference between working in an education-related field or not and the perceptions of gender significance in the workplace.

To assess research question two, eight chi square tests of independence were conducted between whether men were working in an education-related field (yes vs. no) and their perceptions of gender significance regarding K-12 education (Q9 – Q16). Each of the eight questions had three levels: Agree, disagree, and unsure. The results of the chi square analyses between working in an education related field and Q10, Q12, Q13, and Q14 were not significant, suggesting there was no relationship between men working in an education related field and these variables ($p > .050$). The absence of a relationship suggested that Q10, Q12, Q13, and Q14 responses were not significantly different from what was the notion that both groups should answer the questions similarly. The chi square tests for Working in Noneducation-Related Fields and Q9-Q16 were presented in Table 11.

Table 11

Chi square Tests between Working in Education-Related Field and Q9 – Q16 for Actual Study

	Education-Related Field			
Question	No	Yes	$\chi^2(2)$	*p*
Q9: My profession or current job is a career equally suitable for both men and women.				
Agree	10 [5.39]	5 [9.61]	12.50	.002
Disagree	80 [87.73]	164 [156.27]		
Unsure	6 [2.88]	2 [5.12]		
Q10: Increasing the number of men in my profession or current job will enhance the status of this job sector.				
Agree	36 [30.45]	49 [54.55]	3.95	.139
Disagree	27 [34.03]	68 [60.97]		
Unsure	33 [31.52]	55 [56.48]		

Question	Education-Related Field		$\chi^2(2)$	*p*
	No	Yes		
Q11: It is vital that both males and females are recruited in my profession or current job.				
Agree	17 [9.31]	9 [16.69]	12.04	.002
Disagree	67 [76.30]	146 [136.70]		
Unsure	12 [10.39]	17 [18.61]		
Q12: The public tends to be wary of men who work in my profession or current job.				
Agree	72 [64.64]	109 [116.36]	4.29	.117
Disagree	9 [13.21]	28 [23.79]		
Unsure	14 [17.14]	34 [30.86]		
Q13: The gender of workers is irrelevant in my profession or current job.				
Agree	21 [23.01]	43 [40.99]	2.29	.318
Disagree	65 [59.69]	101 [106.31]		
Unsure	10 [13.30]	27 [23.70]		
Q14: Pupils identify more readily with workers of the same gender in my profession or current job.				
Agree	24 [30.45]	61 [54.55]	3.63	.163
Disagree	31 [26.15]	42 [46.85]		
Unsure	41 [39.40]	69 [70.60]		
Q15: More males are needed to be 'role models' in my profession or current job.				
Agree	34 [25.81]	38 [46.19]	12.42	.002
Disagree	44 [57.36]	116 [102.64]		
Unsure	17 [11.83]	16 [21.17]		
Q16: Males have a crucial part to play in fostering positive attitudes among young males in my profession or current job.				
Agree	14 [9.64]	13 [17.36]	6.96	.031
Disagree	65 [73.57]	141 [132.43]		
Unsure	16 [11.79]	17 [21.21]		

Note. Numbers in brackets represent the expected values of the cell.

The results of the analysis for Q9 was significant, $\chi^2(2) = 12.50$, $p = .002$, indicating that there was a relationship between Q9 and working in an education-related field. Question 9 stated: My profession or current job is a career equally suitable for both

men and women. There were fewer participants grouped into Agree and who said they were working in an education-related field than expected. There were more participants grouped into Disagree (Q9) and who indicated they were working in an education-related field than expected. There were fewer participants grouped into Unsure and who said they were working in an education-related field than expected. Therefore, people in an education-related field tended to disagree with this statement, implying that they thought their respective careers were not equally suitable for both genders.

The results of the chi square analysis for Q11 were also significant, $\chi^2(2) = 12.04$, $p = .002$, suggesting there was a relationship between Q11 and working in an education-related field. Question 11 stated: It is vital that both males and females are recruited in my profession or current job. There were fewer participants grouped into Agree and Yes (working in an education-related field) than expected. There were more participants grouped into Disagree and who indicated that they were working in an education-related field than expected. There were fewer participants grouped into Unsure and who indicated that they were working in an education-related field than expected. This would imply that those who completed this survey in the Education Field disagreed that both genders were necessary to be recruited for employment in an education field.

Although Question 12 was not directly significant, it did imply that both genders were not necessary for their respective jobs. It was simply not far enough from random chance to be considered a significant finding. This appeared to coincide with researchers such as McNeil (2007) and Drudy (2008) that agreed job performance quality in the workplace was more desired than a particular gender.

The results of the analysis for Q15 were significant, $\chi^2(2) = 12.42$, $p = .002$, suggesting there was a relationship between Q15 and working in an education-related field. Question 15 stated: More males are needed to be 'role models' in my profession or current job. There were fewer participants grouped into Agree and who reported that they were working in an education-related field than expected. There were more participants grouped into Disagree and who were working in an education-related field than expected. There were fewer participants grouped into Unsure that were working in an education-related field than expected.

The results of the analysis for Q16 were also significant, $\chi^2(2) = 6.96$, $p = .031$, suggesting there was a relationship between Q16 and working in an education-related field. Question 16 stated: Males have a crucial part to play in fostering positive attitudes among young males in my profession or current job. There were fewer participants grouped into Agree and who reported working in an education-related field than expected. There were more participants grouped into Disagree and who were working in an education-related field than expected. There were fewer participants grouped into Unsure and who were working in an education-related field than expected. This suggested that teacher quality was more essential than teacher gender in the workplace as previous research had suggested.

In conclusion, both research questions focused on the attitudes of males employed in both education- and noneducation-related fields towards teaching. Their responses to motivation-related questions and perceptions towards gender equivalence in their respective workplaces showed some interesting results where some questions had

significant outcomes and others did not. The pilot study was not intended to reliably set scales for the 16 survey questions; however, it did allow analysis of individual scores and not focus on question grouping. The pilot also helped determine instrument reliability is not good for creating scores and response variability was allowed since the questions were not grouped together. Despite that Cronbach's alpha and the split-half reliability were not useful at describing the individual scores, the tests verified that more than two data scales were present and those individual scores were a good decision to analyze rather than grouping data sets.

These results indicated that there were fewer males (both educators and noneducators) in the suburban school district that responded positively towards more males being necessary in the education classroom. The results show that male educators were not necessarily deemed as an essential part of a successful education program, despite previous research that suggested they could be the missing link to improve male student motivation and achievement within the education framework. Teacher quality seemed to be more integral as opposed to gender diversity within a young male student's educational career. One might even suggest that the trend of fewer males entering education was expected, and that the motivational strategies to improve male student achievement should be sought in teacher quality, rather than focusing on the teacher gender and/or complexities of the variables that were discussed.

As previously mentioned, this subject continued to remain an extremely complex issue. The district data did not seem to support male teachers making the extremely positive correlation with increased male achievement as the researcher had previously

suggested and discussed in the literature review. The discussion of findings, its interpretations, implications for change, recommendations for further study, and conclusions are further described in Section 5.

Section 5: Discussion, Conclusions, and Recommendations

Discussion of Findings

Many male educators were not spending their entire teaching career in public K-12 districts. Some high school graduates might spend their entire education never having been educated by a male teacher. Many middle school programs, like a Title I middle school in a suburban school district identified in this study, had not addressed these needs in their recruiting programs. Prior research showed that youngsters needed positive male role models (Addi-Raccah, 2005; Bentley, 2008; Carrington, 2002; Chmelynski, 2006; Costello, 2008; Cushman, 2005; Drudy, 2008; Ferguson, 2005; Francis et al*, 2*008; Francisa, 2008; Gibb, Fergusson, Horwood, 2008; Hansen, 2009; Jones, 2003; Jones, 2009; McNeil, 2007; Milloy, 2003; Mills, Haase, & Charlton, 2008; Mills, Martino, & Lingard, 2004; Nelson, 2006; Neugebauer, 2008; Okezie, 2003; Sanders, 2002; Scelfo, 2007; Smiles, 2002; Training & Development Agency for Schools, 2008; Washington, (2009). If schools were going to continue to address the growing needs of every subgroup within their school improvement and targeted assistance plans, then increasing the number of male educators might have been considered to provide assistance to an increasingly troubled testing demographic: male students (Costello, 2008).

The framework for this study focused on males' perceptions of teaching from both education and noneducation professions (Carrington, 2002; Jantzen 1981). The purpose of this quantitative study was to investigate why males chose their current profession, and whether or not gender was significant in their workplace. Data analyses included using descriptive statistics to compare responses made for the survey completed

by both employees and nonemployees in a suburban school district in the southeastern United States. In Section 4, Tables 5 and 6 showed the percentage of those participants responding to the 16 survey questions did not show great significance from the expected outcomes as suggested in the hypotheses, with the exception of five items: (Q8, Q9, Q11, Q15, and Q16).

There was a shortage of male teachers in a suburban school district, especially in a Title I middle school where the researcher has remained an employee. There were no official district or school plans to attract, recruit, or retain primarily male teachers. This study did not identify that male educators would necessarily have a direct impact on providing a significant difference in the educational setting; therefore, there seemed to be no immediate need for school district officials to develop strategies to recruit more males to enter teaching (Addi-Raccah, 2005; Drudy, 2008; Mills, Martino, & Lingard, 2004; Smiles, 2002).

The purpose of this study was to analyze the perceptions of males towards teaching to explore their motivation for entering their current profession. Initially, I felt this study could help guide future studies interested in investigating strategies that might better attract, recruit, and retain male employees by finding motivational factors that push males to either choose or reject education as their primary career. Conversely, the results suggest recruiting more male educators is not necessary to motivate and improve males' perceptions of education. These will be made available to the district employees, as well as those that participated from the noneducation category via email.

I also originally proposed that this could also potentially have a lasting impact if male educators did indeed play a vital role in helping shape young students' (primarily males') futures as they progress throughout their education by analyzing the role of male educators in the workplace and perception of whether or not gender workplace equivalence is significant in the participating males' professions. There was also an argument that increasing male participation in early childhood could reinforce traditional hegemonic views of masculinity and perpetuate inequality (Jones, 2009). However, this study's results did not show any statistical significance between educators and noneducators in response to either research question that pertained to motivations or gender equivalence in the workplace. Many of the results actually led me to believe that teacher quality is much more essential than teacher gender to males when choosing a profession or job.

Interpretation of Findings

1. Motivations for participating male educators and noneducators choosing their professions.
2. Whether or not gender equivalence is significant to those males in their chosen workplaces.

This section will first address the interpretations accumulated from descriptive statistic data regarding motivation factors and survey results. Additionally, the demographics were entered simultaneously into a logistic regression model predicting completion of the survey. Then, the chi square tests concerning differences between educators and noneducators were discussed. This study's research interpretations and

hypotheses were carefully examined. In conclusion, the final explanations from all data analyses were conferred.

Primary Motivator for Males Entering Their Chosen Profession

Research Question 1 contained the null hypothesis that there is no statistically significant difference between the motivations of males entering the teaching field and those that do not enter teaching as their chosen profession. To assess Research Question 1, eight chi square tests of independence were conducted between whether men are working in a field they originally pursued (yes vs. no) and their perceptions of their current profession (Q1 – Q8). Each of the eight questions has three levels: Agree, disagree, and unsure. The chi square analyses between field originally pursued and Q1, Q2, Q3, Q4, Q5, Q6, and Q7 were not significant, suggesting there is no relationship between field originally pursued and these perception variables ($p > .050$). The absence of a relationship suggests that Q1, Q2, Q3, Q4, Q5, Q6, and Q7 responses were not significantly different from what was expected—that is, both groups answering the questions similarly. The chi square analysis between field originally pursued and Q8 was significant, $\chi^2(2) = 7.16$, $p = .028$, suggesting there is a relationship between Q8 and field originally pursued.

Q8 stated: My profession or current job is reasonably paid for the work involved. There were more participants grouped into Agree and Yes (field originally pursued) than expected. There were fewer participants grouped into Disagree and Yes than expected. Most of the research discussed earlier suggested that most males generally choose against entering education due to lack of pay compared to other professions (Addi-Raccah, 2005;

Administration of Education Programs, 2008; Chmelynski, 2006; Cushman, 2005; Drudy, 2008; Hansen, 2009; McNeil, 2007; Mills, Martino, & Lingard, 2004; Nelson, 2006); therefore, there were more participants grouped into Unsure and Yes than expected. This might indicate that job satisfaction amongst these participating males is based on more factors than solely monetary compensation, such as intrinsic motivations that might be further analyzed with subsequent studies.

Perception of Gender Significance Regarding K-12 Education

Research Question 2 stated that there was no statistically significant difference between the perceptions of males in teaching compared to nonteaching fields regarding the significance of gender regarding K-12 education. This supported much of the research that previously represented the premise that male teachers have not directly linked higher achievement and motivation to male students (Conner, 2007; Cox, Matthews, & Associates, 2005; Francis et al,. 2008; Francisa, 2008; Gibb, Fergusson, Horwood, 2008; Jantzen, 1981; Mowrer-Reynolds, 2008; Nelson, 2006; Slate & Jones, 2003).

To assess Research Question 2, eight chi square tests of independence were conducted between whether men are working in an education-related field (yes vs. no) and their perceptions of gender significance regarding K-12 education (Q9 – Q16). Each of the eight questions has three levels: Agree, Disagree, and Unsure.

The results of the chi square analyses between working in an education related field and Q10, Q12, Q13, and Q14 were not significant, suggesting there is no relationship between men working in an education related field and these variables ($p >$ .050). The absence of a relationship suggests that Q10, Q12, Q13, and Q14 responses

were not significantly different from what the expectation that both groups would answer the questions similarly.

The results of the analysis for Q9 was significant, χ^2 (2) = 12.50, p = .002, indicating that there is a relationship between Q9 and working in an education-related field. Question 9 stated: My profession or current job is a career equally suitable for both men and women. There were fewer participants grouped into Agree and who said they are working in an education-related field than expected. There were more participants grouped into Disagree (Q9) and who indicated they are working in an education-related field than expected. There were fewer participants grouped into Unsure and who said they are working in an education-related field than expected.

The results of the chi square analysis for Q11 was also significant, χ^2 (2) = 12.04, p = .002, suggesting there is a relationship between Q11 and working in an education-related field. Question 11 stated: It is vital that both males and females are recruited in my profession or current job. There were fewer participants grouped into Agree and Yes (working in an education-related field) than expected. There were more participants grouped into Disagree and who indicated that they are working in an education-related field than expected. There were fewer participants grouped into Unsure and who indicated that they are working in an education-related field than expected.

The results of the analysis for Q15 was significant, χ^2 (2) = 12.42, p = .002, suggesting there is a relationship between Q15 and working in an education-related field. Question 15 stated: More males are needed to be role models in my profession or current job. Much research submits that more males need to be role models for young men

throughout their education. (Francis et al*,* 2008; Holsendolph, 2007; Jones, 2009; Lee, & Kushner, 2008; Okezie, 2003; Skelton, 1991; Washington, 2009). There were fewer participants grouped into Agree and who reported that they are working in an education-related field than expected. There were more participants grouped into Disagree and who are working in an education-related field than expected. There were fewer participants grouped into Unsure and who are working in an education-related field) than expected.

The results of the analysis for Q16 was also significant, $\chi^2(2) = 6.96$, $p = .031$, suggesting there is a relationship between Q16 and working in an education-related field. Question 16 stated: Males have a crucial part to play in fostering positive attitudes among young males in my profession or current job. There were fewer participants grouped into Agree and who reported working in an education-related field than expected. This appears to support McNeil (2007) who contended that the quality of teaching and learning in education was of the utmost importance, and did not hinge upon the gender of teachers.

There were more participants grouped into Disagree and who were working in an education-related field than expected (Neugebauer, 2008; Sanders, 2002; Smiles, 2002; Jones, 2009; Francisa, 2008). There were fewer participants grouped into Unsure and who were working in an education-related field than expected (Jones, 2009). This might contribute to the unanswered hypothesis and overall notion that many people are not sure whether or not gender equivalence has any substantial effect on performance in the workplace; i.e. male teachers having a greater effect than their female counterparts on male students (Nelson, 2006).

Discussion of Findings

The theoretical bases of post positivism and social constructivism for this study were that there was a shortage of male teachers in current K-12 public education. There was also a distinct possibility that increasing the number of male teachers in public K-12 school districts could potentially impact male student achievement and motivation throughout their educational careers (Cushman, 2005; Francis et al*, 2*008; Mills, Haase, & Charlton, 2008; Scelfo, 2007). Male educators and noneducators did not believe that gender was relevant in their profession, nor did it have a significant impact in recruiting more males to enter the field.

The majority of participants that completed the survey did not vary when compared to the expected outcomes for research question one. This was demonstrated by only Q8 suggesting a significant difference from expectance regarding salary. Most males felt they were reasonably paid in their profession for the work they completed. On the other hand, some participants in this study demonstrated some significance in particular statements. Research question two had 4 items that showed great significance amongst educators, primarily Q9, Q12, Q15, and Q16 all featured more participants responded either unsure or disagree to questions that pertained to the need for more gender equivalence in education.

As the aforementioned demonstrated, chi square analyses were conducted for Q1 – Q8 for research question one, and Q9 – Q16 for Research Question Two. Research Question One examined differences in responses based on whether they were in the field they originally pursued. Responses significantly differed for Q8 only amongst both

educators and noneducators. Research question two examined differences in responses based on if they were in an education related field. Responses significantly differed for Q9, Q11, Q15, and Q16 amongst both groups of participants.

The results of the analysis significance for Q's 9, 11, 15, and 16 respectively were as follows: Q9: $\chi^2(2) = 12.50$, $p = .002$; Q11: $\chi^2(2) = 12.04$, $p = .002$, Q15: $\chi^2(2) = 12.42$, $p = .002$; Q16: $\chi^2(2) = 6.96$, $p = .031$, suggesting that male educator respondents did not feel gender equivalence was necessary in their fields, or promoted a significant difference in the lives of students. These results would signify that fewer participants responded to the question as expected by the hypotheses. Perhaps this also meant that the results could not fully conclude that each participating male felt as was suggested in the hypotheses.

One limitation of the pilot study and the actual study related to the sample of participants. Both the pilot and actual survey were voluntary and were not offered to its entire population (i.e. female staff and students). Neither survey was offered to the entire population of the suburban school district's employees, the Title I middle school within the suburban school district, nor the liberal arts university's entire staff/students due to unrelated interest regarding the research questions. In this particular study, only responses from willing male participants were desired; therefore, this study did not require feedback from female educators and/or noneducation employees living within the district. Furthermore, the Title I middle school was only one of the three district regions in the suburban school district in the southeastern United States; therefore, the other two district regions were not solicited for responses.

Participants were instructed to click on the "I Agree" tab to grant their official consent to proceed with the online survey. The percentage of usable surveys was strikingly similar for both studies: the pilot study was 84.6% while the actual study returned a usable survey rate of 83.6%. There were some participants that did not answer the survey statements upon completing the demographic information (approximately 15.4% for the pilot and 16.4% for the actual doctoral study). The overall response rates for both studies were as follows: 6.7% for the pilot study and 17% for the actual study.

Implications for Social Change

This study examined the perceptions of males in both education and noneducation professions. Results have indicated that both groups answered the questions similarly, or as I expected in the original hypotheses based on the research that suggests the motivational factors held by males; i.e. salary, work status, prestige, equality to name a few. There were some exceptions, as previously mentioned. For research question one, the chi square analysis between field originally pursued and Q8 was significant, $\chi^2(2) = 7.16$, $p = .028$, suggesting there is a relationship between Q8 and field originally pursued. For research question two, the results of the analysis significance for Q's 9, 11, 15, and 16 respectively were as follows: Q9: $\chi^2 (2) = 12.50$, $p = .002$; Q11: $\chi^2 (2) = 12.04$, $p = .002$, Q15: $\chi^2 (2) = 12.42$, $p = .002$; Q16: $\chi^2 (2) = 6.96$, $p = .031$, suggesting there is a relationship between each of these questions and working in an education-related field. These results would signify that fewer participants responded to the question as expected by the hypotheses.

Positive social change could be implemented in a variety of ways, but teacher quality was still considered to be the primary factor that affected male student motivation and achievement that used gender equivalence as a variable for comparison. The knowledge gathered from this study could influence the research and recruitment procedures practiced by school districts if gender equivalence in our schools was deemed necessary by increasing the number of male educators. As indicated by the study results, this was not necessarily deemed essential by participating respondents from the suburban school district. This study suggested that most of the responses did not show gender equivalence being necessary for students as they pursued their education. As prior research suggested, teacher quality was much more vital to promote higher achievement and motivation amongst young males (Bentley, 2008; Hansen, 2009; Jones, 2009; McNeil, 2007; Workforce Development Council, 2009).

In potential future studies, if a subsequent researcher further analyzed the suburban school district's data, the need to address the shortage of male educators could be re-evaluated in light of low achievement scores amongst male students, or fewer males wishing to enter education as a career. Similar school districts with comparable demographics or strategic goals then could provide the district with specific tools on identifying factors that could affect young men and their decisions concerning whether or not to enter an education profession, or pursue a higher degree of education (Conner, 2007; Cox, Matthews, & Associates, 2005; Francis *et al,.* 2008; Francisa, 2008; Gibb, Fergusson, Horwood, 2008). If future studies focused on more detailed explanations of those surveyed, interviews and focus groups might posit more accurate responses for

encouraging males to enter the teaching profession. Therefore, the survey instrumentation needed refinement to assist in a qualitative research design approach. By finding better ways to promote education as a positive career, school districts could improve recruitment strategies and make their stakeholders aware of these social issues that our future faced if not properly addressed (Francisa, B, 2008; Hatch, 2002; Lee & Kushner, 2008; Mowrer-Reynolds, 2008; Mills, Martino, & Lingard, 2004; Shangai, 2011; Training & Development Agency for Schools, 2008).

Recommendations for Action

Schools should continue to seek ways to increase student achievement and address all subgroup needs as outlined in all federal, state, and local strategic plans. One strategy to consider when helping adolescents was increasing the number of male teachers in our school systems. Administrators and teachers should continue to investigate ways to address all their students' needs and consider all variables that could potentially contribute positive growth in student achievement and standardized test scores (Ferguson, 2005; Gibb, Fergusson, Horwood, 2008).

These factors would measure potential student effectiveness in high school and beyond. Because there were some significant statement responses, practices that promote more male-friendly environments should be encouraged to help increase motivation amongst this group (Training & Development Agency for Schools, 2008). Data supported that more males need to be involved in the educational setting. Adopting these suggestions will support male students throughout their educational careers. The

researcher provided a result summary to the district's Department of Curriculum and Instruction.

Recommendations for Further Study

This study focused on male perceptions of teaching by investigating motivation and perception of gender equivalent significance in the workplace. Based upon the findings of this study, there are some recommendations being offered for future studies:

1. Other researchers might want to conduct a qualitative or mixed methods research approach where interviews or focus groups could be considered to receive a more detailed rationale for attitudes held by males of motivation factors and perception of gender equivalent significance in education.

2. Conduct a district-wide longitudinal study to track male students' perceptions of motivation factors and gender equivalent significance in education from their earliest elementary years through high school.

3. The participants that completed this study represented 17% of the population for a suburban public school district in the southeastern United States. A recommendation for a follow-up study would include a much larger sample. Creative Research Systems suggests a sample size of 310. If all 329 participants had completed beyond the demographic information, then this number would have been met.

4. The sample of noneducators included parents from only one of the 16 schools in the district. Data analyses of the other 15 schools are recommended. A qualitative approach might help to better understand the issue of males not entering the teaching profession; therefore, the survey instrument also needs refinement to be an appropriate tool for that research approach.

5. This study should be simulated at other schools with comparable demographics.

6. Analyze data based on specific subgroups, such as race, socioeconomic level, or other comparisons of gender.

7. More research needs to be conducted on developing valid and reliable instruments for use in research in this area.

Concluding Statement

This study examined males' perceptions of motivational factors in choosing their profession and perceptions of gender equivalent significance in the workplace. However, there were few studies that have demonstrated any significance on teacher gender impacting student achievement in any way. Most studies concluded that teacher quality was one of the most important factors that have contributed to increased motivation and achievement amongst students, primarily males. Previous studies concluded that student achievement was based on a variety of factors, and did not just relate to one component but data could be drastically altered when there was an impact. Although the research did

not indicate that male teachers directly influenced male achievement or motivation, the lack of male educators at all levels was still an interesting discussion point to gain more insight as to why males chose to enter their various professions.

There were some areas of significance throughout this study by using the aforementioned quantitative descriptive statistics. There were fewer responding males that disagreed that they were reasonably paid for the profession. More respondents agreed that their salary or job pay was reasonable compared to the expected value. This was expected to be lower since so much research suggests there are fewer male teachers because of the low starting salaries compared to other business professions. There were also fewer males that believed gender equivalence was a major factor compared to the expected value. For example, fewer male respondents indicated that more males are necessary to serve as male role models, or promote positive attitudes for young boys in their respective professions than the expected value. This would indicate that fewer males responded that gender plays any significance in the successful completion of their expected workloads; inapplicably, employee quality is deemed more necessary than balancing gender percentages in the workplace.

The number of male teachers working in the schools has declined, and the trend has not shown any changes over the last 40 years (Cushman, 2005). Although the research did not indicate any direct correlation between male teachers and the motivation for males to enter their chosen professions, or the need to provide for gender equivalence within schools, results did indicate that male teachers are necessary. They have provided unique qualities that separate them from their female counterparts, as they have delivered

a sense of diversity that many young children have longed for in their early years of education. They have provided a sense comfort and security for many young children that have not had the privilege of being instructed by positive male role models at home or in recreation. The need for more males in our school systems has been present in our society, and this issue has continued to stress the importance for their manifestation in a long-overdue way.

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Appendix A: "Attitudes of Males About Teaching Grades K-12 in a Public School District"

Survey

Demographic Information:

1. What is your age?
    a. 18-29
    b. 30-49
    c. 50-64
    d. Over 65
2. Would you describe yourself as:
    a. White
    b. Black or African-American
    c. American Indian or Alaska Native
    d. Asian Indian
    e. Japanese
    f. Native Hawaiian
    g. Chinese
    h. Korean
    i. Guamanian or Chamorro
    j. Filipino
    k. Vietnamese
    l. Samoan
    m. Other Asian (examples: Hmong, Laotian, Thai, Pakistani, Cambodian, and so on)
    n. Other Pacific Islander (examples: Fijian, Tongan, and so on)
    o. Some other race
3. What is the highest level of education you have completed?
    a. High school diploma
    b. Associate's degree

c. Technical certificate

d. Bachelor's/4-year degree

e. Master's degree

f. Ed.S. or other professional degree

g. Doctoral degree

h. Other ___ (Specify)

4. Which college field did you obtain (or are currently obtaining) your first undergraduate major?

    a. Arts (art, music, theatre, communication, etc.)

    b. Business (accounting, finance, marketing, computer sciences, etc.)

    c. Letters & Sciences (sciences, English, various languages, social sciences, etc.)

    d. Education & Health Sciences (teaching, nursing, exercise science,

    e. Other ___ (Specify)

5. Are you currently working in an education-related field (teaching, administration, etc.)

    a. Yes

    b. No

6. Are you currently employed in the field you originally pursued as your first undergraduate major?

    a. Yes

    b. No

7. Are you currently:

    a. Student

    b. Teacher

    c. Administrative Staff

    d. Non-teaching staff

    e. Other ___ (Specify)

Please answer each question with the appropriate response: Agree, Unsure, or Disagree.

1. I have chosen my profession or current job because it offers a reasonable assurance of an adequate income.

   Agree Unsure Disagree

2. My choice is motivated by a feeling of an obligation to society in meeting the great demand for positive male role models.

   Agree Unsure Disagree

3. The enthusiasm of some former male teacher for his work has influenced my choice.

   Agree Unsure Disagree

4. A former male teacher wanted me to enter my profession or current job.

   Agree Unsure Disagree

5. I chose my profession or current job because of my special interest in dealing with children and/or young people.

   Agree Unsure Disagree

6. The opportunity for service to mankind has influenced me to enter my profession or current job.

   Agree Unsure Disagree

7. My profession or current job is a well-respected career.

   Agree Unsure Disagree

8. My profession or current job is reasonably paid for the work involved.

   Agree Unsure Disagree

9. My profession or current job is a career equally suitable for both men and women.

   Agree Unsure Disagree

10. Increasing the number of men in my profession or current job will enhance the status of this job sector.

    Agree Unsure Disagree

11. It is vital that both males and females are recruited in my profession or current job.

    Agree Unsure Disagree

12. The public tends to be wary of men who work in my profession or current job.

    Agree Unsure Disagree

13. The gender of workers is irrelevant in my profession or current job.

    Agree Unsure Disagree

14. Pupils identify more readily with workers of the same gender in my profession or current job.

    Agree Unsure Disagree

15. More males are needed to be ‘role models’ in my profession or current job.

    Agree Unsure Disagree

16. Males have a crucial part to play in fostering positive attitudes among young males in my profession or current job.

    Agree Unsure Disagree

Appendix B: Summary of Demographic Variables- Pilot Study

Table 12. Summary of Demographic Variables- Pilot study

Variables	*N*	%
Age		
18-29	128	51
30-49	37	36
50-64	19	11
Over 65	3	2
Race		
American Indian or Alaskan Native	1	0
Asian Indian	1	0
Black or African American	43	17
Japanese	0	0
Korean	2	1
Other Asian	2	1
White	197	80
Education		
Associate's degree	28	11
Bachelor's degree/4-year degree	73	30
Doctoral degree	4	1
Ed.S. or other professional degree	3	1
High school diploma	91	37
Master's degree	37	15
Technical certificate	8	3
College		
Arts	25	12
Business	60	29
Education and Health Sciences	60	29
Letters and Sciences	62	30
Education Related Field		
No	179	89
Yes	8	11
Field Originally Pursued		
No	164	67
Yes	23	33
Employment		
Administrative Staff	13	7
Non-teaching staff	20	11
Student	116	64
Teacher	32	18

Appendix C: Summary of Demographic Variables- Actual Study

Table 13. Summary of Demographic Variables- Actual Study

Variables	*N*	%
Age		
18-29	47	17
30-49	131	49
50-64	81	30
Over 65	11	4
Race		
American Indian or Alaskan Native	2	1
Asian Indian	1	0
Black or African American	34	13
Japanese	1	0
Korean	1	0
Other Asian	2	1
White	225	85
Education		
Associate's degree	23	8
Bachelor's degree/4-year degree	41	15
Doctoral degree	42	15
Ed.S. or other professional degree	48	18
High school diploma	41	15
Master's degree	66	24
Technical certificate	10	4
College		
Arts	23	10
Business	49	21
Education and Health Sciences	83	35
Letters and Sciences	81	34
Education Related Field		
No	96	36
Yes	172	64
Field Originally Pursued		
No	153	58
Yes	110	42
Employment		
Administrative Staff	34	15
Non-teaching staff	20	9
Student	49	22

Teacher	120	54

Note: Percentages may not total to 100 due to rounding error.

Appendix D: Chi Square Analyses for Pilot Study for Q1-8

Table 14. Chi Squares between Field Originally Pursued and Q1 – Q8 for Pilot

Question	Field Originally Pursued: No	Field Originally Pursued: Yes	$\chi^2(2)$	*p*
Q1: I have chosen my profession or current job because it offers a reasonable assurance of an adequate income.				
Agree	21 [22.1]	13 [11.9]	0.97	.615
Disagree	10 [8.5]	3 [4.5]		
Unsure	90 [90.4]	49 [48.6]		
Q2: My choice is motivated by a feeling of an obligation to society in meeting the great demand for positive male role models.				
Agree	40 [39.1]	20 [20.9]	1.36	.506
Disagree	23 [26.1]	17 [13.9]		
Unsure	57 [54.8]	27 [29.2]		
Q3: The enthusiasm of some former male teacher for his work has influenced my choice.				
Agree	50 [50.7]	28 [27.3]	4.68	.088
Disagree	26 [20.8]	6 [11.2]		
Unsure	45 [49.4]	31 [26.6]		
Q4: A former male teacher wanted me to enter my profession or current job.				
Agree	80 [75.5]	36 [40.5]	3.13	.210
Disagree	19 [18.9]	10 [10.1]		
Unsure	22 [26.7]	19 [14.3]		
Q5: I chose my profession or current job because of my special interest in dealing with children and/or young people.				
Agree	77 [71.6]	33 [38.4]	6.95	.031
Disagree	10 [7.8]	2 [4.2]		
Unsure	34 [41.6]	30 [22.4]		
Q6: The opportunity for service to mankind has influenced me to enter my profession or current job.				
Agree	40 [34.5]	13 [18.5]	5.47	.065
Disagree	10 [13.7]	11 [7.3]		
Unsure	71 [72.9]	41 [39.1]		
Q7: My profession or current job is a well-respected career.				
Agree	14 [11.7]	4 [6.3]	5.44	.066
Disagree	32 [27.2]	10 [14.8]		
Unsure	74 [81.1]	51 [43.9]		
Q8: My profession or current job is reasonably paid for the work involved.				
Agree	23 [26.0]	17 [14.0]	2.77	.250
Disagree	18 [15.0]	5 [8.0]		
Unsure	80 [80.0]	43 [43.0]		

Appendix E: Chi Square Analysis for Pilot Study Q9-16

Table 15. Chi square Tests between Working in Education-Related Field and Q9 – Q16 for Pilot

Question	Education-Related Field: No	Education-Related Field: Yes	$\chi^2(2)$	*p*
Q9: My profession or current job is a career equally suitable for both men and women.				
Agree	13 [11.5]	2 [3.5]	2.66	.265
Disagree	11 [9.2]	1 [2.8]		
Unsure	119 [122.2]	40 [36.8]		
Q10: Increasing the number of men in my profession or current job will enhance the status of this job sector.				
Agree	53 [47.6]	9 [14.4]	11.49	.003
Disagree	52 [48.4]	11 [14.6]		
Unsure	37 [46.1]	23 [13.9]		
Q11: It is vital that both males and females are recruited in my profession or current job.				
Agree	26 [21.5]	2 [6.5]	10.99	.004
Disagree	20 [16.1]	1 [4.9]		
Unsure	96 [104.4]	40 [31.6]		
Q12: The public tends to be wary of men who work in my profession or current job.				
Agree	102 [97.4]	24 [28.6]	3.29	.193
Disagree	21 [22.4]	8 [6.6]		
Unsure	20 [23.2]	10 [6.8]		
Q13: The gender of workers is irrelevant in my profession or current job.				
Agree	31 [33.8]	13 [10.2]	5.37	.068
Disagree	18 [21.5]	10 [6.5]		
Unsure	93 [86.7]	20 [26.3]		
Q14: Pupils identify more readily with workers of the same gender in my profession or current job.				
Agree	49 [49.1]	15 [14.9]	1.89	.388
Disagree	47 [43.8]	10 [13.2]		
Unsure	46 [49.1]	18 [14.9]		
Q15: More males are needed to be ‘role-models’ in my profession or current job.				
Agree	56 [46.9]	5 [14.1]	17.84	.001
Disagree	29 [26.1]	5 [7.9]		
Unsure	58 [70.0]	33 [21.0]		
Q16: Males have a crucial part to play in fostering positive attitudes among young males in my profession or current job.				
Agree	21 [16.9]	1 [5.1]	7.84	.020
Disagree	29 [26.1]	5 [7.9]		
Unsure	92 [99.0]	37 [30.0]		

Note. Numbers in brackets represent the expected values of the cell.

Appendix F: Letter of Cooperation Pilot study- Cooperating University

01/24/14

Dear Jonathan M. Bracewell,

Based on my review of your research proposal, I give permission for you to conduct the study entitled "Attitudes of Males About Teaching Grades K-12 in a Public School District" within a liberal arts university located in the southeastern United States.

As part of this study, I authorize you to complete the following activities:

- Make initial contact with potential participants (students and faculty/staff) via the university database provided by the Director of Institutional Research
- Provide the survey website link via e-mail for "Attitudes of Males About Teaching Grades K-12 in a Public School District" to be completed via the Survey Monkey website
- Provide the option for participant consent and protection via e-mail within the survey link
- Send a follow-up e-mail within the 3-week period if minimum number of 150 participants has not been met
- Disseminate pilot and doctoral study results via e-mail once data collection and analysis has been completed

Individuals' participation will be voluntary and at their own discretion. We understand that our organization's responsibilities include:

- The university's IRB will read and review all pilot/doctoral study application components and respond within the specified timeframe as mentioned in the university's IRB guidelines.
- The supervising faculty member will facilitate dialogue and/or provide appropriate university representative contact information if questions arise during the pilot study.
- The e-mail addresses for appropriate university's students and staff will be provided by the appropriate personnel for this study.

We reserve the right to withdraw from the study at any time if our circumstances change. I confirm that I am authorized to approve research in this setting. I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the university's IRB.

Sincerely,
XXXXXX
Cooperating University

Appendix G: Letter of Cooperation Actual study- Suburban School District

04/28/14

Dear Jonathan M. Bracewell,

Based on my review of your research proposal, I give permission for you to conduct the study entitled "Attitudes of Males About Teaching Grades K-12 in a Public School District" within a suburban school district in the southeastern United States.

As part of this study, I authorize you to complete the following activities:

- Make initial contact with potential participants associated with the suburban school district in the southeastern United States (faculty/staff) via the district e-mail database
- Make initial contact with potential participants not associated with the suburban school district in the southeastern United States (parents of a Title I middle school in the suburban school district students) via e-mail
- Provide the survey link via e-mail for "Attitudes of Males About Teaching Grades K-12 in a Public School District" to be completed via the Survey Monkey website
- Provide the option for participant consent and protection via e-mail within the survey link
- Send a follow-up e-mail after the 3-week period if minimum number of 200 participants has not been met
- Disseminate doctoral study results via e-mail once data collection and analysis has been completed

Individuals' participation will be voluntary and at their own discretion. We understand that our organization's responsibilities include:

- The district's research board will read and review all doctoral study application components and respond within the specified timeframe as mentioned in the district's IRB guidelines.
- The supervising county official will facilitate dialogue and/or provide appropriate school district representative contact information if questions arise during the doctoral study.
- The e-mail addresses will also be provided by the county official for appropriate district faculty/staff to be asked to volunteer for this study.

We reserve the right to withdraw from the study at any time if our circumstances change. I confirm that I am authorized to approve research in this setting. I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the district research board.

Sincerely,

Appendix H: Data Use Agreement Pilot study- Liberal Arts University

1/24/14

Dear XXXXXX,

I have obtained my doctoral committee and the Walden University URR's support to collect data for my research project entitled "Attitudes of Males About Teaching Grades K-12 in a Public School District." I am currently in the process of final IRB approval from Walden University before I may collect any permission or any data from willing participants. I am seeking your assistance in this pilot study to validate the survey instrument being used for the subsequent doctoral study.

I am requesting your cooperation in the data collection process. I propose to collect data from April 14-May 5. The 32-item survey is being developed via Survey Monkey and would take approximately 5-7 minutes to complete by willing participants. The study focuses on the attitudes held by male students (junior-level or higher) and male employees at a liberal arts university in the southeastern United States; however, any willing employee could complete at convenience within the 3-week period as well. I will coordinate the exact times of data collection with you in order to minimize disruption to your instructional activities.

If you agree to be part of this research project, I would ask that you provide any available information that pertains to university demographic statistics regarding its employees. My study is specifically geared towards analyzing the perceptions of males towards teaching; therefore, it is vital to compare the percentages of male students and faculty members in the university system to have comparable data to other institutions across the state and nation.

I would also request access to e-mail addresses for possible participating male students (or assistive system subgroups containing those e-mail addresses) that are currently enrolled at the university. I would also request approval to seek participation from faculty members since many have possibly taken alternate routes to becoming educators. These e-mail addresses would not be shared with anyone and would remain on file simply for verification purposes as part of Walden University's participant agreement regulations. The names and/or addresses would not be used as part of the data analysis process but would simply be available to myself for sending a follow-up e-mail to publish access for study results.

If you prefer not to be involved in this study, that is not a problem at all.

If circumstances change, please contact me via e-mail: jonathan.bracewell@walton.k12.ga.us or jonathan.bracewell@waldenu.edu.

Thank you for your consideration. I would be pleased to share the results of this study with you if you are interested.

I am requesting that you reply to this e-mail with "I agree" to document that I have cleared this data collection with you.

Sincerely,
Jonathan M. Bracewell

Appendix I: Electronic Consent Form Pilot study- Liberal Arts University

You are being asked to participate in a research project conducted by Jonathan M. Bracewell, a doctoral student in the Teacher Leadership program at Walden University. The researcher received his previous B.S., M.Ed., and Ed.S. degrees at a liberal arts university in the southeastern United States. The researcher has requested XXXXXX to serve as the faculty supervisor for this doctoral study. The role as faculty supervisor is to serve as a mediator and assist with IRB follow-up procedures as the researcher completes this study.

I. Purpose:

The purpose of this project is to understand why males choose to enter teaching in grades K-12 compared to the perception held by those males who choose non-teaching fields. Researchers have documented a shortfall of male teachers at all levels of K-12 education and predict that this problem will continue. Students and/or faculty/staff at the university are being asked to submit their responses as part of a pilot study to validate the survey that focuses on the perceptions of male teachers and questions regarding gender equivalence in the workplace.

II. Procedures:
The electronic survey request being sent will be submitted through the Survey Monkey website. The survey will feature a short letter followed with option for electronic consent, 8 non participant-revealing demographic items, and the 16-item survey that will seek to address the 2 primary research questions: 1) motivation for choosing their profession and 2) perceptions of gender-significance in their respective workplace/study field. The duration for participants to complete this survey should last between 5-7 minutes.

III. Possible Risks or Discomforts:
There are no known risks (economic, social, or psychological) associated with this study. It will only take each participant approximately 5-7 minutes to complete the 16-item instrument. If students feel added stress or discomfort at any point throughout the survey, they may discontinue their participation. There is no extra cost for responding to this survey since each student or faculty/staff member receives Internet access on-campus as well as an included university e-mail address.

IV. Potential Benefits:
The anticipated benefits for your participation will be to help the researcher analyze the perceptions of males towards teaching and the impact that gender relevance coincides to your respective occupation or career choice. The anticipated benefit to the educational community is data to inform and provide understanding of possible reasons for a shortage of males in teaching. This research has the potential to create a social change in the attitudes of males towards teaching. The results may indicate a need to find better solutions in attracting, recruiting, and retaining more male teachers if motivation and gender significance play a statistically significant role in males choosing to enter the profession.

V. Costs and Compensation:
There is no monetary compensation being offered for completion of this doctoral study.

VI. Confidentiality:
This study is completely voluntary and your identification will remain anonymous because you will not provide any potentially identity-revealing personal information for any part of this study. Some demographic information will be requested for comparing subgroups, but no information that would potentially identify participants will be required for participation. Since the study includes a website link directly to Survey Monkey and has security options monitored by the researcher, it is only accessible by those receiving the link and does not ask for any identifying information.

The data will be kept on the researcher's home computer that is password- and firewall- protected. The researcher's home is secured with double bolt locks, and the safe is fireproof. Once the five-year period has elapsed, data will be shredded and burned to ensure proper disposal occurs to keep the anonymous information completely safe.

VII. Withdrawal:
Your participation in this research study is voluntary. You may discontinue the survey at any time. Your choice to discontinue the survey will not involve penalty or loss of benefits.

For additional information about this research project, you may contact the Principal Investigator, Jonathan M. Bracewell at (706) 587-2951 or jonathan.bracewell@waldenu.edu. If you have questions about your rights as a research participant, you may contact the university's Institutional Review Board at irb@columbusstate.edu.

I have read this informed consent form. If I had any questions, they have been answered. By selecting the *I agree* radial and *Submit*, I agree to participate in this research project. ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:

- You have ready the above information
- You voluntarily agree to participate
- You are at least 18 years of age

I agree
I do not agree

Submit

On the next page, you may print this for your records.

Appendix J: Electronic Consent Form Actual Study- Suburban School District

You are being asked to participate in a research project conducted by Jonathan M. Bracewell, a doctoral student in the Teacher Leadership program at Walden University. XXXXXX is the county coordinator for district testing and research for a suburban school district in the southeastern United States.

I. Purpose:

The purpose of this project is to understand why males choose to enter teaching in grades K-12 compared to the perception held by those males who choose non-teaching fields. Researchers have documented a shortfall of male teachers at all levels of K-12 education and predict that this problem will continue. Faculty and/or staff in the district are being asked to submit their responses as part of this doctoral study that focuses on the perceptions of male teachers and questions regarding gender equivalence in the workplace.

II. Procedures:
The survey will feature 8 non participant-revealing demographic items, and the 16-item survey that will seek to address the 2 primary research questions: 1) motivation for choosing their profession and 2) perceptions of gender-significance in their respective workplace/study field. The duration for participants to complete this survey should last between 5-7 minutes.

III. Possible Risks or Discomforts:
There are no known risks (economic, social, or psychological) associated with this study. It will only take each participant approximately 5-7 minutes to complete the 16-item instrument. If participants feel added stress or discomfort at any point throughout the survey, they may discontinue their participation. There is no extra cost for responding to this survey since each faculty/staff member receives Internet access on-campus as well as an included school district e-mail address.

IV. Potential Benefits:
The anticipated benefits for your participation will be to help the researcher analyze the perceptions of males towards teaching and the impact that gender relevance coincides to your respective occupation or career choice. The anticipated benefit to the educational community is data to inform and provide understanding of possible reasons for a shortage of males in teaching.

This research has the potential to create a social change in the attitudes of males towards teaching. The results may indicate a need to find better solutions in attracting, recruiting, and retaining more male teachers if motivation and gender significance play a statistically significant role in males choosing to enter the profession.

V. Costs and Compensation:
There is no monetary compensation being offered for completing the survey.

VI. Confidentiality:
This study is completely voluntary and your identification will remain anonymous because you will not provide any potentially identity-revealing personal information for any part of this study. Some demographic information will be requested for comparing subgroups, but no information

that would potentially identify participants will be required for participation. Since the study includes a website link directly to Survey Monkey and has security options monitored by the researcher, it is only accessible by those receiving the link and does not ask for any identifying information.

The data will be kept on the researcher's home computer that is password- and firewall- protected. The researcher's home is secured with double bolt locks, and the safe is fireproof. Once the five-year period has elapsed, data will be shredded and burned to ensure proper disposal occurs to keep the anonymous information completely safe.

VII. Withdrawal:
Your participation in this research study is voluntary. You may discontinue the survey at any time. Your choice to discontinue the survey will not involve penalty or loss of benefits.

For additional information about this research project, you may contact the Principal Investigator, Jonathan M. Bracewell at (706) 587-2951 or jonathan.bracewell@waldenu.edu. If you have questions about your rights as a research participant, you may contact Walden University Institutional Review Board at irb@waldenu.edu.

I have read this informed consent form. If I had any questions, they have been answered. By selecting the *I agree* radial and *Submit*, I agree to participate in this research project. ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:

- You have ready the above information
- You voluntarily agree to participate
- You are at least 18 years of age
    - o I agree
    - o I do not agree

Submit

Appendix K: Recruitment E-mail to Potential Participants- Pilot Study

Dear Current University Student or Faculty/Staff Member,

You are being asked to participate in a research project conducted by Jonathan M. Bracewell, a doctoral student in the Teacher Leadership program at Walden University. The researcher received his previous collegiate education at the university: B.S. (Middle Grades Math/Science Education- 2005), M.Ed., and Ed.S. (both in Educational Leadership and Supervision- 2006, 2007).

The purpose of this project is to understand why males choose to enter teaching in grades K-12 compared to the perception held by those males who choose non-teaching fields. Male students and faculty/staff at the university are being asked to submit their responses as part of a pilot study to validate the survey that focuses on the perceptions of male teachers and questions regarding gender equivalence in the workplace.

The duration for your participation to complete this survey should last between 5-7 minutes. The anticipated benefits for your voluntary participation will help inform and provide a better understanding of possible reasons for a shortage of males in teaching.

To complete the survey, please click on the following link:
Survey at www.surveymonkey.com.
Web-based consent form above will be used as part of the survey link.

Thank you for your consideration in helping assist me with this pilot study.

Jonathan M. Bracewell

Appendix L: Recruit E-mail to Potential Participants Actual Study- Suburban District

Dear Current District Faculty/Staff Member,

You are being asked to participate in a research project conducted by Jonathan M. Bracewell, a doctoral student in the Teacher Leadership program at Walden University. The researcher received his previous collegiate education at the university: B.S. (Middle Grades Math/Science Education- 2005), M.Ed., and Ed.S. (both in Educational Leadership and Supervision- 2006, 2007).

The purpose of this project is to understand why males choose to enter teaching in grades K-12 compared to the perception held by those males who choose non-teaching fields. Male faculty/staff members of a suburban school district in the southeastern United States are being asked to submit their responses as part of this doctoral study that focuses on the perceptions of male teachers and questions regarding gender equivalence in the workplace.

The duration for your participation to complete this survey should last between 5-7 minutes. The anticipated benefits for your voluntary participation will help inform and provide a better understanding of possible reasons for a shortage of males in teaching.

To complete the survey, please click on the following link:
Survey at www.surveymonkey.com.
Web-based consent form above will be used as part of the survey link.

Thank you for your consideration in helping assist me with this doctoral study.

Jonathan M. Bracewell