

MALE TEACHER PERSPECTIVE ON THE RECRUITMENT OF MALE  
ELEMENTARY TEACHERS: A PHENOMENOLOGICAL STUDY

by

Edwin P. Hood

©2014

A Dissertation Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education in Educational Leadership

University of Phoenix

UMI Number: 3691411

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI 3691411

Published by ProQuest LLC (2015). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346

The Dissertation Committee for Edwin P. Hood certifies approval of the following dissertation:

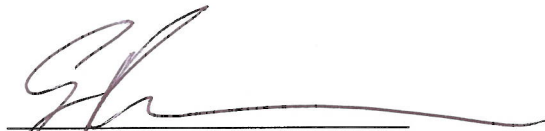
MALE TEACHER PERSPECTIVE ON THE RECRUITMENT OF MALE  
ELEMENTARY TEACHERS: A PHENOMENOLOGICAL STUDY

Committee:

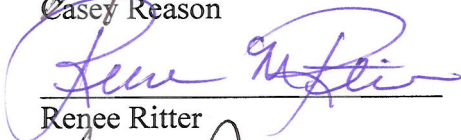
Casey Reason, Ph D, Chair

Renee Ritter, EdD, Committee Member

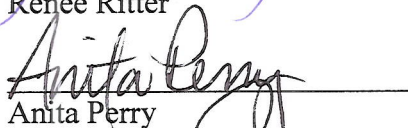
Anita Perry, PhD, Committee Member



Casey Reason



Renee Ritter



Anita Perry



Jeremy Moreland, PhD  
Dean, School of Advanced Studies  
University of Phoenix

Date Approved: August 25, 2014

## ABSTRACT

To increase the number of male teachers at the elementary level in public education, the use of recruitment strategies is necessary. The problem is a lack of literature concerning recruitment strategies for male educators in elementary education. The purpose of this qualitative phenomenological study was to understand the perceptions of male teachers and district recruiters to identify common themes of recruitment used in school districts in Texas to procure more males at the elementary public education level. This study was framed through theories of social cognition and self-efficacy. A sample of 23 male teachers from elementary and secondary public education provided responses to 16 open-ended survey questions. Using Nvivo10, four major themes were identified based on keyword weighted percentage: recruited and applied, viewed as masculine, elementary men are stereotyped as feminine, and recruit using males in current positions of employment. The findings revealed recruitment strategies identified by male teachers that could influence more males to teach at the elementary level as well as factors that influence males to work at this education level. This study authenticates recruitment strategies to employ more males at the elementary level in public education.

## DEDICATION

I would like to dedicate this dissertation to my partner in crime, Jon. I would also like to dedicate this work to my siblings, Massai, Chimene, and Craig; although we are miles apart, they are a part of my heart and thoughts daily. Finally, I thank all of my family, friends, and colleagues who pushed me along the way.

## ACKNOWLEDGMENTS

I would like to thank my mentor, Dr. Casey Reason. Had it not been for his constant push, advice, and expertise along this journey, I could not have gotten this done. This work is as much his as it is mine! Dr. Anita Perry and Dr. Renee Ritter provided constant support and advice, and I appreciate all of their assistance and guidance. Words cannot express my gratitude on this long journey!

To the one person I could not have gotten through this journey without, Jonathan. I appreciate all of his support and encouragement along the way. I love him with all of my heart and thank him dearly.

To the Texas Education Agency for granting me access to use their database to conduct my research.

To Rolanda McKenzie, Lakisha Culpepper, and Kim Thomas, I love you. I appreciate the countless hours of motivation and never letting me settle. I could not have completed this without you.

To my gym junkie family, I love them all. I appreciate the stress relief and camaraderie they provided after hours upon hours of researching and writing every time we came in contact. I appreciate the support. Thank you!

Last and certainly never least, I would like to thank my family. Their unconditional love and support throughout not only this journey but life's struggles makes it all worth it.

## TABLE OF CONTENTS

Chapter 1	Introduction .....	1
	Background of the Problem .....	2
	Statement of the Problem.....	5
	Purpose of the Study .....	6
	Significance of the Study of Leadership.....	7
	Nature of the Study .....	8
	Characteristics of Population .....	8
	Collection and Analysis of Data .....	9
	Research Methods.....	9
	Research Questions.....	10
	Theoretical Framework.....	11
	Social Cognitive Theory .....	11
	Self-Efficacy .....	12
	Feminism.....	14
	Definition of Terms.....	15
	Assumptions.....	15
	Scope and Limitations.....	16
	Summary.....	17
Chapter 2	Review of the Literature.....	19
	Theoretical Framework.....	19

Social Learning Theory, Social Cognitive Theory, Self-Efficacy .....	20
Social Learning Theory.....	21
Social Cognitive Theory .....	23
Self-Efficacy .....	25
Historical Context: Education in America .....	26
Role of Feminism.....	29
Men in Elementary Education: The Statistics.....	33
Teacher’s Salaries .....	35
Politics and the Educational Hiring Practices.....	37
National Board Certification.....	39
Texas Educator Certification Requirements .....	40
Summary .....	40
Chapter 3   Methods .....	42
Research Method .....	43
Appropriateness of the Design.....	44
Sample and Frame.....	46
Informed Consent.....	48
Confidentiality .....	49
Data Collection .....	50
Instrumentation .....	50
Research Questions.....	51



Data Analysis .....	52
Validity and Reliability .....	54
Summary .....	57
Chapter 4 Results .....	59
Research Questions .....	59
Demographic Analysis .....	59
Data Collection Methods .....	61
Data Analysis .....	62
Survey Results .....	63
Keyword Identification .....	63
Theme Identification .....	79
Summary .....	84
Chapter 5 Conclusions and Recommendations .....	87
Conclusions .....	87
Research Study Problems and Questions .....	87
Limitations .....	88
Discussion of Findings .....	89
Theme #1: Recruited and Applied .....	90
Theme #2: Viewed as Masculine .....	91
Theme #3: Elementary Men are Stereotyped as Feminine .....	92
Theme #4: Recruit using Males in Current Positions .....	93

Recommendations.....	94
Implications.....	96
Theoretical Implications .....	96
Methodological Implications .....	98
Practical Implications.....	99
Reflection.....	100
Recommendations for Further Research.....	101
Summary.....	103
References.....	104
Appendix A: Informed Consent.....	1176
Appendix B: Interview Questions for Male Elementary Study Participants .....	119
Appendix C: Interview Questions for Male Secondary Study Participants.....	121

## LIST OF TABLES

Table 1: Definitions of Feminism.....	29
Table 2: Median Salary of Male Elementary Teachers: Years of Experience.....	35
Table 3: Median Salary by Job with Less than 1 Year of Experience.....	36
Table 4: Demographic Data for Study Participants.....	60
Table 5: Frequency of Keyword(s) Per Question.....	64
Table 6: Question #2: Career Aspirations.....	65
Table 7: Question #3: Undergraduate Major.....	66
Table 8: Question #4: Why Major was Chosen.....	67
Table 9: Question #5: Decided to Pursue Teaching.....	68
Table 10: Question #6: Influence to Teach Elementary/Secondary.....	69
Table 11: Question #7: Gender Impact on Student Performance.....	70
Table 12: Question #8: Self-Efficacy.....	71
Table 13: Question #9: Participant Stereotypes.....	72
Table 14: Question #10: Effects of Stereotypes on Teaching.....	73
Table 15: Question #11: Perceptions of Secondary Education.....	74
Table 16: Question #12: Elementary and Secondary Male Teacher Stereotypes.....	75
Table 17: Question #13: Recruitment and Practices.....	76
Table 18: Question #14: Current Employment.....	77
Table 19: Question #15: Recruitment Practices that should be used.....	78
Table 20: Question #16: Recommendations for Differentiating Recruitment.....	79

Table 21: Frequency of Emergent Themes .....80

## Chapter 1

### Introduction

The historic decline of male educators in elementary education is a trend that has influenced the profession on many levels (Johnson, 2008). When looking at elementary and primary levels, the numbers are alarming; there are fewer than one in four male teachers in American elementary education (Walsh, 2004). In the area of early childhood education, one major barrier identified is the belief that men are not as capable of caring and educating younger children (Cox, 2008). Therefore, it is necessary to conduct research in school districts to identify existing recruitment practices designed to draw male educators into elementary school teaching positions. Stereotypes such as being a homosexual, pedophile, lack of ambition to reach higher levels of administration, and social media stories of child abuse may be deciding factors that keep males away from elementary classrooms (Mills, 2005).

An exploration and discussion of the reasons for the historic decline of males in elementary education is essential. This decline is not only seen in the American public school system but also in international systems such as Britain and Australia. Davis (2010) noted that the number of males in primary education has reduced dramatically. This chapter identifies the background of the problem to gain an understanding of the recruitment experiences of male teachers and district recruiters and identify common themes in recruitment strategies used in urban districts in Texas aimed to attain more males at the elementary level in public education.

Documented in Chapter 1 is an overview of the value of the study in the field of education and male elementary teacher recruitment. Also presented is historic information on the decline of males in the elementary teaching profession and problems that may affect males in this field. Chapter 1 also includes the problem statement, purpose statement, research questions, theoretical framework, and qualitative phenomenological research method (Moustakas, 1994). The findings from a qualitative phenomenological study may contribute to the current literature about recruitment strategies to employ male teachers at the elementary level in urban districts in Texas.

### **Background of the Problem**

One trend in education that the National Education Association (NEA, 2006) identified is the shortage of male teachers. In 1981, male educators made up 33% of the elementary teacher workforce; however, as of 2003, they represented 9% (NEA, 2004). In Texas Independent School Districts (ISD), male educators account for approximately 23% of teachers in grades PK through 12 (Texas Education Agency [TEA], 2008a, 2014). Additionally, self-contained teachers (elementary education K-5) account for 92,128 employed by school districts across the state. Of these teachers, males account for 75,080, which is approximately 7%.

The male to female ratio in the teaching profession has declined steadily over the past 40 years (Johnson, 2008) and is currently at an all-time low (NEA, 2004). However, this is not a new trend in public education as the male to female ratio began to steadily decrease in the late 1800s (Boyle, 2004; Tozer, Senese, & Violas, 2002). The increase of

females and the decrease of males in the profession effected pay and prestige. Compared to countries such as Japan (60% male teachers), the teaching profession in America is not respected (Schwengel, 2008). For example, in Japan, teacher pay and status are equivalent to that of successful doctors and lawyers in America. Additionally, to work in the field of education in some countries, teachers must obtain advanced degrees and specialize in areas of instruction. With the abundant number of teachers who will enter the profession over the next 10 years (Budig, 2006), it is necessary to address the historic decline of males in elementary education.

The roots of the American educational system emerged from Classical Greece (Tozer et al., 2002). During this period, White males were the only educated individuals. Although Blacks and women were not educated, they received minor instruction so they could educate males while they were at home. This process was similar to the early beginnings of the American education system. By the 1840s, Horace Mann, known as the father of public education, introduced the idea of feminism and women into the profession (Mann, 1868; Tozer et al., 2002).

During his tenure, women were allowed to work in schools during the fall months while men worked harvesting crops. When Mann was Secretary of State of Massachusetts, the percentage of females in the teaching profession steadily increased, and the stereotype of the teaching profession became less prestigious and more feminized. Many states followed the educational system developed by this state (Tozer et

al., 2002). Social cognitive theory (SCT) attributes this type of stereotyping to environmental stimuli, cognitive factors, and behavior (Bandura, 1977; 2005).

Research has shown similarities and differences in the instructional approaches of male and female teachers. Differences between approaches affect the academic gender gap between boys and girls. Theories suggesting that the gender of a teacher matters pronounce that gender builds communication and teachers act as gender-specific role models regardless of their classroom actions (Dee, 2006). Dee (2006) noted, “Students are more engaged, behave more appropriately, and perform at a higher level when taught by the same gender teacher” (para. 8).

Dee (2006) conducted a longitudinal investigation of teacher gender that included data from 25,000 eighth graders from 1988 to 2000 using the National Education Longitudinal Survey (NELS). The researcher examined the perceptions of teachers on student performance, student perceptions on teacher-gender, and instruction. Of particular interest were students’ perceptions of teacher gender. The findings revealed that teacher gender affected students’ decisions on academic subject engagement, high school course selection, academic achievement, and career choice (Dee, 2006). The findings also revealed that, academically, students experienced greater educational success when taught by teachers of the same gender (Dee, 2006).

Men also play an important role at the elementary grade level in regard to impacting the lives of students who may not have contact with other male figures. Men that work at the elementary level feel that they are portrayed as father/brother figures for



the relationships they build with students in a female dominated profession. As noted by Simpson (2011), males act as role models. For some students, a male teacher at the elementary level may be the only male they come in contact leading up to high school. Because of this it is necessary to employ more males at the elementary level.

Available literature asserts a need to recruit males in elementary education. However, few studies have addressed recruitment strategies used to employ male teachers at the elementary level. Because of this gap in literature, the current study explored the recruitment experiences of male teachers and factors that influence males' decisions to become elementary teachers. This study also aimed to identify strategies that districts use to recruit male teachers at the elementary level.

Few programs exist that address the identified problem (Johnson, 2008). Of existing programs, no longitudinal studies have been conducted to support their methods positively nor negatively. Therefore, a study of this caliber was necessary to contribute to the existing literature, close the gap in research, and gain an understanding of the perceptions of male teachers on the recruitment of males in elementary education.

### **Statement of the Problem**

Little literature is available on strategies used to recruit male educators in elementary education. Recruitment strategies are necessary for the successful attainment of male educators in elementary education (Cox, 2008). In 2004, the NEA reported that, in 2003, males made up 9% of the three million teachers in the United States. As of the 2011 school year males made up 4,691,000 of the teacher workforce (Bureau of Labor

Statistics, 2014). Prior to the 1840s, males accounted for a majority of all teachers at all academic levels. The historic decline of males in elementary education has been occurring for decades despite education reforms (Johnson, 2008).

The lack of male teachers negatively affects all students. Mancus (1992) questioned students about the competence of male and female teachers and their own interests in the teaching profession. The study showed that male teachers greatly influence boys' ideas and career aspirations (Mancus, 1992). Thus, the lack of male teachers in elementary education may affect the academic gender gap and male students' occupational choices, which makes it necessary to study this phenomenon.

### **Purpose of the Study**

The purpose of this qualitative phenomenological study is to understand the recruitment experience of male teachers and district recruiters and identify common themes of recruitment strategies used in Texas school districts to attain more males at the elementary level in public education. Understanding and identifying stakeholders' perceptions of male elementary teacher recruitment was vital to the data collection process of this study. An analysis of the data can increase understanding concerning the perceptions of male teachers on the recruitment of males in elementary education. Additionally, firsthand accounts of participants' experiences validate phenomenological qualitative research (Moustakas, 1994). Participants' experiences are first-hand accounts their individual worlds. Using a phenomenological method, the researcher gains access into the world of individuals' experiences using in-depth interviews and surveys.

### **Significance of the Study to Leadership**

The percentage of males in education is at its lowest in 4 decades (NEA, 2003) and accounts for only 9% of teachers at the elementary level. The NEA completed a study over a 40-year period in which male teachers were at a high in 1981 and accounted for 33% of elementary teachers (NEA, 2003). During the 2007-2008 school year, the percent of male educators in kindergarten through fifth grade in Texas was approximately 7% (PEIR, 2011). The results produced by the studies conducted by the NEA (2004) and the state of Texas evidence the decline; however, did not identify specific factors that led to this decline.

Cunningham and Watson (2002) created a guide to recruit male teachers in early childhood education. This guide identifies various strategies and techniques that early childhood centers can use to increase male employment. Although other organizations have created guides to recruit teachers, the exploration of literature shows a lack of research on recruitment strategies to increase male employment at the elementary level.

This study contributes to the literature on male teachers in elementary education and their educator experiences. This study also contributes to leadership by synthesizing research and experiences to create a cohesive document in which recruitment recommendations are provided. School districts can use these recommendations to make informed decisions about recruitment practices at the campus and district levels to attract, employ, and retain males in elementary education. Further, this study provides administrators with information to begin grooming male teachers for elementary

positions at earlier stages in their careers (Tulare County Office of Education [TCOE], 2008).

### **Nature of the Study**

A qualitative phenomenological approach was selected for this study. Data collection occurred through firsthand experiences and opinions of males who held teaching positions at the elementary or secondary levels and from school district recruiters in urban school districts in Texas. Potential participants were contacted via email using the Public Records Act, Section 522, which considers certain public employee records public knowledge including email addresses. The selection of participants was conducted using the TEA database of professional educators.

An open-ended survey, sent via email, was used to collect data on males' perceptions of the recruitment of male elementary teachers. The email included an informed consent and letter of invitation. The letter of invitation explained the purpose, nature, and rationale of the study. The informed consent explained possible risks of participation and outlined participant protection and study withdrawal procedures. This study used a qualitative approach because data collection relied on human experiences.

### **Characteristics of Population**

The sample identified for this study included male educators in elementary and secondary education in urban school districts in Texas. Identified participants were employees of several of the largest school districts in the United States based on student enrollment (National Center for Educational Statistics [NCES], 2009). The chosen

districts also actively recruit teachers at a variety of teacher job fairs on an annual (Texas Association of School Personnel Administrators [TASPA], 2011). An examination of the literature showed that recruitment strategies are scarce although many teacher recruitment activities take place at colleges, large metropolis fairs, and district job fairs. The current literature on male teacher recruitment strategies is rather new (Holm, Janairo, Jordan, & Wright, 2009; Johnson, 2008), thus, it was necessary to expand the participant base to include male teachers at both the elementary and secondary levels. The lived experiences of female teachers were not included as a part of this study.

### **Collection and Analysis of Data**

Data collection was completed using an open-ended survey instrument. To analyze the data collected successfully and meaningfully, the researcher used the qualitative data collection software, Nvivo10©, by QSR International (QSR, 2012a). Using this tool allowed the researcher to code the data based on themes to determine whether male educators believed that the recruitment of males at the elementary level was affected by SCT and self-efficacy. Current literature, research, and experiences of males working at the elementary level determined how to store that data and decide upon themes.

### **Research Methods**

The research design identified for this study, qualitative phenomenological, was the most appropriate design. Because the central focus of the study was to understand and identify recruitment experiences and strategies of male teachers in elementary

education, it was necessary to take a qualitative approach. This qualitative phenomenological study explored the lived experiences of male educators in urban school districts in Texas concerning recruitment practices to contribute to the literature and assist in identifying recruitment strategies to increase participation of male teachers at the elementary level.

The theoretical framework for this study was based on SCT and self-efficacy (Bandura, 2005) to explore the lived experiences of male educators. This study compared and contrasted male teachers' experiences to identify the themes within these experiences. The population investigated included male educators who were teaching in the elementary and secondary public education at the time of the study. For the purpose of this study, female teachers' experiences were omitted.

### **Research Questions**

The purpose of this phenomenological study was to identify the influence that SCT and self-efficacy (Bandura, 1997, 2005) has on the recruitment strategies of male elementary educators based on the experiences of this population in urban school districts in Texas. The research questions that guided this study were as follows:

1. What common recruitment strategies do males in current elementary and secondary teaching positions identify as useful in influencing males to work at the elementary level?
2. What are male teachers' perceptions of male teachers at the elementary level?

## **Theoretical Framework**

The theoretical underpinnings of this study were SCT and self-efficacy (Bandura, 2005), which explain how individuals assume roles and behaviors based on environmental factors and perceived abilities (Bandura, 1997; 2005). Wallace (2010) suggested that men and women act within certain roles in educational organizations that are in accordance with the social expectations of their genders.

The view concerning gender roles is based on SCT and social learning theory (SLT) (Bandura, 1997; 2005). Bandura's (1977) SLT contributed to the original work of Miller and Dollard (1941). Specifically, SLT is defined by the influence of environmental stimuli and internal drive on decisions (Bandura, 2005). Three approaches encompass SLT, symbolic modeling, vicarious experiences, and self-regulatory processes (Bandura, 2005).

### **Social Cognitive Theory**

Social cognitive theory encompasses the belief that individuals shape events and produce external experiences (Bandura, 2000). According to Bandura (2005), components of human cognition include temporal agency of forethought and intentionality. Individuals engage in temporal forethought by intentionally formulating plans and ways to accomplish those plans (Bandura, 2005). Such plans are often accomplished with long-term goals and objectives that assist in reaching the future outcome. Possessing the ability of forethought allows individuals to self-regulate their behaviors, which contributes to favorable and positive outcomes and helps them refrain

from behaviors that may bring self-censure (Bandura, 2005). The function of human behavior also relates to social systems through which individuals develop self-regulation techniques.

As opposed to true observations, theorists have tried to explain the concepts of human action and human cognition (Bandura, 2005). For example, an individual may practice the skill of flying using a video simulator. When given the controls, it is likely that he or she will crash and destroy the airplane, with the possibility of a simulated loss of lives. Through self-regulation, the individual can determine the outcomes of his or her lack of training and estimate the observational hours it would take to learn to fly an airplane. Conversely, the phenomena of learning from direct experience, occurs by observing the successes and consequences of others' behaviors (Bandura, 2005). Some behaviors are attributed to observed modeled behaviors, while other behaviors and decisions are developed based on perceived ability or self-efficacy.

### **Self-Efficacy**

Self-efficacy is one component of SCT and includes individuals' beliefs in the actions they take, the amount of effort they put forth, how they deal with adversity, how long they can deal with adversity, how they deal with taxing environments, and the amount and level of accomplishments they recognize (Bandura, 2000). Individuals live their lives based on how they view their efficacy or perceived self-efficacy.

Perceived self-efficacy is the perception of abilities, ways of accomplishing specific goals, and reaching expectations. However, perceived self-efficacy is not the



only component that affects changes in behavior; the perceptions of others also influence behavior (Bandura, 1997). Thus, self-efficacy influences not only the individual, but also others. Belief in a teacher's efficacy is important to the instructional process because it highly influences students in the early stages of the educational process (Bandura, 1997).

This influence of self-efficacy occurs because, in early childhood, students are not yet mentally stable in the development of their own perceived efficacy. Self-efficacy influences students in that they may not believe they can achieve what the teacher believes they can achieve (Bandura, 1997). Thus, teachers are more than just vehicles of instruction; their perceived self-efficacy goes beyond instruction and embodies classroom management, records maintenance, and diversified opportunities of learning.

Self-efficacy also encompasses a group dynamic that is best understood through existing literature. As individuals interact with groups, they form a collective efficacy of how they conduct themselves, which comes from their perceived beliefs of group behaviors (Bandura, 2000). For example, the mile relay team for the United States during the 1996 Olympics may not have become the fastest team in the world had they not perceived their ability to do so. This perception comes from the dynamic of the group members. Had Michael Johnson gotten hurt and was unable to run, the perception of the teams' ability would have been altered and affected their performance.

Individuals form constructs based on a variety of situations, political ideologies, and careers based on self-efficacy (Bandura, 1997). Social cognitive theory and self-

efficacy assist in identifying how individuals assume their roles in society. This study used SCT to identify recruitment strategies used to attract males to elementary education.

The field of elementary education is currently female dominated. Therefore, in addition to the influence of SCT and self-efficacy on males in the teaching profession, feminism may have also been a driving force for the decline of males in this field. The following offers a brief overview of the influence of feminism on males in education.

### **Feminism**

Feminism can affect and harm males long before men have opportunity to interview for positions and begin their careers. American boys face a multitude of problems that cannot be addressed by constructing the meanings of manhood (Sommers, 2000). However, the focus should not be on addressing what is and what is not manhood. Females outperform males academically, which is a trend seen worldwide (Sommers, 2000), and research suggests that teacher gender influences student performance and occupational choice (Dee, 2006).

Although not easy to pinpoint, the reasons behind the feminization of education, may be teacher pay (Tozer et al., 2002). Although education is not a lucrative paying field, at one point in time, men and women entered the field for prestige and status. According to Rury (1989), “For many women, teaching was a means of status maintenance, while for men it more often served as an avenue of social mobility” (p. 41). As perceptions of the teaching changed, this once male-dominated profession is now female-dominated.

## **Definition of Terms**

The following definitions are defined to ensure a common understanding of the terms used throughout this dissertation:

***Elementary.*** Elementary includes kindergarten through fifth grade (PEIR, 2011).

***Gender.*** Gender is the social construct of the meaning of what it is to be male or female (World Health Organization [WHO], 2011).

***Political ideologies.*** Political ideologies encompass a predetermined set of beliefs about the government (Sidlow & Henschen, 2005).

***Social cognitive theory (SCT).*** Social cognitive theory encompasses the belief that individuals shape events and produce external experiences (Bandura, 2000).

***Self-efficacy.*** Self-efficacy refers to the influence that people have in shaping, defining, transforming, and developing their environments and belief systems about themselves and their capabilities as they deal with adversity in a given situation (Bandura, 1997).

***Teaching.*** Teaching is the academic process in which students learn at high levels of cognition, which influences their beliefs, emotions, and actions (Schreyer Institute for Teaching Excellence [SITE], 2009).

## **Assumptions**

The use of a phenomenological research method requires the researcher to make several assumptions. The following assumptions applied to the current research:

- Participants responded to survey questions openly and honestly (Moustakas, 1994).
- The survey contained no identifiable participant data such as name, location of employment, or contact information.
- I assumed the sample represented an ample number of male elementary and secondary teachers in active teaching positions. The sample represented 10% of those invited to participate in the study.
- Human Resources recruiters do not actively recruiting females over males and districts may not have identified successful recruitment strategies to employ males at the elementary level (Johnson, 2008).
- I assumed district recruiters and human resources directors hire based on position and district needs. This assumption came from my experience in the recruitment of teachers for various public school districts.

### **Scope and Limitations**

The boundaries that restrict a study define its scope (Simon, 2006). The scope of this study consisted of male educators working in elementary or secondary education at the time of this study. Part of the study used district recruiters who were employed by urban school districts in Texas. Open-ended surveys were used to collect the data. Additionally, the experiences of participants were representative of male elementary teachers in other districts across the United States. The synthesis of data and conclusions about common themes occurred after data collection.

Potential weaknesses of the study were limitations because of a lack of control (Simon, 2006). Two identified limitations for this study included (a) the location of chosen school districts and (b) the level of participation from the population. Because of the size of the districts used, a larger sample of participants was available. However, some of the identified population may not have participated because of communication, timing, district commitments, disagreement with the study, or other factors. While the response rate may be adequate, there may have been instances in which some districts did not have the same level of participation as did others.

To narrow the scope, it is essential to determine the boundaries within the context of the study (Creswell, 2007). One delimitation of this study was excluding female teachers. The focus of this study was male teachers and human resources recruiters within urban school districts in Texas. Thus, suburban, rural, and districts of smaller sizes may not benefit from the results of this study. Because this study used large districts in Texas, recruiters, researchers, and administrators in urban districts statewide will benefit the findings. Though the scope of this study was narrow, the perspective and influence was broad enough to include implications at a national level.

### **Summary**

The historic decline of male educators at the elementary level has affected education (Johnson, 2008). This qualitative phenomenological study explored the experiences of males teaching at the elementary and secondary levels and the effect that SCT and self-efficacy play on males' decisions to teach at the elementary level. This

study also examined how SCT and self-efficacy effect recruitment strategies and the role this effect may have on the recruitment of male educators at the elementary level. The delimitation for this study identified male educators working at the elementary and secondary levels and district recruiters. Study participants were from urban ISDs in Texas. The data collected were analyzed using the QSR Internationals Nvivo10© qualitative data analysis program (QSR, 2013b).

Social cognitive theory and self-efficacy (Bandura, 1999, 2005) were identified as the theoretical framework for this study. With research regarding the various components of SCT, gender identification, and perceived self-efficacy (Bandura, 1999), it is important to also identify common themes prevalent throughout the literature. As such, feminism, professional pay, and certification are discussed in Chapter 2. The topics covered may influence the historic decline of males in elementary education and the gap in the literature on recruitment strategies to employ male teachers at the elementary level. Chapter 2 provides an analysis of the literature and relevant research that influenced this study.

## Chapter 2

### Review of the Literature

The purpose of this qualitative phenomenological study was to understand the recruitment experiences of male teachers and district recruiters and identify common themes of recruitment strategies used in school districts in Texas to attain more males at the elementary level of public education. This qualitative phenomenological study explored the lived experiences of male teachers at the elementary and secondary levels. This study contributes to literature by synthesizing the research and lived experiences to create a cohesive document in which recommendations contribute to existing recruitment programs to help leaders make informed decisions about recruitment practices.

Chapter 2 offers a discussion of social cognitive theory (SCT) and self-efficacy and the perspectives and controversies that make up the theoretical framework. Chapter 2 also includes information on teacher pay, politics, statistics of male teachers in elementary education, the foundation of the American public school system, feminism, hiring practices, and certification requirements of Texas educators.

### **Theoretical Framework**

An in-depth discussion of the literature is essential to understanding recruitment practices and the influence of SCT and self-efficacy on male teachers at the elementary level (Bandura, 1999; 2005; NEA, 2006). A gap in the literature exists that could provide insight into the historic decline of males in elementary education (Boyle, 2004; Budig, 2006; Chandler, 2007; Hines-Dochterman, 2005; Holm et al., 2009; NEA, 2003; 2004;

2006; Peyton, 2000; Richard, 2005; Rowden-Racette, 2005; TCOE, 2008; Walsh, 2004).

It is important to explore the available literature on the development of SCT and self-efficacy. Although literature gaps on the recruitment of males in elementary education exist, this chapter provides an analysis of the theoretical framework, theories, and factors that may have contributed to the historic decline of males in elementary education.

### **Social Learning Theory, Social Cognitive Theory, Self-Efficacy**

Psychological, cultural, and social factors influence various theories aimed at explaining individual occupational choice (Simpson, 2005). Holland (1982) developed the concept of fit between personality and careers. This psychological explanation is referred to as trait theory (Simpson, 2005). Trait theory explains the patterns between an individual's traits and specific duties and responsibilities of a job. Career success increases as the link between traits and job duties increases (Simpson, 2005). Thus, as an individual's traits and skills on any given job or job duty increases, the success of the individual in his or her career increases.

Gottfredson and Lapan (1997) emphasized social factors, as opposed to psychological factors, and postulated the theory of circumscription and compromise. These researchers emphasized career choice based on gender roles. As individuals age, assimilation of activities and ideas occur based on gender and favorable outcomes, thus, gender is the core of social image (Simpson, 2005). Based on the literature, these explanations link to SCT and self-efficacy.



## **Social Learning Theory**

Social learning theory is the foundation of SCT and must be explored. Social learning theory can be attributed to the work of Miller and Dollard (1941) and Bandura (1977) who attempted to explain human behavior. Concerning social learning, Bandura noted, “People are neither driven by inner forces nor buffeted by environmental stimuli” (p. 11). The continual interaction between environmental stimuli and personal determinants contributes to the psychological development of humans. This theory has three approaches of learning: (a) symbolic, (b) vicarious, and (c) self-regulatory processes (Bandura, 1977). Each learning approach directly influences how humans learn, operate, and develop patterns of behavior (Bandura, 1977).

The development of some behaviors is attributed to observing modeled behaviors. Linguistically, babies would not learn to talk if not through observing modeled behaviors (Bandura, 1977). Through modeled behaviors, individuals also learn to conduct themselves in accordance with societal standards. Without this type of modeling, the development of social patterns and behavior is remotely impossible (Bandura, 1977). Applying SLT also explains the association between career choices and the environment. Using symbols and symbolic representations, individuals can associate symbols with future outcomes and consequences of their behaviors (Bandura, 1977) and plan desired courses of action for success. Additionally, using symbolic representation assists in foreseeing possible outcomes for the future and altering behavior appropriately to avoid possible negative consequences (Bandura, 1977).

Another learning approach associated with SLT is vicarious learning. According to Bandura (1977), “Virtually all learning phenomena resulting from direct experience occur on a vicarious basis by observing other people’s behavior and its consequences for them” (p. 12). Vicarious learning occurs by observing perceived positive and negative outcomes of another’s behaviors. Through personal experiences and observing others daily, individuals generate tendencies of behavior (Bandura, 1977). These tendencies can be attributed to the direct observation of rewards and successes of others and the immolation of those behaviors to avoid negative consequences. Thus, seeing the behaviors of others rewarded increases the likelihood that an individual will act in the same manner to avoid the consequences that may come from others’ behaviors; external stimuli influences behavioral tendencies positively (Bandura, 1977).

The third learning approach associated with SLT is self-regulatory processes (Bandura, 1977). Through self-regulatory processes, individuals develop behaviors and categorize the consequences of possible outcomes to self-regulate these behaviors for the most favorable outcomes. External influences occasionally support self-regulated behaviors (Bandura, 1977). Bandura (1977) stated, “Having external origins, however, does not refute the fact that, once established, self-influence partly determines which actions one performs” (p. 13). Although internal and external stimuli influence behavior, the constant practice of positive outcomes, consequences, and rewards assist in developing the skill of self-regulating behaviors. Thus, SCT emerged through Bandura’s work.

## **Social Cognitive Theory**

Bandura (2005) developed SCT, which is an extension of SLT. Social cognitive theory encompasses the belief that individuals shape events and produce external experiences (Bandura, 2000). According to Bandura, components of human cognition include temporal agency of forethought and intentionality. People intentionally form goals and plans to accomplish those plans (Lent, Brown, & Hackett, 1994). Temporal forethought is the process by which individuals set long-term goals and objectives to accomplish those goals. Individuals also have the capability to self-regulate their behaviors. Self-regulation helps control behaviors that contribute to favorable outcomes and refrain from those behaviors that may bring self-censure (Bandura, 2005).

The function of human behavior can also be traced to social systems as individuals develop self-regulation techniques through these systems. As opposed to true observations, theorists have tried to explain the concept of human actions and cognition (Bandura, 2005). For example, a person have hours of flight simulator training and written directions on how to fly, when given the controls, it is still likely that he or she may crash and destroy the airplane and possibly lose his or her life. Through self-regulation, a person can determine the outcomes of the lack of training and determine the observational hours needed to learn to fly an airplane.

Several misconceptions about SCT and observed learning through modeling exist. Specifically, modeling is often misconstrued with imitation that produces mimicry (Bandura, 2005). When individuals have learned a specific behavior, they can take that

behavior to higher levels of cognition, rather than continuing to mimic the observed behavior (Bandura, 2005). Specifically, individuals can take learned behaviors and change them based on adversity, which could promote favorable outcomes. For this process to occur, individuals take information beyond what they have seen and heard and tailor it to fit changing circumstances (Bandura, 2005).

Another misconception is that modeling stifles creativity. Bandura (2005) suggested that individuals rarely replicate or pattern the behaviors of sources that differ in personality. Rather individuals “adopt advantageous elements, improve upon them, synthesize them into new forms, and tailor them to particular situation” (Bandura, 2005, p. 14). Individuals will combine the traits of various observed behaviors and regulate those behaviors for a given situation. Thus, observed behaviors vary between individuals who construct new forms of behavior by blending the variables of multiple models.

The final misconception of SCT focuses on the scope of modeling and the cognitive ability of the observer (Bandura, 2005). When individuals observe behaviors, replication occurs but not in the same exact manner because modeled behaviors do not account for cognitive ability. Thus, SCT explains vicarious learning through observed behaviors and human interactions. Social cognitive theory also defines how humans interact and respond to personal and environmental stimuli (Bandura, 2005). Individuals are the developers and creators of their personal and social actions, change components, and life circumstances, which influence self-efficacy (Bandura, 2002).

## **Self-Efficacy**

Self-efficacy refers to the way an individual puts forth effort, deals with adversity, and changes his or her behaviors by observing others' behaviors (Bandura, 1997). Self-efficacy concerns beliefs that individuals have in the actions they take, the amount of effort they put forth, how they deal with adversity, how long they can deal with that adversity, how they deal with taxing environments, and the amount and level of accomplishments they recognize (Zimmerman, 2000). In essence, self-efficacy is a type of motivation that is closely related to SCT. Individuals live their lives based on their individual beliefs of self-efficacy, which is known as perceived self-efficacy.

Perceived self-efficacy is the perception that individuals have regarding their abilities, ways of accomplishing specific goals, and reaching expectations. Self-efficacy influences the individual and others. Thus, self-efficacy is important to the instructional process (Bandura, 1997) because teacher efficacy affects students in the early stages of academic development. This influence occurs because students are not yet mentally stable in their own perceived efficacy. At these early stages, students might not believe they can achieve what teacher believes they can achieve (Bandura, 1997). Considering the role that teachers play, their perceived efficacy goes beyond instruction and embodies classroom management, records maintenance, and diversified opportunities of learning.

Self-efficacy also encompasses a group dynamic that is best understood through existing literature. As individuals interact with groups, they form a collective efficacy of how they conduct themselves, which comes from their perceived beliefs of group

behaviors (Zimmerman, 2000). For example, the mile relay team for the United States during the 1996 Olympics may not have become the fastest team in the world had they not perceived their ability to do so. This perception comes from the dynamic of the group members. Had Michael Johnson gotten hurt and was not able to run, the perception of the teams' ability would have been altered, and this altered efficacy would have affected their performance.

The group dynamic can also be related to classroom instruction. Male students who are educated by male teachers may be influenced to become educators themselves. As noted, the gender of a teacher influences students success. Although self-efficacy of a teacher plays a role in student success, research has revealed a lack of literature on male teachers in elementary education. To understand this phenomenon, a discussion of the history of teacher gender and education in America is warranted.

### **Historical Context: Education in America**

The city-state of Athens is the historic reference of the social constructions of the educational system. Athens was the intellectual and creative center of classical Greece where individuals such as Plato, Socrates, and Aristotle represented the education of the period and influenced western educational thought (Tozer et al., 2002).

The founding of the American school system was rooted in the beliefs of the forefathers of this country. Specifically, these individuals believed that schools should be places for religious and moral standards to contribute to and run a government of happiness for all mankind. This belief is acknowledged in the original federal

educational law (Barton, 2013). Early American educational institutions represented the political and economic culture of classic Athenian society (Tozer et al., 2002). During the 18th Century, many young males went to school to obtain a formal education. To assist with the education of young males while at home, the tutoring of females and slaves was essential. This process is very similar to the development of the educational system in the United States. When examining education in the United States, it is important to begin with Thomas Jefferson and his political ideologies.

Education influenced Thomas Jefferson's political ideologies. Jefferson believed that education was an important means to the pursuit of happiness because he firmly believed that happiness included the pursuit and acquisition of knowledge (Tozer et al., 2002). Thus, Jefferson conceptualized and proposed four levels of education: elementary schools, grammar schools, university, and lifelong learning.

The conceptualization of school districts also occurred during this time and each district was required to provide an elementary school. In these schools, free children (males and females) were allowed an education for 3 years without cost. Children of wealthy families could receive an advanced education at a cost (Jacobi, 2001).

Districts were given leaders or overseers who were responsible for 10 schools. These overseers were responsible for staffing decisions, curriculum, instruction, and student assessments (Tozer et al., 2002). These positions were appointed by the local leader, and overseers were generally male. It was also during the mid 1800s the state of Massachusetts adopted a state compulsory system headed by Horace Mann.

Horace Mann (1868) is known as the father of public education (Tozer et al., 2002) and believed that children should learn in “common” schools. He established training institutes for teachers, increased the length of the school year to 6 months, gathered monies to increase teacher salaries, and introduced women into education. During his tenure, the percentage of male teachers decreased and that of female teachers increased (Tozer et al., 2002).

Teaching in common schools became a feminine occupation in the 1840s (Jacobi, 2001). During the summer months, females were allowed to attend school because the men worked in the fields. New England communities hired female teachers for the fall months. Recruitment for female teachers occurred during the winter months when men could not be found due to long months of harvesting crops (Driessen, 2007). The belief was that men were prone to be more rational than were women and women were more loving than were men, it was believed that women would naturally love children more.

In the 1840s, the number of female teachers increased to 35 times more than the number of male teachers (Tozer et al., 2002). By 1848, 68% of common schoolteachers were female. Mann predicted that as other states added common schools, they would follow the example in Massachusetts; Mann’s prediction was correct (Tozer et al., 2002). This even could arguably be identified as the beginning of the feminization of the field of elementary education.



## Role of Feminism

Feminism plays several roles in the field of education and each should be explored separately. To understand the role that feminism in America has played on males in elementary education, one must first have a working definition of feminism. Specifically, feminism refers to the movement that aimed to end oppression of women, sexual exploitation, and sexism (Hooks, 2000).

Feminism is defined by the promoted equality of men and women through economic and social domains of political doctrine (Stewart, 2003). In other words, feminism was a movement to promote the equality of women and men. This movement was similar to the struggles of African Americans, Hispanics, homosexuals, and other minority and oppressed groups. Feminism is a very broad area of interest and offers many interpretations that depend on the individual and the situation. Table 1 provides definitions of the various categories of feminism.

Table 1

### *Definitions of Feminism*

Type of Feminism	Definition
Radical-Libertarian	Femininity and reproduction limit the contribution of women in society. Women should be androgynous and should spend their time doing something worthwhile.
Radical-Cultural	Women should encompass their femininity because it is better than masculinity. Reproduction is a source of power for women.
Liberal-Feminism	The equal creation and rights of humans. Oppression exists because of the socialization styles of men and women who support and promote patriarchy.

Socialist-Feminism	A direct link exists between the oppression of women and class structure.
Cultural-Feminism	Fundamental, biological differences exist between men and women, and it is because of this that women should celebrate these differences.

---

**The effects of feminism on young men.** Feminism can affect and harm males long before they have the opportunity to interview for positions and begin their careers. American boys face a multitude of problems that cannot be addressed by constructing meanings of manhood (Sommers, 2000). However, the focus should not be on addressing what is and what is not manhood. What is important to address is that females outperform males academically, which is a trend seen worldwide (Sommers, 2000).

Academically, boys in Australia, Great Britain, and American are marginally behind females, and are alienated from schools and learning institutions (Sommers, 2000). Throughout their educational journeys, females have more opportunities to study abroad and join the Peace Corps while males have higher suspensions and dropout rates (Sommers, 2000). These examples represent only a couple reasons why males are academically outperformed by females and are ultimately affected by feminism.

**Addressing the academic gender gap and feminism.** Educational institutions in the United States and abroad have developed programs to address the gender gap in academia. However, groups such as the National Organization for Women (NOW) and American Civil Liberties Union (ACLU) oppose and often scrutinize programs established to address the needs and learning gaps of males (Sommers, 2000). For

example, the Detroit Public School system voted ‘No’ to establishing all-male academies for at-risk urban youth. Similar program rejections were seen in Miami-Dade County when the United States Department of Education (DOE) Office of Civil Rights blocked the district from creating two all-male classes for underachieving males (Sommers, 2000). However, there are organizations such as the National Association for Single Sex Public Education (NASSPE)/National Association for Choice in Education (NASSPE, 2013) that promote the need for single sex education classrooms in public education although this is an illegal practice in the United States of America.

The dismissal of programs for boys does not always happen. Harford Heights Elementary School, the largest elementary school in Baltimore, Maryland, started offering optional courses taught by males to help young males succeed (Sommers, 2000). Similar to the Baltimore elementary school, The Heights, a private all-boys school, has 27 male teachers. Behavior problems are minimal at The Heights as boys are more timid around the male educators, which results in fewer disruptions of the academic process and allows boys to be more successful in the classroom.

**Feminism in the law.** The Virginia Military Institute was brought to the attention of lawmakers when a 1996 Supreme Court decision ruled that the institute was in violation of the 14th Amendment because it excluded women. This ruling affected same-sex education for boys (Sommers, 2000). This ruling also supported the liberal feminist definition, which concerns the equal creation and rights of humans. Specifically, this

view suggests that oppression exists because of the socialization styles of men and women who support and promote patriarchy.

**Feminism and teaching.** The shift in teaching from a male to a female-dominated occupation occurred as gender expectations shifted (Davidson & Nelson, 2011). At one point in U.S. history, it was illegal for men to teach elementary students because it was believed that men were poor influences on children, and the moral characters of women surpassed those of men (Davidson & Nelson, 2011). This is a paradigm shift may also have been influenced by other factors such as pay and social mobility.

Teacher pay may be another reason behind the feminization of education (Tozer et al., 2002). Although education is not a lucrative paying field, over time, men and women have entered the field for prestige and status. According to Rury (1989), “For many women, teaching was a means of status maintenance, while for men it more often served as an avenue of social mobility” (p. 41). Concerning social mobility, men tend to used teaching as a building block for professional growth that leads to positions such as principal, director, and superintendent.

**Social impacts.** A variety of factors have influenced education throughout history, and many continue to affect education today. Many of the social structures prevalent in the 1950s can be seen in society today. For example, teacher unions continue to ensure job stability and female teachers are the majority in elementary schools (Boyle, 2004).

## **Men in Elementary Education: The Statistics**

According to the NEA (2003) and Lepi (2013), males make up less than 25% of the teacher population. This percentage accounts for 747,000 of teachers in America who are male versus 2,253,000 who are female. This number is reflective across cultures and ethnicities. For example, Black males make up 2.4% of the American teaching workforce (Richard, 2005). Remembering that these numbers represent public school education, a review of the literature concerning elementary education is warranted.

As of the 2000-2001 academic year, males made up 9% of elementary schoolteachers nationwide. This figure is in comparison to the 33% of male teachers reported in 1981 (Rowden-Racette, 2005). The percentage of male educators at the secondary level, although greater than in elementary education, is also on the decline. In 1986, the representation of males at the secondary level was 50%; however, by 2004, males only represented 35% of secondary teachers (Hines-Dochterman, 2005). The historic decline of male teachers in elementary education does not only exist in the American public school system but also in the United Kingdom.

The literature shows a lack of male educators in elementary education; however, seemingly omnipresent social and media factors have affected education. Examining recent headlines demonstrates these factors: “Sexual Misconduct with Student,” “Teacher has Baby by Student,” “Physical Education teacher Charged with Sex Assault of Pupil.” Shakeshaft (2004) concluded that more than 4.5 million students are at risk of sexual misconduct by school employees and, although both women and men can be

perpetrators, it is more likely that perpetrators are male. Although Shakeshaft's conclusion may be true, to some men, headlines such as these are not the only factors that deter them from education.

Peyton (2000) noted a number of reasons why males do not go into teaching at the elementary level and prefer the secondary level or higher. One of the most common reasons is that men find it easier to relate to older students. As elementary education shifted from a patriarchal to a matriarchal profession, society began to believe that younger students needed nurturing and biological theories support this idea. The belief within the field of education is that men become educators to teach subjects while women become educators to teach children (NEA, 2003).

Stakeholders of school districts have stated that at the elementary level, men serve as role models (Peyton, 2000). Additionally, Clark (2009) indicated that one in six children raised by single mother households spend fewer than 2 hours per week with male role models. Serving as male role models can come in many different capacities; however, being able to provide for family financially is important to men. Generally, teacher salaries may influence a man's decision to go into teaching.

## Teacher's Salaries

Educators' salaries are considerably lower than those of other professions (NEA, 2003). Because of this trend in low pay, the social value of teaching and the prestige that the profession holds in other nations (Schwengel, 2008) is not evident in America (NEA, 2003). Thus, the communication between teacher preparation programs and school districts should address gender equality and pay (Johnson, 2008). Additionally, in the early 19th century, teachers did not earn a salary increase as the population and the need for self-contained teachers increased (Johnson, 2008). A salary survey conducted by PayScale (2007b) reported on 9,887 individuals (see Table 2). According to the report, male teachers with less than 1 year of experience made approximately \$15,000 less than did male teachers with 10-19 years experience.

Table 2

### *Median Salary of Male Elementary Teachers: Years of Experience*

Years of Experience	N	Salary
Less than 1	537	\$32,108
1-4	4169	\$34,699
5-9	2575	\$40,222
10-19	1861	\$47,369
20+	745	\$53,981
Total	9,887	

Source: PayScale (2007a)

Considering these data, it is advantageous to examine the average salaries of other professions. Table 3 compares median salaries by job for individuals with less than 1 year of experience. The profession with the highest mean salary in 2007 was

Attorney/Lawyer while elementary teachers earned the lowest mean salary. One can see that the field of education does not pay well compared to other fields; however, this is only one factor that contributes to the low number of males in education.

Table 3

*Median Salary by Job with Less than 1 Year of Experience*

Profession	N	Salary
Attorney/Lawyer	883	\$57,077
Electrical engineer	515	\$54,572
Software engineer/Developer/Programmer	725	\$55,972
Mechanical engineer	871	\$52,362
Financial analyst	559	\$44,545
Entry-level staff accountant	673	\$40,343
Elementary schoolteacher	533	\$32,438

Source: PayScale (2007b)

PayScale (2011) conducted a study involving 32,517 teachers concerning salaries. The organization found that elementary teachers were the lowest paid teachers, while secondary teachers were the highest paid. PayScale (2011) also reported that special education teachers at all levels and middle school teachers earned higher salaries than did self-contained elementary teachers. Though pay is low for elementary teachers, they do receive other incentives. According to Thornton and Bricheno (2008), “Once in teaching, men have a marked tendency to move up quickly, occupying higher paid and higher status positions” (p. 718).



## **Politics and the Educational Hiring Practices**

Organizations have political cultures that affect their environmental climates (Cavanagh, Moberg, & Velasquez, 1981). For many individuals, the word politics evokes negative emotions and feelings (Cavanagh et al., 1981). The problem identified here is that politics do not always have a negative effect on organizations. For example, the election of President George W. Bush politically polarized America (Tobin & Weinberg, 2006). Specifically, the election between George W. Bush and Al Gore raised questions about President Bush's victory. President Bush won the election with 271 electoral votes to Vice President Gore's 266, although Gore won the popular vote. During Bush's tenure as president, individuals identified with specific political parties regardless of personal views. For example, No Child Left Behind (NCLB, 2001) was implemented nationally in the American educational system and America experienced the September 11 terroristic attacks and war in Iraq. However, political ideologies should not have an effect on the hiring of qualified individuals in positions of public employment (Civil Service Reform Act, 1978).

Social groups that operate around the political arena of an organization comprise the political frame (Bolman & Deal, 2003). Thus, the political frame within an organization identifies that organization as a culture of its own with individual influences based on ethics and interests. Five propositions make up the political frame of organizations: (a) individuals and interest groups, (b) differences in belief systems, (c) allocation of sources, (d) power, and (e) stakeholder positions through negotiations and

bargaining (Bolman & Deal, 2003). The NCLB Act is one political frame to which education organization must adhere.

Since the inception of NCLB (2001), school districts have been accountable for compliance with national educational guidelines and stipulations, one of which is the hiring of highly qualified teachers. However, the difficulty in recruiting and retaining highly qualified teachers lies in high turnover rates. Among new teachers in grades K-12 within the public school system, two-thirds leave the profession within 3 years, and among these remaining teachers, 50% leave with 5 years (Chandler, 2007).

To bypass some of the politics and nepotism that may go into the hiring process, some districts have opted to use outside firms to determine who is and is not highly qualified and compatible for education. For example, the Vista Unified School District in California uses such a process in which observations of tenured district employees are conducted using an outside human resources firm (Rodriguez, 2007). This means that for upcoming years of employment, regardless of administrator cooperation and years of district service, some contracts are not renewed. In a field that lacks males, one has to wonder whether a practice such as this hinders finding and retaining qualified males.

Politics, political doctrine, and cultural ethics influence individuals from the first years of schooling through the hiring process (Sommers, 2000). With a growing number of women entering higher education, it is inevitable that there will be fewer qualified males in the recruitment pool. Although many politicians, state commissioners, mayors, governors, superintendents, and fellow stakeholders of education districts and institutions

show a great deal of concern about the lack of male educators, there is still a growing need for males in this field (Johnson, 2008). As mentioned, politics affects all organizations and their hiring processes in some way. Because education reform is in the political spotlight, it is affecting human resources and the hiring process of male educators.

### **National Board Certification**

Currently no national certification exists that allows teachers to travel from state to state and work in the teaching profession without meeting individual state teaching credentialing requirements. The National Board for Professional Teaching Standards (NBPTS, 2014) offers 25 advanced teaching credentials called the National Board Certification (NBC). These credentials are based on student levels and academic categories.

The NBC is secondary to state teaching certification programs. There are currently over 100,000 NBC teachers. Eligibility requires that an applicant have completed at least 3 years of teaching, hold a bachelor's degree, and hold a standard state teaching certificate (NBPTS, 2014). The application process also requires a fee depending on the type of credential or certification program. Additionally, candidates must go through a peer review. Candidate assessment occurs over the five core teacher propositions as identified by the NBC and include the following:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach to students.

- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practices and learn from their experiences.
- Teachers are members of learning communities.

### **Texas Educator Certification Requirements**

Texas, like many states, is facing a shortage of qualified teachers (Texas State Board for Educator Certification [TSBEC], 2008). According to the TEA (2014), during the 2012-2013 school year, 642,184 educators worked in schools statewide. The TSBEC requires that an applicant (a) hold a bachelor's degree from an accredited institution, (b) have completed training through a state-approved program, and (c) have successfully completed and passed the appropriate certification examinations. Although these requirements are minimal, a lack of qualified males in the teaching profession persists.

### **Summary**

This literature review provided an analysis of the theoretical framework identified for the study as well as other underlying theories that may affect the hiring male elementary teachers. Also included was a discussion of SCT, self-efficacy, and perceived self-efficacy (Bandura, 2007). The exploration and discussion of available literature showed a very thin line of differentiation. However, the researcher revealed a gap in the literature in identifying recruitment strategies to attract male teachers to elementary classrooms. The available literature showed some connection between the lack of male

elementary teachers and the identified theoretical frameworks, SCT and self-efficacy, which supports the need for a study of this caliber.

The literature review also provided a background of the history education (Tozer et al., 2002), which revealed that teaching was once a male-dominated profession. This characteristic was seen during the Classical Greek period and the beginnings of the American education system. However, in 1840, the rate of male teachers in elementary education began to decline (Johnson, 2008; Sommers, 2000). Specifically, this historical decline was the result of Horace Mann's (1868) beliefs on education and his introduction of females into the teaching profession. During this time, the prestige of the profession began to decline and the feminization of the field increased (Tozer et al., 2002).

Chapter 2 also included a review of literature on politics, education (Chandler, 2007; NEA, 2003; Rodriguez, 2007), and feminism (Hooks, 2000; Rury, 1989; Tozer et al., 2002). This information provided a better understanding of teacher certification and the requirements proposed by the State of Texas.

The research design for this study is addressed in Chapter 3. The purpose of this qualitative phenomenological study is to understand the recruitment experienced of male teachers and district recruiters and identify common themes of recruitment strategies used in urban districts in Texas to attain more males at the elementary level in public education. Chapter 3 also includes a discussion on the appropriateness of the design chosen, the sample population, data collection methods, confidentiality measures, and validity and reliability for the study.

## Chapter 3

### Methods

The purpose of this qualitative phenomenological study was to understand the recruitment experiences of male teachers and district recruiters and identify common themes of recruitment strategies used in school districts in Texas to attain more males at the elementary level in public education. In elementary education, males represent the minority (Zapf, 2007). Understanding and identifying how males in elementary and secondary education as well as those responsible for the successful recruitment of teachers for school districts perceive male elementary teacher recruitment was vital to the data collection process of this study.

Chapter 3 includes a discussion of the research design, appropriateness of the design, sample, data collection methods, confidentiality measures, and validity and reliability of the study. The study used a qualitative phenomenological approach (Moustakas, 1994). Validity and reliability were established through the data collection of lived experiences (Moustakas, 1994).

The decline of males in elementary education is a phenomenon that has existed for centuries despite education reforms (Johnson, 2008). In 2003, males accounted for 9% of the teachers in elementary education (NEA, 2003). The male to female ratio in the teaching profession has also declined steadily over the past 40 years (Johnson, 2008) and is currently at an all-time low (NEA, 2004). However, this phenomenon is not a new trend in public education. Based on the literature, the male to female ratio began to

steadily decrease in the late 1800s (Boyle, 2004; Tozer et al., 2002). As the increase of females and decrease of males in the profession occurred, pay and prestige were affected.

Dee (2006) conducted an investigation of teacher gender to examine data from 25,000 eighth graders from 1988 to 2000 using the National Education Longitudinal Survey (NELS). The investigation included examining the perceptions of teachers on student performance and student perceptions of teacher gender and instruction. Of particular interest were student perceptions of teacher gender. The findings revealed that teacher gender influenced student decisions on academic subject engagement, high school course selection, academic achievement, and career choice (Dee, 2006). Students experienced greater educational success when taught by teachers of the same gender (Dee, 2006).

Available literature asserts a need to recruit male teachers in elementary education. Thus, it is necessary to study this phenomenon. To understand the phenomena and human experience, a qualitative phenomenological approach was used. Specifically, the researcher examined male teacher recruitment strategies used and perceptions of these strategies among male elementary and secondary teachers.

### **Research Method**

According to Trochim (2006a), the research design “is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions” (para. 1). Research in the social sciences is based on two paradigms, quantitative and qualitative research (Kumar, 1999). Three criteria

determine the appropriate research method: (a) purpose of the study, (b) variables measured, and (c) data analysis (Kumar, 1999). Qualitative research occurs in settings in which the researcher is a major factor in data collection and analysis (Creswell, 2007). According to Denzin and Lincoln (1994), “Qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of meanings people bring to them” (p. 2).

Qualitative research is based on fieldwork and can be complex. Using a qualitative process, researchers attempt to answer questions by collecting data through observations, interviews, audio-visual materials, and literature (Creswell, 2007). Thus, a qualitative research approach was the most appropriate design based on the questions posed in this study.

### **Appropriateness of the Design**

Social science research applies two major designs, quantitative and qualitative. Quantitative research explores phenomenon through statistical data. According to Babbie (2010), “quantitative methods emphasis on objective measurements and numerical analysis of data collected through polls, questions, or surveys...numerical data gathering and generalizing across groups of people.” (p. 1). Quantitative research can be either experimental or descriptive, and the goal of this design is to determine the relationship between dependent and independent variables (Babbie, 2010).

Qualitative research relies on non-numerical data such as themes within phrases and the words of research participants. Qualitative research “is all about exploring



issues, understanding phenomena, and answering questions” (QSR International, 2013a, para. 1). Because the central focus of the study was to identify recruitment practices and strategies used to employ male teachers in elementary education, it was necessary to take a qualitative approach.

There are four major qualitative research designs: ethnography, grounded theory, case study, and phenomenology. Qualitative research using ethnography explores the characteristics of the culture within a specified group of people (Mas, 2011). Case study research compares cases or explores a single case and the characteristics thereof. Data collection for a case study can occur using a variety of methods including interviews, surveys, and observations. Grounded theory explores a theory from a bottom-up approach and is grounded in empirical data (Mas, 2011). Glasser (2011) noted that grounded theory research “is a systematic generation of theory from systematic research” (p. 43). This type of research is used to generate or produce a new theory.

Phenomenological research explores the experiences and perceptions of individuals or groups. This design forms conclusions and recommendations based on participants’ experiences. Because this study aimed to explore the lived experiences of a group, this was the most appropriate research design. Using a phenomenological approach, this study focused on the lived experiences of male elementary teachers and male secondary teachers.

For this study, data exploration was essential to identify the influence of SCT and self-efficacy on the recruitment and grade level placement process. This

phenomenological study provided comprehensive knowledge and understanding of the problem through the perceptions and experiences of the study participants (Leedy & Ormrod, 2004).

### **Sample and Frame**

Sampling defines the style with which a researcher identifies units. By studying the identified unit, researchers can generalize their discoveries in relationship to the sample population (Trochim, 2006c). The population identified for this study was male elementary and secondary teachers.

Qualitative research requires purposeful sampling. Purposeful sampling uses specific criteria for participants in the study (Creswell, 2007). To best understand and identify perceptions of male teachers regarding the recruitment of men and recruitment strategies used to attract men to teaching positions in public schools in Texas, purposeful sampling was used. Creswell (2007) noted that participants can “purposefully inform and understanding of the research problem and central phenomena of the study” (p.125).

Homogeneous sampling was also identified as a sampling frame for the study as this technique helps focus the study and simplifies the analysis of results (Patton, 2002). A homogeneous sample of male educators employed as elementary or secondary teachers were recruited for participation in this study. Although the focus of the study directly related to the recruitment of males at the elementary level, this study also explored the perspectives of male secondary teachers on recruitment practices. The reason for the inclusion of this population was based on the concept of nature versus nurture; males tend

to teach at the secondary level because they relate to older students (Peyton, 2000). Female elementary and secondary teachers were not eligible for this study because the focus was on male teachers. The elimination of female teachers was important to understanding of the phenomenon specifically related to male teachers (Moustakas, 1994).

Researchers do not agree on appropriate sample sizes for qualitative research. Shank (2006) suggested that sample size depends on two factors, sampling method chosen and size of group observed. Shank (2006) did not offer a specific number of study participants, rather only suggested that researchers engage enough participants to gather the necessary information as it relates to the study phenomenon. Creswell (2007) recommended thematic saturation reaches at least 10 participants.

Study invitations were sent to over 200 male public educators in urban school districts in Texas. Informed consent and data collection occurred until public schools were released for the December winter holiday break. The homogeneous sample included 23 male educators who were employed as elementary or secondary teachers in urban school districts in Texas. These professional teachers had more than 214 years of combined experience as public school educators; experience ranged from 1 to 34 years. Participants included 16 elementary and seven secondary male teachers; schools represented a range of K-12 public education institutions. Data saturation occurred at 12 participants. Saturation occurs when no new information emerges and all additional

information gathered is redundant and produces no new results (Guest, Bunce, & Johnson, 2006).

### **Informed Consent**

The ethical use of research participants is essential when conducting any type of study. According to Kumar (1999), “In every discipline it is considered unethical to collect information without the knowledge of participants, their informed willingness, and expressed consent” (p. 192). Informed consent consists of thoroughly informing participants of the expectations for participation, data collection, and any direct or indirect effects of the study (Kumar, 1999). To obtain consent, participants received informed consent letters that were emailed directly to their school email accounts.

Prior to participant contact, full University of Phoenix Institutional Review Board (IRB) approval was obtained. Approval required submission and review of the IRB application, study proposal, signed permission to use the TEA online public employee database, informed consent document, participant surveys, and Collaborative Institutional Training Initiative (CITI) certification. The University of Phoenix IRB approved the study on November 20, 2012 and granted an extension of research on December 17, 2013.

The informed consent letters included an introduction to the study, explanation of its significance (Santos Hernandez, 2009), and the affect and contribution of the participant. For example, participants were informed that their lived experiences might help identify effective recruitment strategies for male teachers at the elementary level.

The letter also discussed the importance of informed consent and assured participant confidentiality and anonymity.

All participants were notified that their participation was voluntary and that they could withdrawal from the study at any time without penalty or risk of affecting the validity of the study (Santos Hernandez, 2009). The participants were also informed that the study results would be publically available. Participant names were secured to maintain confidentiality (Santos Hernandez, 2009). Signing the informed consent indicated that the participant understood the study and his rights as a participant.

### **Confidentiality**

The rights adhered to concerning participant anonymity and confidentiality protect participant identity (Creswell, 2007). Participants signed the informed consent, which outlined the confidentiality procedures of the study, informed them of how information retrieved would be kept confidential, and assured that all participants would remain anonymous. Only the researcher knew participants' names. Participants were informed that any requests for the study results would be granted immediately.

Data were collected, transcribed, sorted, and analyzed using the Nvivo10© software program located on the researcher's home computer, which was password protected to ensure all retrieved data were secure. The researcher was the only person who had access to the passwords. The destruction of data will occur 4 years after the completion of this study. Only the researcher, research committee, and university IRB have exclusive rights to view and retrieve any type of stored data.

## **Data Collection**

The collection of a qualitative method is distinct because data consist of the experiences, thoughts, and ideas of participants (Mack, Woodsong, MacQueen, Guest, & Namey, 2005). The study used a survey instrument with open-ended questions to collect data to assist in understanding the influences the SCT and self-efficacy have on the recruitment phenomenon of male elementary educators and their perceptions of these strategies.

All study information was sent via electronic mail and included informed consent, survey, and letter of invitation. The letter of invitation explained the purpose, nature, and rationale of the study. The informed consent explained the possible risks of participation and outlined participant protection and study withdrawal procedures. This study used qualitative approach because data collection relied on human experience.

The open-ended survey allowed for data collection necessary to study the perceptions of males concerning the recruitment of male elementary teachers. Two hundred male teachers received invitations to participate in the study. The expected response rate of at least 10% (20) was met ( $N = 23$ ). Data collection occurred through firsthand experiences and opinions of males who held teaching positions at the elementary or secondary levels at the time of the study in urban districts in Texas.

## **Instrumentation**

All data were collected using an open-ended survey and were analyzed using the qualitative data analysis software, Nvivo10©, by QSR (2013a) to identify common themes for each question. The researcher used three open-ended surveys, one each for elementary male teachers, secondary male teachers, and human resources recruiters. The elementary and secondary male teacher surveys included 16 open-ended questions. All participants were required to be employed by a public school district in Texas at the time of data collection. Data collection provided the male perspective regarding the recruitment of male teachers at the elementary level. The organization of the collected data was best understood using the qualitative data analysis tool Nvivo10©.

### **Research Questions**

The purpose of this phenomenological study was to identify the influence of SCT and self-efficacy on strategies to recruit male elementary teachers based on the articulated experiences of this population employed at public school districts in Texas. The research questions that guided this study were as follows:

1. What common recruitment strategies do males in current elementary and secondary teaching positions identify as useful in influencing males to work at the elementary level?
2. What are male teachers' perceptions of male teachers at the elementary level?

## **Data Analysis**

Qualitative researchers may find analyzing text and multiple forms of data a daunting task (Creswell, 2007). Therefore, data should be analyzed as data collection occurs (Silverman, 2005). The importance of data analysis is making sense of the information gathered. According to Patton (2002):

The challenge of qualitative analysis lies in making sense of massive amounts of data. This involves reducing the volume of raw information, sifting trivia from significance, identifying significant patterns, and constructing framework for communicating the essence of what the data reveal. (p. 432)

Researchers can analyze data manually or using technology (Kumar, 1999). Creswell (1998) suggested that data analysis occurs in three phases: (a) review of information, (b) sorting the data, and (c) counting preliminary data to identify coded frequencies. Data analysis is an ongoing process, and managing data is the first step in this process (Creswell, 2007).

This qualitative phenomenological study used open-ended surveys to collect data. Coding responses to answers occurred based on common and similar themes. The lived experiences and responses provided by males revealed themes that assisted in understanding the phenomenon. Identifying these themes was essential to revealing the main themes of the participants' lived experiences.

The researcher used the Nvivo10© qualitative analysis software (QSR, 2013b). During data collection, data were archive as possible outcomes and theme categories



before the research concluded. The Nvivo10© program allowed the researcher to sort the data collected based on phrases or words to generate themes and references across the framework of the study. All data collected from participant surveys remained confidential while allowing full analysis of statements provided.

Surveys from male elementary and secondary teachers were uploaded into the program. As participants returned responses to the surveys, each was coded in numerical order followed by the letter A for elementary teachers and the letter B for secondary teachers to ensure anonymity. Data were then uploaded to the appropriate node developed by the researcher for each of the 16 survey questions. A node is digital locker within the Nvivo10© program where common data, research, references, videos, and transcripts are stored.

Nodes helped the researcher organize the data and assist in the identification of themes and common words from each respondent. In identifying themes and common word frequency, the researcher was able to highlight the given section within the node and run a query on word frequency. The query produced a detailed analysis of each word selected and assigned it a weighted percentage. Respondents' detailed responses were entered into each node, which allowed for a direct quote analysis and further exploration of the perspectives of male teachers on the recruitment of male teachers at the elementary level.

Unlike other qualitative data collection tools, Nvivo10© is capable of generating visual maps that connect ideas and thoughts generated from the data. These maps were

beneficial as they allowed the researcher to analyze information in a faster and more organized way (QSR, 2013c). Using this software, the researcher was able to analyze and summarize participant survey responses in a way that assisted in understanding the collected information.

### **Validity and Reliability**

Data collection occurred using the survey instrument developed for this study. The questions developed for the male elementary teacher perspective (see Appendix B), and male secondary teacher perspective (see Appendix C) were open-ended to encourage in-depth responses related to SCT to differentiate its effects on the recruitment of male teachers at the elementary level.

Although external validity is not the objective of qualitative research projects (Creswell, 2005), examination of validity occurred in this case. External validity refers to the generalization of the results of a study to a broader population regardless of location (Trochim, 2006b). The purpose of this study is to add to leadership research regarding best practices for the recruitment male teachers in elementary education. The results of this study could be replicated by urban districts administrators, recruiters, and school level administrators. Thus, the ability to generalize the results contributes to urban public school recruitment programs across the United States.

The validation of the survey questions was essential for this study. Thus, feedback and recommendations for the survey questions and changes to questions was obtained by consulting four educational doctorates. Each individual consulted was

working in the field of education at the time of this study and had terminal degrees in education.

**Credibility, transferability, dependability, and confirmability.** Qualitative research has to ensure the trustworthiness of the inquiry, or ensure that the findings are “worth paying attention to” (Lincoln & Guba, 1985, p. 290). Trustworthiness of qualitative research depends on credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). The interpretation of the data collected and the trustworthiness of these interpretations encompasses credibility. Transferability is the ability to generalize study results (Lincoln & Guba, 1985). Dependability is the extent to which study replication can occur and, if done, the level at which the results produce similar discoveries. Confirmability measures how the collected data supports the inquiry (Lincoln & Guba, 1985).

In the current study, the researcher used two populations of study participants to gain a better understanding of how SCT and self-efficacy affect the recruitment of male teachers at the elementary level. Specifically, participants included male teachers at the elementary and secondary levels. Using these participants allowed the researcher to gain understanding based on the participants’ perspectives and lived experiences.

Transferability is defined as the extent to which a study transforms across contexts and in similar situations. In other words, transferability answers the question, ‘How general is the study?’ (Trochim, 2006d), which is one concern of researchers. To understand perceptions of male teachers on a wider scale, the replication of the study in

other geographical locations can occur. Survey questions have to be replicated to stay within the definition of transferability. Including the female perspective would have provided perceptions and recommendations that may have skew data and affected the generalization of the results.

To ensure transferability, participants used in this study were located in urban regions and represented several of the largest districts in the country. Other urban districts will be able to use the study results as they may have similar teacher populations. Districts of smaller sizes may also benefit from the results of this study because the lack of male educators is a national phenomenon and the more information gathered, the wider the generalization of results.

The replication, or validity, of a study is also important to quantitative research (Trochim, 2006d). Qualitative studies focus on how the researcher accounts “for the ever-changing context within which research occurs” (Trochim, 2006d, para. 6). To address dependability, the researcher provided an in-depth analysis of the development of the study, and the decisions behind the identification of study participants. Participant contacts were collected from the TEA online public database pursuant to Public Records Act, Section 522 (1993), and informed consent was obtained from the University of Phoenix IRB prior to data collection. The purpose of the study was to identify recruitment strategies used to employ males in teaching positions within public education and the perception of males educators regarding the recruitment of male teachers at the elementary level.

This study provides a discussion of the phenomenon of the lack of male teachers at the elementary level within public education. The lack of male teachers is a trend that has been a concern for decades (Johnson, 2008). To explore the aforementioned phenomenon, the researcher identified participants as male educators at both the elementary and secondary levels in public education in urban school districts in Texas.

According to Trochim (2006d), “Confirmability refers to the degree to which the results could be confirmed and corroborated by others” (para. 7). In qualitative research, the development of surveys occur by humans and can lead to biased; therefore, investigators have to remain objective on reporting data and results (Shenton, 2004). As part of data reporting, the researcher must include underlying reasons and decisions made to adopt one research method over another. The scrutiny of results occurs through a committee of educational research peers. Each committee member selected has a body of research concerning, contributions to, and positions and experience in education. The selection of members was based on a university database of approved research committee members. Committee members reviewed and approved the research method selected for this study. Within qualitative study research frameworks, a phenomenological approach was the most appropriate to explore the recruitment experiences and perceptions of male teachers on the recruitment of male teachers at the elementary level.

### **Summary**

A qualitative phenomenological approach was chosen for this study. This approach was appropriate as the research aimed to examine the lived recruitment

experiences of male teachers at the elementary level. Study participants were employees of urban school districts in Texas. Participants received a letter of invitation, informed consent form, and an open survey. The informed consent included expectations for participation, data collection, and direct or indirect effects of participation (Santos Hernandez, 2009).

The researcher used the qualitative analysis tool, Nvivo10©, by QSR (2013c) to store and analyze all collected data. Identification of themes and literature syntheses occurred through the data collection process. The results of this study are beneficial to urban school districts in Texas. The results of this study are reported in further detail in Chapter 4. Chapter 4 also includes a detailed explanation of the research experience, results, and identified themes. Results are discussed individually for each survey question.

## Chapter 4

### Results

The intent of the current qualitative phenomenological study aimed to identify common themes and perceptions among elementary and secondary male teachers concerning the recruitment of males at the elementary level. Chapter 3 included a discussion of the research design, appropriateness of the design, the sample, data collection methods, confidentiality measures, and procedures used to achieve validity and reliability of the study findings. Chapter 4 includes a discussion of the research questions, data collection, demographic analysis, data analysis protocols and procedures, interview results with key word analysis, and theme identification.

#### **Research Questions**

The research questions that guided this study were as follows:

1. What common recruitment strategies do males in current elementary and secondary teaching positions identify as useful in influencing males to work at the elementary level?
2. What are male teachers' perceptions of male teachers at the elementary level?

#### **Demographic Analysis**

The study utilized a homogeneous sample of 23 male educators employed as elementary and secondary teachers in school districts in Texas at the time of data collection. Homogeneous sampling helped focus the study and simplified the analysis of the data (Patton, 2002). These professional teachers had more than 214 years of combined experience as public school teachers; experience ranged from 1 to 34 years.

Participants included 16 elementary male and seven secondary male teachers. Schools represent a range of K-12 public education institutions (see Table 4).

Table 4

*Demographic Data for Study Participants*

Participant	Level	Experience (years)
1A	Elementary	3
2A	Elementary	7
3A	Elementary	3
4A	Elementary	34
5A	Elementary	4.5
6A	Elementary	13
7A	Elementary	12
8A	Elementary	10
9A	Elementary	10
10A	Elementary	5
11A	Elementary	8
12A	Elementary	10
13A	Elementary	24
14A	Elementary	1
15A	Elementary	10
16A	Elementary	4
1B	Secondary	6
2B	Secondary	11
3B	Secondary	8
4B	Secondary	5
5B	Secondary	3
6B	Secondary	1
7B	Secondary	22



## **Data Collection Methods**

A careful selection of study participants and application of methods discussed in Chapter 3 for data analysis and triangulation contributed to the data collection process of this study. The collection of qualitative data was distinct because data consisted of the experiences, thoughts, and ideas of each participant (Mack et al., 2005). Once permission from the University of Phoenix IRB was obtained, data collection began. Electronic emails, including the informed consent form (Appendix A) and open-ended surveys (Appendices B & C), were sent to over 200 male educators who were employed by public school districts in Texas at the time of this study.

A sample of at least 20 male educator participants was needed to reach data saturation. To reach this number, the public school employee database created and maintained by TEA was used. The TEA is the governing body for elementary and secondary public education for the state of Texas, and is led by the state commissioner of education. This agency is responsible for developing state standards, textbook adoption, school accountability and ratings, and maintaining a public database of school employees and district contact information. Public access to this database is available.

To access the database, the researcher logged on to the TEA website (<http://www.tea.state.tx.us/>). Once on the TEA website, the researcher clicked on the third red tab located at the top of the main homepage titled A-Z index, then scrolled down to the letter A and clicked on the link the link askTed (Texas Education Directory). On the directory page, the researcher scrolled over the link for reports and directories, and a dropdown menu appeared. The researchers then scrolled down to the third link to

download district staff and set search fields. A spreadsheet with all contact information was generated and used to send the electronic mailings.

Permission to use the TEA database of school employees was obtained through the Director of Communications. Over 200 male educators were contacted. Because of respondent schedules and time constraints, data collection occurred during a 6-week window. At the end of the data collection period, 23 informed consent forms and open-ended surveys were received.

### **Data Analysis**

Nvivo10© is a qualitative and mixed research analysis tool that allowed the researcher to sort data based on phrases or words to generate themes and references across the framework of this study. The data collected from participant surveys remained confidential while a full analysis of statements was conducted. Surveys from male elementary and secondary teachers were uploaded into the program. As participants returned responses to the surveys, they were coded in numerical order followed by the letter A for elementary teachers and the letter B for secondary teachers to ensure anonymity. Data were then uploaded to the appropriate node developed by the researcher for each of the 16 survey questions. A node is digital locker within the Nvivo10© program where common data, research, references, videos, and transcripts are stored.

## **Survey Results**

Data were organized by question number. Responses to the 16 questions on the open-ended surveys were imported into the Nvivo10© program within the appropriate node (a node represented one question). All responses were queried for word frequency and common words were identified for each question. Each word was given a weighted percentage based on frequency.

Nodes helped the researcher organize the data and assisted in the identification of themes and common words from each respondent. In identifying themes and common word frequency, the researcher was able to highlight a given section within a node and run a on word frequency query. The query produced a detailed analysis of each word selected and assigned it a weighted percentage. Respondents' detailed responses were entered into each node, which allowed for a direct quote analysis and further exploration of participants' perspectives on the recruitment of male teachers at the elementary level.

## **Keyword Identification**

Participant responses were entered into the Nvivo10© software, which provided the information about themes and keywords. Each word was given a weighted percentage based on frequency. All responses were entered into the appropriate node that represented the corresponding survey question. Theoretical data saturation was determined based on word frequency. Each question yielded a different frequency (see Table 5).

Table 5

*Frequency of Keyword(s) Per Question*

Question	Keyword(s)	Frequency
Question # 1	None	None
Question # 2	Doctor and teacher	3
Question # 3	Education	4
Question # 4	To teach	3
Question # 5	In college	3
Question # 6	Student teaching	7
Question # 7	Easier classroom management	9
Question # 8	Good teacher	7
Question # 9	Masculine	12
Question # 10	A male presence	9
Question # 11	Lack of patience	5
Question # 12	Elementary males are feminine	12
Question # 13	Not sure	9
Question # 14	Recruited	15
Question # 15	Use male to get males	8
Question # 16	Have prospects see males in positions	12

**Question #1: How many years have you been teaching in elementary/secondary education?** Question #1 allowed participants to provide data about the years of employment in the field of education. Participants' years of experience ranged from 1 to 34 years, with a mean of 9.32 years, a median of 10 years, and modes of 3 and 10 years.

**Question #2: What were your career aspirations as a child through high school?** Question #2 offered participants the opportunity to elaborate on their career

aspirations. This question allowed the researcher to identify whether there was a relationship between career aspirations and undergraduate majors. Table 6 provides the weighted percentages based on a word frequency analysis in Nvivo10©. The keywords in order based on weighted percentage were as follows: *doctor, teacher, baseball player, coach, and electrical engineer.*

Table 6

*Question #2: Career Aspirations*

Keyword(s)	Weighted Percentage
Doctor	2.00%
Teacher	2.00%
Baseball Player	1.33%
Coach	1.33%
Electrical Engineer	1.33%

Note: Participants' survey responses acted as the unit of analysis.

**Theme: Participants had career aspirations.** All participants (100%) had career aspirations. For example, Participant 12A stated, "I wanted to be a person in the weather industry. Then I wanted to be a doctor. Through all of those dreams, I knew I had to go to college first and get a degree in whatever I wanted." Participant 5B shared that his career aspirations as a child through high school was to be a physical therapist or a teacher. Participant 9A stated that he wanted to be a doctor, teacher, or coach. Additionally, Participant 4B shared, "While in high school, I wanted to practice obstetrics/gynecology."

**Question #3: What was your undergraduate major?** Question #3 allowed participants to share their undergraduate majors. Table 7 shows the identified keywords based on weighted percentage of participants' responses. The question allowed the

researcher to compare and contrast participants' positions of employment and college degrees received. The Nvivo10© program identified the following four majors: education, business administration, art, and kinesiology.

Table 7

*Question #3: Undergraduate Major*

Keyword(s)	Weighted Percentage
Education	4.35%
Business Administration	3.26%
Art	3.26%
Kinesiology	2.17%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Participants chose undergraduate majors:** All participants (100%) had a chosen undergraduate major upon enrolling in post high school studies. Participants 1A and 3B both shared that they majored in business administration. Participants 5A and 7B majored in music education and instrument music education, respectively. Participant 14A stated that he “Received a Bachelor of Fine Arts in Art history, which included numerous studio classes.” Participant 4B majored in industrial technology with an emphasis in manufacturing. Participant 16A shared that he majored in and received a Bachelor of Art in Geography.

**Question #4: Why was this chosen as your intended major?** Question #4 allowed participants to share why they chose the major shared in Question #3. This question allowed the researcher to gain a deeper understanding as to the reasons behind the choice of participants' majors and deciding factors that influenced their decisions.

The word frequency analysis of participants' responses yielded the following key phrases: *to educate, to teach, to be a business owner, and to be an artist* (see Table 8).

Table 8

*Question #4: Why Major was Chosen*

Keyword(s)	Weighted Percentage
To educate	1.78%
To be a business owner	1.78%
To be an artist	1.18%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Participants chose majors based on passion and excitement.** All participants (100%) chose their respective majors to work in a field of their passion.

Participant 7A explained the following:

Before I decided to be a teacher, I took a lot of anatomy and physiology courses.

When I decided to be a teacher, I wanted to go into an area I would enjoy (physical education), so kinesiology was the best choice.

Participant 4B stated that he went into business because "In the mid-1990s, the jobs and money were outstanding." Participant 7B shared that he chose art because he felt talented and passionate about the subject. Participant 12A shared he enjoyed the sports aspect of his major as well as the physical movement of the body, which is why he chose kinesiology as his major.

**Question #5: When did you decide to pursue teaching at the elementary/secondary level?** Question #5 allowed participants to share when they decided to become teachers at their stated level of employment. This question allowed the researcher to identify when participants made the decision to teach at their respective

levels. Only two keywords emerged through the keyword analysis: *student teaching* and *college* (Table 9).

Table 9

*Question #5: Decided to Pursue Teaching*

Keyword(s)	Weighted Percentage
Student Teaching	3.87%
College	1.94%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Participants decided to teach in college or student teaching.**

Participants explained that they became interested in teaching during student teaching assignments and while in college. For example, Participant 3A shared that he became interested in elementary education during a student teaching experience. Participant 5B stated, "I decided to pursue teaching secondary education when I was a sophomore in college."

Several participants pursued the field of education after being in other careers or after losing jobs. For example, Participant 2B shared, "I decided to pursue teaching when I decided not to go to medical school and I wanted to utilize my degree." Participant 8A mentioned that he decided to pursue teaching when he could afford to retire from the corporate world, and he taught as hobby.

**Question #6: What influenced you to teach elementary/secondary over secondary/elementary?** Question #6 provided the researcher with a better understanding as to why participants became teachers at the elementary or secondary levels. The question allowed participants to provide perspective on the factors that influenced their decisions. Table 10 shows the following four keywords or phrases that



emerged from the word frequency analysis: *extend teaching, to influence kids, degree,* and *teacher*.

Table 10

*Question #6: Influence to Teach Elementary/Secondary*

Keyword(s)	Weighted Percentage
Extended teaching	2.65%
To influence kids	1.89%
Degree	1.52%
Teacher	1.52%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Participants wanted a change or new challenge.** Participants shared that they decided to work at their current levels of employment because they wanted change or a new challenge. Participant 16A explained the following:

I wanted to teach after I met a very inspirational high school teacher while working at a map and travel store over a decade ago. He let me observe his class, and I loved the experience. Once I received my degree and credentials, I decided to teach middle school first. When I later moved to Texas, I transitioned to elementary school as a challenge and to try something different.

Participant 1B stated, "I had a desire to acquire new teaching skills and work on a different level. I taught elementary for 6 years and wanted a change."

**Question #7: What impact does your gender have over student performance?**

Question #7 offered participants the opportunity to provide perspective concerning the influence of being male on student performance in the classroom. This question allowed the researcher to gain insight into the role of student performance and gender. Participant

responses yielded the following keywords and phrases: *students treated equally, boys influence, classroom, and no impact* (see Table 11).

Table 11

*Question #7: Gender Impact on Student Performance*

Keyword(s)	Weighted Percentage
Students treated equally	3.70%
Boys influenced	2.47%
Classroom	2.47%
No impact	2.47%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Participants had varying differences on gender impact on student performance.** Survey responses revealed that participants viewed the influence of gender in several different ways. For example, Participant 13A explained:

I see a difference in tougher males; those that come from less-than-ideal situations that struggle on a daily basis. It is almost as if there is some relief when the two “tough males” come into my class. They talk football with me and I have made it a weekly thing based on their behavior and academics for the week. They look forward to our discussions each week. I have seen them try harder in school.

Participants 2B, 4B, and 6A felt that gender had no influence on student performance.

Participants 9A, 11A, and 7B mentioned that all students were treated equal and high expectations were set for all students regardless of gender.

**Question #8: How do you view your teaching ability?** Question #8 allowed the researcher to understand the self-efficacy of male teachers in elementary and secondary

positions regarding teaching ability or instruction. The word frequency analysis yielded the following keywords: *good teacher*, *great teacher*, and *master teacher* (see Table 12).

Table 12

*Question #8: Self-Efficacy*

Keyword(s)	Weighted Percentage
Good teacher	3.57%
Great teacher	1.53%
Master teacher	1.02%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Participants had confidence in their teaching abilities.** Participants 1A and 2A mentioned that they were good teachers. Participant 1A felt that he was a good teacher because his students did very well on state assessments. Participant 1B shared, "I am very good at art. I understand how it impacts advertising and am able to provide my student with this perspective."

**Question #9: Were you ever stereotyped by your peers? If yes, how were you stereotyped?** The word frequency analysis yielded the following keywords based on weighted percentage: *masculine*, *yes*, and *guy*. Question #9 provided the researcher with data on how male teachers were stereotyped from childhood through adulthood. The majority of participants reported that they were viewed as masculine (see Table 13).

Table 13

*Question #9: Participant Stereotypes*

Keyword(s)	Weighted Percentage
Masculine	13.64%
Yes	3.41%
Guy	2.27%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Participants viewed as masculine.** All participants (100%) noted that they were stereotyped by their peers. A majority of participants stated that they were stereotyped as masculine, while others noted they were stereotyped as a guy. For example, Participant 1A shared that he was stereotyped as masculine. Participant 6B shared he was not stereotyped because he was just a typical male athlete.

**Question #10: How have stereotypes impacted you during your time as an elementary/secondary teacher?** Question #10 provided participants the opportunity to provide perspective into the ways stereotypes have affected their careers as elementary or secondary teachers. This question allowed the researcher to identify possible stereotypes that may contribute to the lack of male teachers at the elementary level. The word frequency analysis yielded the following keywords and phrases based on weighted percentage: *lack of male presence, female teachers more proficient, and people unaware* (see Table 14).

Table 14

*Question #10: Effects of Stereotypes on Teaching*

Keyword(s)	Weighted Percentage
Lack of male presence	3.73%
Female teachers more proficient	2.49%
People unaware	1.66%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Participants believed that stereotyping has had some impact on them in the field of education.** Survey responses revealed some participants felt stereotypes affected their career decisions while others felt there was no affect. Participant 16A explained, "I do not believe that stereotyping has negatively impacted my career decisions. Recently, I believe it has been fairly positive since there is a need for a strong male presence at the elementary level, and I am a male." Participant 2B noted that people believed he was less intelligent because he was African American and a coach.

**Question #11: Why do you feel a higher percentage of men teach in secondary education over elementary education?** Question #11 revealed the perceptions of factors that influence a higher number of male teachers in secondary over elementary education. This question allowed the researcher to gain insight into the perspectives of male teachers in public education. The keyword analysis yielded the following three keywords based on weighted percentage: *elementary*, *less*, and *patience* (see Table 15).

Table 15

*Question #11: Perceptions of Secondary Education*

Keyword(s)	Weighted Percentage
Elementary	1.39%
Less	1.39%
Patience	1.39%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Nature versus Nurture.** Participants revealed that more males go into secondary education because of a lack of patience to work with elementary students. For example, Participant 5A stated, "I've never had any other experience in secondary education except for my student teaching, but I would assume it is because of the maturity of the children. A lot of patience and understanding is required with elementary children." Participant 5B shared, "I feel a higher percentage of men teach secondary primarily because they do not have the patience to deal with younger students."

**Question #12: What stereotypes exist for male elementary/secondary teachers?** Question #12 allowed participants to share experiences and provide their perspectives of the actual stereotypes that exist for male teachers at both levels of education. The keyword analysis yielded the following four keywords based on weighted percentage: *elementary*, *men*, *gay*, and *feminine* (see Table 16).

Table 16

*Question #12: Elementary and Secondary Male Teacher Stereotypes*

Keyword(s)	Weighted Percentage
Elementary	5.45%
Men	3.64%
Gay	2.73%
Feminine	2.27%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Elementary men are stereotyped as feminine.** A high percentage of participants mentioned that males at the elementary level were stereotyped as gay or feminine. Study participants were very specific as to stereotypes. For example, Participant 13A stated, "Although I ignore the stereotypes, men who teach elementary school are feminine or gay." Participant 1B shared that elementary men are perceived as weak and unable to work with older students.

**Question #13: How would you depict the recruitment efforts of human resources recruitment officers on male educators at the elementary and secondary levels? What are the differences in practices?** Question #13 allowed participants to provide perspective concerning the recruitment of males in education and possible differences in practices at different levels. Of note, many districts recruit teachers to fill gaps within personnel. The keywords identified based on weighted percentage were as follows: *recruitment, male, bilingual, and not sure* (see Table 17).

Table 17

*Question #13: Recruitment and Practices*

Keyword(s)	Weighted Percentage
Recruitment	5.70%
Male	3.16%
Bilingual	2.53%
Not sure	2.53%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Lack of active male teacher recruitment.** Several participants mentioned that they had been recruited by someone in their districts of employment or were recruited because of their bilingual capabilities. For example, Participant 11A explained:

It seems like in the area of bilingual education there is some type of recruitment happening, but I am not sure what that is or how active it is for men or bilingual. I do not think it happens at secondary because there is no bilingual program at that level.

Participant 2B shared:

The district actively recruits male teachers. I believe that there is an engrained mindset in many individuals that men are not equipped to be as nurturing as women in the lower grades. Most male applicants do not view themselves as having the tools necessary to teach elementary.

**Question #14: How did you end up working in your current school district?**

Question #14 provided the researcher with insight into how participants accepted their positions of employment. Participants shared how they were recruited by their districts.



The word frequency analysis based on weighted percentage yielded three keywords: *district*, *applied*, and *recruited* (see Table 18).

Table 18

*Question #14: Current Employment*

Keyword(s)	Weighted Percentage
District	9.68%
Applied	5.81%
Recruited	3.87%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Participants were recruited or applied for their current positions of employment.** A high number of participants shared that they were recruited by their current districts of employment in some form. Some participants shared that they applied for their current positions of employment. For example, Participant 3A shared that he looked for a position in the district and applied. Participant 10A revealed that he was recruited by the district for his bilingual capabilities, not because he was a male. Participant 5b indicated that he went to a job fair and applied for his current position.

**Question #15: What recruitment practices and/or strategies do you feel can be used to employ males in elementary education?** Question #15 revealed participants' perspectives on the practices and strategies that they felt would be helpful in employing males in elementary education. The following keywords were identified based on weighted percentage: *males*, *teachers*, and *elementary* (see Table 19).

Table 19

*Question #15: Recruitment Practices that should be used*

Keyword(s)	Weighted Percentage
Males	2.39%
Teachers	2.12%
Elementary	1.86%

Note: Participants’ survey responses acted as unit of analysis.

**Theme: Use males to employ males.** Survey responses revealed that districts should use male teachers in current positions to actively recruit males for elementary positions. Participants also shared when males should be recruited for positions of employment. For example, Participants 1B and 12A mentioned that districts should use males who teach at the elementary level as recruiters. Participant 6B shared that districts should “start recruiting males in college.”

**Question #16: How would you recommend that districts differentiate their recruiting strategies of secondary versus elementary male teachers?** Question #16 allowed participants to provide recommendations on ways that school districts could differentiate their recruitment strategies of male elementary and secondary teachers. Participant responses reveal a high percentage of keyword frequency for the following keywords: *male*, *elementary*, and *teachers* (see Table 20).

Table 20

*Question #16: Recommendations for Differentiating Recruitment*

Keyword(s)	Weighted Percentage
Male	3.52%
Elementary	2.05%
Teachers	2.05%

Note: Participants' survey responses acted as unit of analysis.

**Theme: Male teachers are needed at both levels.** Based on the survey responses, participants believed that male teachers are needed at both elementary and secondary levels. Participant 6A mentioned that the initial part of the process should remain the same at both levels to draw men into teaching initially. Participant 1B shared that “males are needed at both levels.”

**Theme Identification**

Several themes emerged after the keyword identification. Nodes created using the Nvivo10© qualitative data analysis tool allowed the researcher to identify themes. Participants' responses were entered into the appropriate node as received, a word query was conducted, and theoretical saturation occurred at 12 completed surveys. All node word queries were viewed, and four themes were identified. Each theme represented data retrieved from specific questions. Table 21 provides a brief view of the emergent themes, word frequencies, and percentages.

Table 21

*Frequency of Emergent Themes*

Theme	Emergent Theme	Frequency	Percentage
Theme # 1	Recruited and applied	15	100%
Theme # 2	Viewed as masculine	12	100%
Theme # 3	Elementary men are stereotyped as feminine	12	100%
Theme # 4	Recruit using males in current positions	12	100%

**Theme # 1: Recruited and applied.** Theme #1 was identified through theoretical saturation ( $N = 12$ ) of keywords and phrases identified in the Nvivo10© program. Based on participant responses, saturation showed a word frequency from 15 participants. Fifteen participants had responses that included the words recruited or applied. For example, Participant 15A explained, “Although I was headed into secondary education, I was recruited into elementary education because of my bilingual abilities.” Participant 4B shared that he ended up in his current position because “an educational technology degree is in higher demand than a math or science.” Participant 3B explained, “There was a job and I applied. I interviewed with the principal and got the job.” Participant 14A expressed, “In a way, I was recruited by the district. My principal worked hard to get me here.”

Survey response from Participant 8A revealed that his district discussed needing more male teachers at the elementary level, but were leery of hiring men at that level because of past district lawsuits. Participant 13A expressed that he had been actively searching for employment in the field of education and applied for a position in the school district he graduated high school from and had completed his student teaching. Two participants, 1B and 5B shared that they both attended district job fairs and applied

for positions of employment. Participant 1B explained that he requested an interview with his current principal and had been working at the school since.

Participant 10A stated, “I was recruited by the district.” Participant 2B expressed that he was looking for a position outside of the district he previously taught in and requested an interview with the human resources department at his current district.

Participant 6B shared that he applied for a position as a teacher in one district, began working in another, and was actively recruited by his current district.

**Theme #2: Viewed as masculine.** Theme #2 was identified through theoretical saturation ( $N = 12$ ) of keywords and phrases identified in the Nvivo10© program. Based on participants’ responses, saturation showed a word frequency of 12. Twelve participants had responses that explained they had been identified as masculine. For example, Participants 6A and 3B were identified as being masculine while growing up and throughout high school. Participant 6B explained, “I was stereotyped as an athlete.” Participant 16A shared, “just allowed to be me.”

Participant 4B expressed, “I was always a masculine type of guy.” Participant 5B shared that he was into sports growing up; therefore, he was identified as being masculine. Participants 9A, 10A, and 12A stated they were identified as “masculine.” Although participant 1B stated that he did not remember any stereotypes, he reported feeling masculine. Participant 15A said that he was stereotyped as masculine, but this was underscored by his ethnicity.

Participant 5A shared, “I don’t remember being stereotyped against, but remember doing the stereotyping. Not my proudest moment. I guess masculine.” Participant 2B revealed that he was considered the “softer twin due to the fact that my

brother was overtly macho.” Participants 7A and 14A identified with masculinity while participant 7B noted that he was just stereotyped as athletic.

**Theme #3: Elementary men are stereotyped as feminine.** Theme #3 was identified through theoretical saturation ( $N = 12$ ) of keywords and phrases identified in the Nvivo10© program. Based on participant responses, saturation showed a word frequency of 12. Twelve participants’ responses mentioned that elementary men were stereotyped as being feminine. For example, Participants 9A and 3B explained, “Elementary men are feminine and secondary men are more masculine.” Participant 12A explained:

Unfortunately, it is said that men at the secondary level are more masculine because they want to coach. I am a coach but did not have the passion to work in secondary. I wanted to impact the life of a child at an earlier grade, so I chose elementary school.

Participant 6B shared, “Elementary men know how to nurture students and know more information about a lot of different subjects because they do not teach just one subject.”

Participant 7A expressed, “Research shows that there is a belief that elementary teachers nurture the child while secondary teachers teach the subject. This is not true. A great teacher is a great teacher no matter what level.” The survey response of Participant 4A revealed “most males who go into secondary want to coach and that is why they end up at that level.”

Participant 4B explained he has heard that men who teach at the elementary are gay. He also revealed that he knows this statement is not true; however, it is the stereotype that exists. Participant 2B expressed, “Male teachers at the elementary level

are more nurturing and caring than males at the secondary level.” Participant 11A shared that he heard if he worked at with any grade below seventh, he would be considered gay. He noted that he did not know why because he loves influencing the lives of younger students. Participant 16A expressed:

I just read an article about this and it said that one stereotype is that more men teach secondary because they want to have the opportunity to coach and train sport teams. I found this to be very interesting because there are not that many coaching spots available, so that can't be true can it?

**Theme #4: Recruit using males in current positions.** Theme #4 was identified through theoretical saturation ( $N = 12$ ) of keywords and phrases identified in the Nvivo10© program. Based on participant responses, saturation showed a word frequency of 12. Twelve participants had responses that included the phrase “to use males in current positions.” For example, Participant 13A explained, “It helps to send male recruiters because they have more in common and are a personal example of someone who is or who has done it.” Participant 6B shared: “You have to change the dynamic of the degree offered. I do not think that we have any male early education majors. I think the focus needs to be in sophomore year and persuade them to go that way.” Participant 1A expressed:

Look at the needs of the school district. For example, you would not want a science physics teacher teaching third-grade science. He would be more apt to teach high school. That is where the heart of the subject gets solidified.

The survey responses of Participants 2A and 7A revealed that there should be no active recruitment because males will come to positions of employment if they are

interested. Participant 7A also shared that males are needed at all levels. Participant 16A explained:

To recruit male teachers to elementary education, it might be a good idea to tell the males at job fairs how rewarding it is to be able to shape young minds before they become preteen and teenagers and are more influenced by their peers than their teachers. Also, let the teachers know that if they enjoy multiple subjects, they will have a chance to creatively link together these subjects into lessons.

Participant 2B shared that men should be targeted in teacher preparation programs and be exposed to the elementary level at earlier stages in their training. He commented that this process would expose them to the need of males at the elementary level.

Participant 3B shared there is no “job ladder,” but the benefits and stability of the field and working at the elementary level should be highlighted.

Participant 12A recommend that districts, “Allow more male teachers that presently teach elementary to be involved in the recruitment process (job fair). Enable male teaching prospects to see other males that presently teach elementary.” The survey responses of Participants 13A and 1B revealed that districts should use males in current positions of employment so prospects can speak to and gain insight from those who currently work with younger students.

### **Summary**

Chapter 4 provided a discussion of the findings of this study. This chapter began by identifying the research questions that guided the study. An analysis of participant demographic data was also presented. The chapter included a discussion of the data



analysis and keyword identification of participants' responses based on keyword frequency reported in the Nvivo10© qualitative data analysis software.

Open-ended survey responses of 23 male teachers working in public schools in Texas school districts were used for the data analysis. All participants responded to 16 survey questions. Keyword analysis identified theoretical saturation of emerging themes of 12 or more participants. Four major themes were identified and discussed with supporting data from participants' responses. The themes identified based on participant responses in order were as follows: recruited and applied, viewed as masculine, elementary men are stereotyped as feminine, and recruit using males in current teaching positions.

Participants revealed that they were actively recruited or that they directly applied for their positions of employment. Responses showed that all participants who were recruited were not actively recruited by district human resources officers, rather by principals, teachers, or friends within the district. Participants who applied and interviewed for their teaching positions shared that they wanted to make the difference in the life of a child or that they heard of a possible opening.

Societal stereotypes contribute to the belief that elementary male teachers are viewed as feminine. Participants also shared that elementary male teachers are stereotyped as feminine; however, a majority of participants shared they were identified and classified as masculine through young adulthood. Some participants also shared that they were athletic and had aspirations of becoming professional athletes. Regardless of societal stereotypes, the self-efficacy and personality of an individual determines career choice.

Participants' responses reveal that school districts should recruit using males in current positions of employment. In doing so, districts could provide better perspective into the role of the male teacher for future recruits, which might influence males to become teachers in elementary education. Participants also noted that building relationships with local colleges and universities is an important part of the recruitment process. Some participants stated that they became interested in elementary education during their student teaching practicum experiences. Through the relationships developed during these experiences, districts can groom potential male teachers for positions within the district, which would also allow for appropriate teacher training.

Participants shared their experiences in recruiting, how they viewed their teaching abilities, their perspectives of social stereotypes, and their ideas for recruiting more males at the elementary level. Chapter 5 includes a discussion of the implications of the findings, study results, and recommendations for future study.

## Chapter 5

### Conclusions and Recommendations

The overall purpose of the study was to understand the recruitment experiences of male teachers and identify common themes of recruitment strategies used in school districts in Texas in an effort to attract male teachers at the elementary level in public education. This study may contribute to the literature base regarding the male elementary educator experience. This study is significant to the current body of knowledge on educational leadership as it provides school districts and administrators with alternative approaches to infuse more males at the elementary level and create a gender balance. Further, this study provides administrators with strategies to identify, attract, and retain male teachers at the elementary level by offering information necessary to begin grooming potential male teachers for elementary positions at earlier stages in their careers (TCOE, 2008).

The purpose of Chapter 5 is to aligning the literature review and themes identified in Chapter 4. Chapter 5 includes a discussion of the conclusions of the study and recommendations for future research. Chapter 5 includes the following sections, Conclusions, Recommendations, and Summary.

### **Conclusions**

#### **Research Study Problems and Questions**

Despite educational reforms, the decline of males in elementary education has existed for centuries (Johnson, 2008). As of 2013 male educators represent less than 25% of the three million teachers in the United States. As such, there is a lack of literature about recruitment strategies for male educators in elementary education. Exploring the

perceptions of male teachers provided a greater understanding of the lived and recruitment experiences of male educators in school districts in Texas. The research questions that guided this study were as follows:

1. What common recruitment strategies do males in current elementary and secondary teaching positions identify as useful in influencing males to work at the elementary level?
2. What are male teachers' perceptions of male teachers at the elementary level?

### **Limitations**

The keyword analysis yielded four variations of themes based on participants' responses. Although the results indicated agreement among participants, one could raise concern about the methods used. The open-ended nature of the survey instruments may have contributed to the lack of consistency among participants' responses.

Another potential weakness of this study are limitations because of a lack of control (Simon, 2006). Participants were given 6 weeks to complete the survey instrument, which was intended to allow for in-depth responses. However, by providing participants an open-ended survey instrument, the researcher had no control over the length or depth of responses. Additionally, the allotted amount of time to complete the surveys may have contributed to variations in the keyword frequency and themes.

The sample population included male educators employed in public school districts in Texas at the time of data collection. Although locating potential participants was a tedious process, securing participants was more difficult because of data collection timelines. Many potential participants declined to be in the study because of school holidays, vacations, and student assessments. The length and open-ended nature of the

survey instrument may have also contributed to the decline of potential study participants. These two limitations (time constraints and length of survey) may also have influenced some participants to provide only brief responses to some questions.

Nvivo10©, a qualitative and mixed methods data analysis tool, was used for this study. Data analysis software can be useful to identify theoretical saturation of emergent themes through keyword analysis of responses. However, this software also made it challenging to conduct an analysis of contextual statements or exact phrase relationships. When conducting keyword analysis, the software allows for exact word and similar phrase pattern identification. The lack of exact phrase relationships could contribute to the missing of minute word and theme subtleties. Twenty-three male teachers participated in the study; using the Nvivo10© software, theoretical analysis and keyword saturation occurred at 12 participants. This number may or may not have represented an ample number of participants for study saturation.

### **Discussion of Findings**

The study contributed to the literature base regarding males who teach in elementary education and their experiences. The findings allowed the researcher to provide recommendations for existing teacher recruitment programs focused on male elementary teachers. A discussion of the themes is necessary to explore these recommendations in detail. The survey instrument provided participants the opportunity to respond to all open-ended questions open and honestly. Participants' responses revealed that many male teachers apply to positions based on district needs and that active recruitment does not occur for male or female teachers, rather for positions.

## **Theme #1: Recruited and Applied**

The literature suggests a lack of male teachers in elementary education. Although the literature discusses the decline of male teachers (Johnson, 2008), few studies have addressed the recruitment of male teachers. Traditionally, public school districts recruit teaching candidates through teacher job fairs. In the current study, 22 of 23 participants (95.6%) were either recruited or applied for their positions.

Each participant shared how he came to his teaching position. Of the 23 participants, nine (39%) noted that they were recruited; keyword identification yielded recruitment was similar among these nine participants. The descriptions and experiences shared provided the opportunity for each participant to discuss how he was recruited by his district. For example, two participants shared that they were recruited after they completed student teaching assignments in the district. With this information, the programs that these participants earned teacher certification from could survey and determine factors that may have influenced these men to teach at the elementary level as a way to develop similar programs or program factors (Cunningham & Watson, 2002). Another participant shared that he was indirectly recruited when he heard of an opening prior to it actually being posting.

Outside of recruitment fairs, teachers applied for positions of employment by directly contacting school districts and principals. With ongoing efforts to increase the number of male teachers at the elementary level, the clamor to attain them continues (Johnson, 2008). Thirteen (56.5%) of the 23 participants revealed that they applied for positions in their districts of employment. The experiences shared were similar as each participant (100%) indicated that he sought a position of employment by just applying for

the teaching job. Two participants mentioned that they had requested interviews with principals. Three participants shared that they went to job fairs, applied to several districts, and chose the one closest to their residences.

### **Theme #2: Viewed as Masculine**

Male teachers are often stereotyped based on their level of employment. Specifically, societal stereotypes classify elementary male teachers as feminine and secondary male teachers as masculine. Brown (1960) noted that one stereotype is that men who enter the elementary teaching profession lack masculinity and are not considered “manly” men. Participant responses (100%) revealed that none had been stereotyped as feminine.

Many countries are trying to address the feminization of primary grades in public education. Gender is the core of social image (Simpson, 2005). Participants revealed that their peers identified them as masculine. Twenty percent of participants shared that their ethnicity contributed to being viewed as masculine. In other words, being a masculine male was heightened by ethnicity. Similarities of being viewed as masculine and athletic appeared in 30% of the responses. Although responses showed that participants who were viewed as masculine were also athletes.

Self-efficacy postulates an individual’s beliefs about his or her abilities are shaped by environmental stimuli and societal influences. As such, the career choice of an individual will closely align with his or her personality. Men act in certain roles within educational organizations because their actions are in accordance with gender expectations (Wallace, 2010).

Societal stereotypes influence the career choices of males; however, perceived ability also influences the positions they take and career choices they make. Seventy percent of participants assumed roles in elementary education, which shows that male elementary teachers' self-efficacy varies from that of secondary male teachers.

Participant responses revealed that elementary teachers provided students with not only academic experiences, but life-long experiences. The responses from secondary male teachers revealed that they taught the subjects and helped students acquire academic knowledge.

### **Theme #3: Elementary Men are Stereotyped as Feminine**

Skelton (2003) suggested that the field of education has become feminized because of the lack of male role models and the influence on boys at primary grades. Research has revealed that students are influenced by the gender of their teachers, and they perform at higher rates when educated by a teacher of the same gender. It does not mean that there is a difference in the learning styles of boys and girls (Bonomo, 2010). Rather, it means that, academically, boys learn and retain more information from male teachers.

The belief within education is that men become educators to teach the subject while women become educators to teach the child (NEA, 2003). However, the field of education was once a male-dominated profession as the early American system closely resembled that of Ancient Greece. It was not until the mid-19th Century that the field of education began to experience a shift gender among its teaching force. During Horace Mann's tenure, the field of education began to take on the stigma of being a feminized field. However, male teachers serve as role models; boys are able to identify with



someone who does not resemble a mother figure and boys begin to imitate male teachers (Brown, 1960).

Nine of 23 participants (39%) stated that males in elementary education are stereotyped as feminine. Additionally, 26% ( $N = 6$ ) shared that elementary male teachers are stereotyped as gay or homosexual. Although the results did not favor positive social images of male elementary teachers, they did reveal an underlying component of SCT and self-efficacy. As individuals age, assimilation of activities and ideas occur based on gender and what is favorable. Further, men tend to use teaching as a building block for professional growth that leads to positions such as principal or superintendent. Although participants shared the societal stereotypes of male elementary teachers, none were discouraged from working in elementary education.

#### **Theme #4: Recruit using Males in Current Positions**

The greater the link between the traits of individuals and job duties, the greater the chances for success (Simpson, 2005). Few studies have identified recruitment practices used to employ males at the elementary level. The majority of participants (52%) responded that some type of recruitment should be done to address the need for male educators. Six of 23 participants (26%) shared that males who teach in elementary positions should be used as recruiters.

Specifically, participants noted that if there is a male on staff who knows of another male who is a viable candidate for a position, that current male teacher should recruit and persuade the candidate to apply (Cunningham & Watson, 2002). Cunningham and Watson (2002) noted five strategies that could be used to recruit males in the field of public education:

- Use the phrase, “men encouraged to apply” on all recruitment materials.
- Use the recreation section of employment instead of child care.
- Use men in current positions as recruiters.
- Introduce male teachers to younger ages to increase comfort.
- Recruit through work study and sport programs.

Both participants and Cunningham and Watson (2002) noted that using current male teachers to attract new male teachers would help address the lack of a male presence in elementary education.

Participants also revealed that stipends or incentives should be offered to potential candidates. Men tend to take positions in more lucrative paying fields to support their families (Phyll, 2013). Generally, males are the heads of the household and need lucrative paying careers to support their families. Additionally, using males in positions of elementary employment for recruitment may increase the number of male role models and provide opportunities for students at lower levels to have a balance of masculinity and femininity.

### **Recommendations**

This study explored the lived and recruitment experiences of male teachers to identify common themes of recruitment strategies used in school districts in Texas to attain more males at the elementary level in public education. District and states have a history of providing stipends and other monetary benefit incentives to top teacher talent and high-needs certification areas such as bilingual and STEM education. The following discusses recommendations based on the current findings.

The first recommendation is to identify male teachers who were recruited or applied and hired for their current positions. Many teachers begin their careers in education by either applying for a position or through the recruitment for specific positions of employment. Recruitment is necessary to attain more males at the elementary level in public education (Cox, 2008). Participants (95.6%) in this study noted that they applied or were recruited for their positions of employment.

Participant responses suggested that districts could benefit from identifying the number of male teachers within the district who were recruited and the number of those who applied for their positions. Peyton (2000) postulated several reasons males prefer to teach at the secondary level over elementary. By identifying the mode of employment, districts could develop surveys that are tailored to identify the type of recruitment strategies that males in current positions feel would assist in attaining more male teachers. In turn, districts could create cohesive recruitment plans that are targeted for specific male employment needs.

The second recommendation is to recruit using males in current teaching positions. Participants noted that the recruitment of teachers is based on district needs. While teacher needs vary among districts, a common recruitment strategy reported in this study is to use male teachers as recruiters. Participants also shared that providing prospects with male teachers may provide them direct experiences that could influence their decisions about teaching.

The analysis of participants' responses suggested that prospective district teaching recruits could possibly benefit from observing other men teaching. Districts and school administrators could schedule observation sessions for prospective teachers to allow them

to interact with elementary students during the instructional process. Through observation, candidates could gain an understanding of the demographics of the district and school. Through modeled behavior, individuals learn how to conduct themselves in accordance with social standards. Without this type of modeling, the development of social patterns and behavior is remotely impossible (Bandura, 1977).

A third recommendation is to amend current school district human resource policies to include targeted male recruitment. The decline of male teachers at the elementary level is not a new phenomenon. District human resources departments provide schools with personnel information including student to teacher ratio and teacher and student ethnicity data. This information is used to try to balance the student to teacher ethnicity makeup. In other words, in an ideal school, personnel reflect the student population.

### **Implications**

The following section provides a discussion of the link between theories and the results and recommendations of this study. Through this discussion, the researcher provides a description of the findings and their relation to past studies conducted by theorists in the field of study. The following discussion provide the researcher's perspective on the theoretical, methodological, and practical implications of this study.

#### **Theoretical Implications**

The theoretical framework chosen for the study was the SCT and self-efficacy (Bandura, 2005). These theoretical lenses were identified because they explain how individuals assume roles within society based on environmental factors and perceived abilities. Research shows that the field of elementary education is perceived as a female-

dominated profession (Johnson, 2008). The survey results of study participants revealed that females do dominate the profession. The results also revealed a need for more males in the profession. Although societal stereotypes exist, a need also exists for male role models to influence males at younger stages of their academic careers; therefore, more men are needed in the field of elementary education. Bandura (2005) noted that individuals assume roles within society based on observations and environmental stimuli. Thus, the greater the presence of male teachers, the more boys will be able to assimilate and model observed behaviors.

Pajares (2002) noted that, in the classroom, teachers influence students using social cognition by changing student behaviors and faulty thoughts (personal factors), increasing academic retention and self-regulatory processes (personal factors), and increasing the academic success and landscape of the classroom (environmental factors). Based on the current findings, using SCT as a framework identified that males can (1) change the thoughts and faulty sets of beliefs (personal factors), (2) increase self-regulatory process and academic success in teacher preparation programs (behavioral factors), and (3) alter schools and classrooms by increasing the number of males in teaching positions (environmental factors). While these beliefs are not discussed in literature (Cunningham & Watson, 2002; Johnson, 2008; Pajares, 2014), they did emerge as underlying ideas and beliefs among study participants. However, these findings still do not address how males perceive their specific teaching capabilities and perceptions about masculinity versus femininity within the field; these factors are better addressed through the lens of self-efficacy.

The beliefs that an individual has in his or her abilities about the level to which he or she can perform or execute these abilities is known as self-efficacy. Self-efficacy is important to the instructional process (Bandura, 1997) because teacher efficacy affects students in the early stages of academic development. When asked about teaching abilities, participants (100%) responded that they were great or master teachers. Participants shared that they had little to no discipline problems and, academically, their students performed at or above grade level. This influence occurred because these students were not yet mentally stable in their own perceived efficacy. At these early stages, students might not believe they can achieve what their teachers believe they can achieve (Bandura, 1997). Had participants not believed that they were master educators, they may have indicated that they did not have strong classroom management, little to no discipline, and less passion than the survey responses exuded.

### **Methodological Implications**

The foundation of this study was phenomenological. Qualitative research is conducted in one of four different theoretical frameworks, case study, grounded theory, ethnography, and phenomenological. A phenomenological framework allowed the researcher to gain insight into the male teacher experience and identify possible recruitment strategies to attract more males to elementary education. Although a grounded theoretical framework could have been assumed, it was best to use phenomenological due to lack of research in regard to the recruitment of male teachers. Once more research has been complete it would benefit exploring the grounded theory in order to develop a specific theoretical lens for the aforementioned topic. Creswell (2007) noted that using a qualitative process, researchers attempt to answer questions by

collecting data through observations, interviews, audio-visual materials, and literature. This researcher used a 16-question open-ended survey as the data collection instrument. The open-ended survey acted as an informal interview method. Utilizing a qualitative phenomenological approach over the other qualitative research components provided perspective into the male teacher experience on recruitment, societal stereotypes, and recommendations to increase the number of male teachers at the elementary level.

Each participant was identified by a numeric alpha system. Elementary male participants were coded 1A, 2A, 3A, and so forth, and secondary male participants were coded 1B, 2B, 3B, and so forth. This type of coding allowed for confidentiality as well as organization. Participants could have all been ordered in one type of system but this would have made the identification of themes more difficult. The collection of data using a qualitative method is distinct because the data consist of the experiences, thoughts, and ideas of each participant (Mack et al., 2005). Each of these experiences and ideas assisted in the identification of recruitment recommendations and policy changes that could assist in efforts to increase male teachers at the elementary level.

### **Practical Implications**

The results of this study could influence recruitment practices and policy development. Cunningham and Watson (2002) noted that recruiters should use males in current positions of employment as recruiters to increase the number of male teachers at the elementary level. Results of this study supported this recommendation as participants voiced similar ideas. The findings showed that men could be influenced to become teachers at the elementary level if they saw other males in action and could speak to them about the positive benefits of working with elementary children.

The field of education is a female-dominated profession. This shift occurred as gender expectations shifted within the field (Davidson & Nelson, 2011). Although existing literature provides little insight into the reasons behind the feminization of the field of elementary education. Because of the female-dominated nature of the profession, several stereotypes exist for male teachers; for example, men who work in elementary education are not masculine, are homosexual, or are feminine. However, this study revealed that male teachers were viewed and viewed themselves as masculine, and their presence with a female-dominated campus plays an important role as gender influences student success.

There is a paucity of literature that identifies and discusses recruitment strategies that are useful for male teachers. The current synthesis of the literature and study results provide a cohesive document that offers recommendations to possibly increase the number of male teachers at the elementary level. Although the lack of male teachers at the elementary level is not a new phenomenon (Johnson, 2008), it is one that garners attention and ongoing research.

### **Reflection**

The study began with the idea of contributing to the literature on the lack of African-American males in teaching positions. After initial research of available information, a lack of males in elementary school emerged. As I read the literature, the question as to why this lack exists was not clearly defined in one place. I also realized that, although literature discussed the phenomenon, there was a lack of literature that either discussed solutions or provided insight into the male teacher perspective.



Once approval from both the TEA and the University of Phoenix IRB was obtained, participants were contacted and the data collection process began. As data were entered into the Nvivo10© program, themes began to emerge, and I began to wonder whether too many questions were used and whether any information was missed. More importantly, as I began to work on the discussion of the findings, more research was conducted that revealed another theory, Social Cognitive Theory of Career Choice (SCTCC). This theory was developed from research that used a grounded theory approach.

After finding another theory embedded deep within literature, I realized that it would be beneficial to replicate this study using a grounded theory approach. In doing so, the researcher could contribute to existing theory on career choice, more specifically elementary male teacher recruitment. I believe that this research is only the first step in providing concrete recruitment strategies for male teachers at the elementary level and can help influence educational policy at various different levels.

### **Recommendations for Further Research**

Based on findings discussed in Chapter 4, opportunities for future research exist regarding the recruitment of male teachers at the elementary level and the stereotypes that exist for males in the field of education. Of the 200 email inquiries, only 23 participants (10.74%) provided consent and responses to the survey questions. Saturation of themes occurred at 12 participants. The study could have benefited from a larger and more diverse population (e.g., participants from a variety of states and districts).

Participants of this study were all male; 16 (70%) were elementary school teachers and 7 (30%) were secondary school teachers. Future research could analyze the

experiences of both levels separately, which may yield different results and potential recommendations for recruitment at both levels. Future research could also consider including females' experiences and perceptions of the male recruitment process.

Letters of inquiry were delivered during the last week of November, and the data collection process occurred over a 6-week period (concluded the first week of January). Future research would benefit if the data collection process occurred prior to November or after the second week of January. During the time of data collection for this study, many school districts are on vacation or preparing for the holiday break. Potential participants who contacted the researcher to decline participation noted travel, family, and school obligations.

The survey instruments included 16 open-ended questions. Future research might benefit from narrowing the number of questions. The current study identified themes that ranged from stereotyping to recruitment. Based on the data, the study could benefit from developing two separate studies with one that examines the recruitment perceptions of male teachers and one that examines the perception of societal stereotypes of male teachers. Both studies would contribute to the literature on male teacher recruitment, male teacher self-efficacy, and the effect of social cognition.

The results presented in Chapter 4 revealed how male teachers viewed societal stereotypes and their ideas for recruitment. Participants (100%) stated that they were all identified as masculine, although the field of elementary education is generally viewed as a feminine profession. Based on these results, future research could benefit from identifying more recruitment strategies to employ males at the elementary level and determine how differentiation is not necessarily the key to success.

## Summary

Chapter 5 included a discussion of the research questions, limitations, assumptions, findings and the four identified themes, and recommendations for future research. The four themes identified were based on a keyword analysis of participants' responses. The results of this study may help school districts and administrators attain more male teachers at the elementary level.

Study participants cited the importance of districts forming relationships with potential teachers during their sophomore years of college and developing and training them for elementary level instruction. Participants also cited that benefits and monetary incentives might attract males to the elementary level. As the economy continues to improve, districts and schools should reexamine budgets and determine whether these types of incentives are available.

The current results contribute the literature of male teacher recruitment and stereotypes. The male-female elementary teacher ratio could benefit from using male teachers as recruiters. Districts could also provide stipends and use their experiences as district recruiters. This study revealed that although societal stereotypes exist for male teachers, all were identified as and strongly believed themselves to be masculine. Ultimately, the results reveal that recruitment strategies to attain more male teachers at the elementary level are needed.

## References

- Babbie, E. R. (2010). *The practice of social research* (12th ed.). Belmont, CA: Wadsworth Cengage.
- Bandura, A. (1977). *Social learning theory*. Upper Saddle River, NJ: Prentice Hall.
- Bandura, A. (1997). *Self efficacy: The exercise of control*. New York, NY: W. H. Freeman and Company.
- Bandura, A. (1999). *Social cognitive theory of personality: Handbook of personality* (2nd ed.). New York, NY: Guilford.
- Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9(3), 75-78. doi:10.1111/1467-8721.00064
- Bandura, A. (2002). Social cognitive theory in cultural context. *Applied Psychology*, 51(2), 269-290. doi:10.1111/1467-0597.00092
- Bandura, A. (2005). The evolution of social cognitive theory. In K. G. Smith & M. A. Hitt (Eds.), *Great minds in management: The process of theory development* (pp. 9-35). New York, NY: Oxford University.
- Bandura, A. (2007). Much ado over faulty conception of perceived self-efficacy Grounded in faulty experimentation. *Journal of Social and Clinical Psychology*, 26(6), 641-758. doi:10.1521/jscp.2007.26.6.641
- Barton, D. (2013). History of education in America. Retrieved from <http://dthamerica.com/about/history-of-american-education/>
- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership* (3rd ed.). San Francisco, CA: Jossey-Bass.

- Bonomo, V. (2010). Gender matters in elementary education: Research based strategies to meet the distinctive learning needs of boys and girls. *Educational Horizons*, 88(4), 257-264. Retrieved from ERIC database. (EJ895692)
- Boyle, E. (2004). *The feminization of teaching in America*. Retrieved from Massachusetts Institute of Technology: <http://web.mit.edu/wgs/prize/eb04.html>
- Brown, G. I. (1960). Recruiting more men for elementary teaching. *Phi Delta Kappa*, 41(7), 294-296.
- Budig, G. A. (2006, August 6). Teaching profession deserves more respect. *Lawrence Journal- World and News*. Retrieved from [http://www2.ljworld.com/news/2006/aug/06/teaching\\_profession\\_deserves\\_more\\_respect/](http://www2.ljworld.com/news/2006/aug/06/teaching_profession_deserves_more_respect/)
- Bureau of Labor Statistics. (2014). Percentage of male teachers. Retrieved on June 10, 2014 from <http://data.bls.gov/search/query/results?q=percentage+of+male+teachers>
- Cavanagh, G. F., Moberg, D. J., & Velasquez, M. (1981). The ethics of organizational politics. *The Academy of Management Review*, 6(3), 363-374. doi:10.2307/257372
- Chandler, M. A. (2007, June 24). Schools pinched in hiring: Teacher shortage looms as law raises bar and boomer women retire. *Washington Post*. Retrieved from <http://www.washingtonpost.com/wp-dyn/content/article/2007/06/23/AR2007062301394.html>
- Clark, L. (2009, January 20). Parents want more men to be school teacher, survey shows. *Mail Online*. Retrieved from <http://www.dailymail.co.uk/news/article-1123133/Parents-want-men-school-teachers-survey-shows.html>

- Cox, L. (2008, August 28). The mistrusted male teacher: Male elementary school teachers face low ranks and sometimes parent bias. *ABC News*. Retrieved from <http://abcnews.go.com/Health/story?id=5670187&page=2>
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and Qualitative research*. Upper Saddle River, NJ: Pearson.
- Creswell, J. W. (2007). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Cunningham, B., & Watson, L.W. (2002). Recruiting male teachers. *Young Children*. Retrieved on from <http://www.naeyc.org/files/yc/file/200211/RecruitingMaleTeachers.pdf>
- Davidson, K. G., & Nelson, B. G. (2011). Men and teaching: Good intentions and productive tensions. *Journal of Men Studies*, 19(2). 91-96.
- Davis, A. (2010, September 27). Lack of subjects ‘puts men off in a state of primary’ schools. *London Evening Standard*. Retrieved from <http://www.thisislondon.co.uk/standard/article-23882409-lack-of-subjects-puts-men-off-teaching-in-a-state-primary-schools.do>
- Dee, T. S. (2006). The why chromosome. *Education Next*, 6(4). Retrieved from <http://educationnext.org/the-why-chromosome/>
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

- Driessen, G. (2007). The feminization of primary education: Effects of teachers' sex on pupil achievement, attitudes, and behaviours. *International Review of Education*, 53(2), 183-203. doi:10.1007/s11159-007-9030-y
- Glaser, B. (2011). *What is grounded theory?* Retrieved from <http://www.groundedtheory.com/what-is-gt.aspx>
- Gottfredson, L. S., & Lapan, R. (1997). Assessing gender-based circumscription of occupational aspirations. *Journal of Career Assessment*, 5(4), 419-41. doi:10.1177/106907279700500404
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interview are enough? *Field Method's*, 18(1). 59-82. doi: 10.1177/1525822x05279903
- Hines-Dochterman, M. (2005, April 11). On the hunt for the elusive male teacher. *St. Joseph News Press*.
- Holland, J. L. (1982). The SDS helps both females and males: A comment. *Vocational Guidance Quarterly*, 30(3), 195-197. doi:10.1002/j.2164-585X.1982.tb00524.x
- Holm, J., Janairo, R., Jordan, T., & Wright, N. (2009). *Where are the men? Promoting Gender diversity in the Massachusetts early childhood workforce*. Cambridge, MA: CAYL Schott Fellowship in Early Care and Education. Retrieved from <http://cayl.org/files/Men.pdf>
- Hooks, B. (2000). *Feminism is for everybody*. Cambridge, MA: South End Press.
- Johnson, S. P. (2008). The status of male teachers in public education. *Center for Evaluation and Education Policy: Education Policy Brief*, 6(4), 1-12. Retrieved from [http://ceep.indiana.edu/projects/PDF/PB\\_V6N4\\_Winter\\_2008\\_EPB.pdf](http://ceep.indiana.edu/projects/PDF/PB_V6N4_Winter_2008_EPB.pdf)

- Jacobi, J. (2001). Modernization through feminization? On the history of women in the teaching profession. *European Education*, 32(2), 55-78.
- Kumar, R. (1999). *Research methodology: A step-by-step guide for beginners*. Thousand Oaks, CA: Sage.
- Leedy, P. D., & Ormrod, J. E. (2004). *Practical research: Planning and design* (8th ed.). Upper Saddle River, NJ: Pearson.
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career academic interest, choice, and performance. *Journal of Vocational Behavior*, 45, 79-122. doi:10.1006/jvbe.1994.1027
- Lepy, K. (2013). *Where are all the male teachers?* Edudemic. Retrieved on June 10, 2014 from <http://www.edudemic.com/where-are-all-the-male-teachers/>.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Mack, N., Woodsong, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative research: A data collector's field guide*. Research Triangle Park, NC: Family Health International.
- Mancus, D. S. (1992). Influence of male teachers on elementary school children's Stereotyping of teacher competence. *Sex Roles: A Journal of Research*, 26(3-4), 109-128. doi:10.1007/BF00289753
- Mann, M. (1868). *Life and works of Horace Mann*. Boston: Walker, Fuller, and Company  
Retrieved from <http://www.archive.org/stream/lifeworksofhorac03manniala#page/n5/mode/2up>



- Mas, N. (2011, September 19). *4 major types of qualitative research*. Retrieved from <http://www.staff.blog.utm.my/pszresearchsupport/2011/09/19/4-major-types-of-qualitative-research/>
- Miller, N. E., & Dollard, J. (1941). *Social learning and imitation*. New Haven, CT: Yale University.
- Mills, M. (2005). *The male teacher debate Australian style: The catholic education office Vs. human rights and equal opportunities commission*. Graduate school of Education, Belfast.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- National Association for Single Sex Public Education. (2014). *Single sex vs. co-ed: The evidence*. Retrieved on June 10, 2014 from <http://www.singlesexschools.org/research-singlesexvscoed.htm>
- National Board for Professional Teaching Standards. (2011). *What is national board certification?* Retrieved from <http://www.nbpts.org/national-board-certification>
- National Center for Educational Statistics. (2009). *Enrollment, poverty, and federal funds for the 100 largest school districts, by enrollment size in 2006: Fall 2006, 2005-2006, and fiscal year 2008*. Retrieved from [http://nces.ed.gov/programs/digest/d08/tables/dt08\\_093.asp](http://nces.ed.gov/programs/digest/d08/tables/dt08_093.asp)
- National Education Association. (2003). *Wanted: More male teachers. NEA: Issues in Education*. Retrieved from <http://www.nea.org/teachershortage/03malefactsheet.html>
- National Education Association. (2004, April 28). *Are male teachers on the road to extinction. NEA: Issues Facing Teachers*. Retrieved from <http://groups.yahoo>

.com/group/howardpubliced/message/19721.

National Education Association. (2006). NEA addresses top five trends and outlines portrait Of American teacher. *National teacher day spotlights key issues facing profession*. Retrieved on August 17, 2013 from <http://www.educationnews.org/articles/national-teacher-day-spotlights-key-issues-facing-profession-3.html>

No Child Left Behind Act of 2001, Pub. L. No. 107-110, § 115, Stat. 1425 (2002)

Pajares, F. (2002). *Overview of social cognitive theory and of self-efficacy*. Retrieved from <http://www.emory.edu/EDUCATION/mfp/eff.html>

Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd. ed.). Thousand Oaks, CA: Sage.

PayScale. (2007a). Elementary school teacher salary 2013 (United States) [Database]. Retrieved from [http://www.payscale.com/research/US/Job=Elementary\\_School\\_Teacher/Salary](http://www.payscale.com/research/US/Job=Elementary_School_Teacher/Salary)

PayScale. (2007b). *Salary by job for years experience: Less than 1 year* (United States) [Database]. Retrieved from [http://www.payscale.com/research/US/Years\\_Experience=Less\\_than\\_1\\_year/Salary](http://www.payscale.com/research/US/Years_Experience=Less_than_1_year/Salary)

PayScale. (2011). *Salary of K-12 teachers: All levels* [Database]. Retrieved from [http://www.payscale.com/research/US/All\\_K-12\\_Teachers/Salary](http://www.payscale.com/research/US/All_K-12_Teachers/Salary)

Peyton, C. M. (2000, July 16). Male elementary school teachers are uncommon, but sought after. *Corpus Christie Caller-Times*. Retrieved from <http://www.caller2.com/2000/july/16/today/national/4876.html>

- Phyall, E. (2013, March 25). Where are the men in elementary teaching jobs [Web log post]. Retrieved from <http://rossieronline.usc.edu/where-are-men-in-elementary-school-teaching-jobs/>
- Public Records Act, TX § 522 (1993).
- QSR International. (2013a). *What is qualitative research?* Retrieved from <http://www.qsrinternational.com/what-is-qualitative-research.aspx>
- QSR International. (2013b). *Nvivo 10©: Features and benefits*. Retrieved from [http://www.qsrinternational.com/products\\_nvivo\\_features-and-benefits.aspx](http://www.qsrinternational.com/products_nvivo_features-and-benefits.aspx)
- QSR International. (2013c). *Nvivo 10©: Overview*. Retrieved from [http://www.qsrinternational.com/products\\_nvivo.aspx](http://www.qsrinternational.com/products_nvivo.aspx)
- Richard, A. (2005). Heeding the call: The Clemson University-based Call Me MISTER program is recruiting young black men to become elementary school teachers. *Education Week*, 25(7), 23-26.
- Rodriguez, M. (2007, June 8). Hiring processes trouble teachers: Firm rejects some temporary workers. *The San Diego Union Tribune*. Retrieved from [http://www.utsandiego.com/uniontrib/20070608/news\\_1mi8test.html](http://www.utsandiego.com/uniontrib/20070608/news_1mi8test.html)
- Rowden-Racette, K. (2005). Endangered species. *Teacher Magazine*, 17(3), 22-26.
- Rury, M. W. (1989). Who became teachers? The social characteristics of teachers in American history. In D. Warren (Ed.), *American teachers: Histories of a profession at work* (pp. 293-343). New York, NY: Macmillan.

- Santos Hernandez, A. R. (2009). *Exploring lived experiences and motivational factors of former heroin users in long-term abstinence without pharmacotherapy*. Available from ProQuest Dissertations and Theses database. (UMI 3353753)
- Schreyer Institute for Teaching Excellence. (2009). *Definition of teaching excellence*. Retrieved from <http://www.schreyerinstitute.psu.edu/Definition/>
- Schwengel, K. (2008, May 8). *Where are the men going? Just cause: Make some good news* [Web log post]. Retrieved on September 30, 2008 from <http://justcauseit.com/blogs/kurt-schwengel/where-are-men-going>
- Shakeshaft, C. (2004). *Educator sexual misconduct: A synthesis of existing literature* (Doc No. 2004-09). Washington, DC: United States Department of Education.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63-75. Retrieved on January 11, 2014 from: <http://www.crec.co.uk/docs/Trustworthypaper.pdf>
- Sidlow, E., & Henschen, B. (2005). *America at odds*. Belmont, CA: Thomson Wadsworth.
- Silverman, D. (2005). *Doing qualitative research: A practical handbook* (2nd ed.). London, UK: Sage.
- Simon, M. (2006). *Dissertation & scholarly research: Recipes for success*. Dubuque, IA: Kendall/Hunt.
- Simpson, K. (2008). *Elementary shift increasingly male teachers serving as primary roles in kids' lives*. Denver post. A.1. Retrieved from University of Phoenix Proquest.

- Simpson, R. (2005). Men in non-traditional occupations: Career entry, career orientation and experience of role strain. *Gender, Work, and Organization*, 12(4), 363-380. doi:10.1111/j.1468-0432.2005.00278.x
- Skelton, C. (2003). Male primary teachers and perceptions of masculinity. *Educational Review*, 55(2), 195-209. doi:10.1080/0013191032000072227
- Sommers, C. H. (2000). *The war against boys: How misguided feminism is harming our young men*. New York, NY: Simon & Schuster.
- Stewart, C. (2003). Different types of feminist theories. Colorado State University. Retrieved from <http://www.colostate.edu/Depts/Speech/rccs/theory84.htm>
- Texas Association of School Personnel Administrators. (2011). *Texas teacher job fairs*. Retrieved from <http://www.taspa.org/displaycommon.cfm?an=9>
- Texas Education Agency. (2014). *Academic excellence indicator system* [Database]. Austin, Texas: Author. Retrieved from <http://ritter.tea.state.tx.us/perfreport/tapr/2013/state.pdf>
- Texas Education Agency. (2008a). *Academic excellence indicator system. 2006-07 state performance report*. Austin, TX: Division of Performance Reporting.
- Texas State Board for Educator Certification. (2008). *How to become a teacher in Texas*. Austin, TX: Author.
- Thornton, M., & Bricheno, P. (2008). Entrances and exits: Changing perceptions of primary teaching as a career for men. *Early Child Development and Care*, 178(7-8), 717-731. doi:10.1080/03004430802352087

- Tobin, G. A., & Weinberg, K. W. (2006). *A profile of American college faculty, volume I: Political beliefs and behaviors*. San Francisco, CA: Institute for Jewish and Community Research. Retrieved from [http://jewishresearch.org/PDFs2/FacultySurvey\\_Web.pdf](http://jewishresearch.org/PDFs2/FacultySurvey_Web.pdf)
- Tozer, S. E., Senese, G., & Violas, P. C. (2002). *School and society: Historical and contemporary perspectives* (4th ed.). New York, NY: McGraw-Hill.
- Trochim, W. M. K. (2006a). *Design*. Retrieved from <http://www.socialresearchmethods.net/kb/design.php>
- Trochim, W. M. K. (2006b). *Internal validity*. Retrieved from <http://www.socialresearchmethods.net/kb/constval.php>
- Trochim, W. M. K. (2006c). *Sampling*. Retrieved from <http://www.socialresearchmethods.net/kb/sampling.php>
- Trochim, W. M. K. (2006d). *Qualitative Validity*. Retrieved from <http://www.socialresearchmethods.net/kb/qualval.php>
- Tulare County Office of Education. (2008). *Best practices in the recruitment of qualified teachers: Findings of the California teacher recruitment program*. Visalia, CA: Author. Retrieved from <http://www.teachincal.org/BestPractices.pdf>
- Wallace, J. (2010). *Questioning assumptions about male teachers*. Retrieved from The Alberta Teacher's Association website: <http://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Gender%20Equity/Pages/Men%20as%20Elementary%20Teachers.aspx>
- Walsh, K. A. (2004, February 24). Law may be changed to get more male teachers. *The Sun-Herald*. Retrieved from <http://www.smh.com.au/articles/2004/02/21>

/1077072890874.html

World Health Organization. (2011). *What do we mean by 'sex' and 'gender.'* Retrieved from <http://www.who.int/gender/whatisgender/en/>

Zapf, K. (2007, January 14). Male elementary teachers needed. *Pittsburgh Tribune Review*. Retrieved on August 9, 2009, from [http://www.menteach.org/news/male\\_elementary\\_teachers\\_needed](http://www.menteach.org/news/male_elementary_teachers_needed)

Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25, 82-91. doi:10.1006/ceps.1999.1016

APPENDIX A  
INFORMED CONSENT



## UNIVERSITY OF PHOENIX

### **INFORMED CONSENT: PARTICIPANTS 18 YEARS OF AGE AND OLDER**

This sample cover letter may be used as a general guide to fulfill the requirements of informed consent. Items in bold typeface or underlined must be written to describe specific elements of the research study.

Dear \_\_\_\_\_,

My name is Edwin Hood and I am a student at the University of Phoenix working on a doctoral degree. I am conducting a research study entitled “The male teacher perspective regarding the recruitment of male elementary teachers: A phenomenological study.” The purpose of the research study is to understand the recruitment experience of males and to identify common themes of recruitment strategies utilized in an effort to attain more male teachers at the elementary level in public education in urban districts in Texas.

Your participation will involve an open-ended survey consisting of sixteen questions. Approximately 30 minutes of your time will be needed to respond to the open-ended questions. Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, you can do so without penalty or loss of benefit to yourself. The results of the research study may be published but your identity will remain confidential and your name will not be disclosed to any outside party.

In this research, there are no foreseeable risks to you except possible becoming tired from answering questions.

Although there may be no direct benefit to you, a possible benefit of your participation is the data collected will contribute to the literature concerning recruitment practices utilized by urban districts in Texas to employ male teachers as well as aide in the process of improving recruitment practices for male teachers in elementary education.

If you have any questions concerning the research study, please call me at 214-697-0937 and [ephood@yahoo.com](mailto:ephood@yahoo.com) or [edwinpaulhood@gmail.com](mailto:edwinpaulhood@gmail.com).

As a participant in this study, you should understand the following:

1. You may decline to participate or withdraw from participation at any time without consequences.
2. Your identity will be kept **confidential**.
3. Edwin P. Hood, the researcher, has thoroughly explained the parameters of the research study and all of your questions and concerns have been addressed.
4. If the interviews are recorded, you must grant permission for the researcher, Edwin P. Hood, to digitally record the interview. You understand that the

information from the recorded interviews may be transcribed. The researcher will structure a coding process to assure that anonymity of your name is protected.

5. Data will be stored in a secure and locked area. The data will be held for a period of three years, and then destroyed.
6. The research results will be used for publication.

“By signing this form you acknowledge that you understand the nature of the study, the potential risks to you as a participant, and the means by which your identity will be kept confidential. Your signature on this form also indicates that you are 18 years old or older and that you give your permission to voluntarily serve as a participant in the study described.”

Signature of the interviewee \_\_\_\_\_ Date

\_\_\_\_\_

Signature of the researcher \_\_\_\_\_ Date

\_\_\_\_\_

APPENDIX B: INTERVIEW QUESTIONS FOR MALE ELEMENTARY TEACHER

STUDY PARTICIPANTS

1. How many years have you currently been teaching in elementary education?
2. What were your career aspirations as a child through high school?
3. What was your undergraduate major?
4. Why was this chosen as your intended major?
5. When did you decide to pursue teaching in elementary education?
6. What were the contributing factors in making the decision?
7. Are you familiar with the social cognitive theory?
8. How do you view your own teaching ability?
9. Did this type of stereotyping affect your career decisions? Why?
10. Have stereotypes impacted you during your time as an elementary teacher?
11. Why do you feel a higher percentage of men teach in secondary?
12. What are the benefits of teaching in elementary education versus secondary education?
13. Do you feel the district recruiters and human resources department actively recruits male teachers for elementary education?
14. Were you recruited by the school district?
15. What recruitment practices do you feel can be utilized to employ males in elementary education?
16. Should there be a difference in the recruitment practices between male elementary and male secondary teachers? If so, why?

APPENDIX C: INTERVIEW QUESTIONS FOR MALE SECONDARY TEACHER  
STUDY PARTICIPANTS

1. How many years have you currently been teaching in secondary education?
2. What were your career aspirations as a child through high school?
3. What was your undergraduate major?
4. Why was this chosen as your intended major?
5. When did you decide to pursue teaching in secondary education?
6. What were the contributing factors in making the decision?
7. Are you familiar with the social cognitive theory?
8. How do you view your teaching ability?
9. Did this type of stereotyping affect your career decisions? How?
10. Have stereotypes impacted you during your time as a secondary teacher?
11. Why do you feel a higher percentage of men teach in secondary education?
12. What are the benefits of teaching in secondary versus elementary education?
13. Do you feel the district recruiters and human resources department actively recruits male teachers for secondary education?
14. Were you recruited by the school district?
15. What recruitment practices and/or strategies do you feel can be utilized to employ males in elementary education?
16. Should there be a difference in the recruitment practices between male secondary and male elementary teachers? If so, why?

