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Black male teachers: retention and importance in New Jersey

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**BLACK MALE TEACHERS: RETENTION AND IMPORTANCE
IN NEW JERSEY**

by

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Dedications

This thesis is dedicated to my core four, Susan our faithful leader, Steven my courage, Stephanie my voice of reason, Bryan my partner in laughter. To my mother Raquel you taught me what grace means and to always pursue my dream. To my father Carlos thank you for supporting me and helping me get back up whenever I fell down. To my mentor, friend, father, advisor, counselor, Dr. Demond S. Miller, words cannot express what you mean to me and all that you have done for me. I walked into your office looking for a mentor and instead I walked out with another father. To my best half M thank you for being there everyday and being patient with me.

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Abstract

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The purpose of this study was to investigate the experiences of Black male teachers in the K-8 teaching profession in Atlantic and Essex counties in New Jersey and their recommendations to increase hiring and retention in the teaching profession. This study implemented a qualitative approach by interviewing 12 participants from Essex and Atlantic Counties in New Jersey who identified as Black male teachers. Teacher success depends on a variety of factors that can have both a positive and negative influence on a teacher's ability to stay motivated and succeed in the profession. Knowing the motives and experiences that influenced Black male teachers to enter the teaching profession is necessary. However, the current low numbers of Black male teachers hinder the amount of information and experience to be discussed and shared on how they perceive themselves and are motivated to stay. Through content analysis of the data, findings suggested that Black male teachers entering the profession want to make a difference in their community and mentor young Black students. Through content analysis the responses further suggested that both local school districts and colleges must create new programs to build the popularity of the teaching profession. Findings further reported that Black male teachers who are supported by their administration were more prone to stay and continue on in the teaching profession.

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Chapter I

Introduction

An educator is one who can see the worth, dignity, importance of the pursuit of truth, and a belief that each student should be treated to the highest ethical standards (Baines, 2010). A Black male educator must follow these same standards as well as be cognizant of the social divisions related to gender, ethnicity, language, social class, and environment (Gordon, 2000). Lynn (2004) asserts that Black male teachers serving their districts, like many others teachers, assume more social and moral responsibilities due to the relationship with students who identify with them based on racial/ethnic and class backgrounds. Consciously or unconsciously, Black male teachers often serve various roles including father figure, role model, and disciplinarian. It is believed that Black male teachers can serve significant roles in schools, especially with Black students, increasing academic and social engagement (Watson & Smitherman, 1996). While it is possible for teachers who do not share the same gender or racial/ethnic background to form a positive role modeling relationship with students built on mutual respect and trust, the emphasis of a Black male's physical presence in the class and around the school has a valuable contribution to the learning environment.

The presence of Black male teachers creates an opportunity for schools to recognize the importance and value of Black men as teachers, and their influence on young black men as they prepare them for a secondary education, college, and social skills to become productive members of society (Evans, 1997). The impact of having a Black male teacher can endure further than a secondary and collegiate education. In an interview by Chmelynski (2006), Winston Holton stated, "All students need to see Black

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males in authority roles-roles or responsibility, academic roles showing their manifestations of Black maleness other than athletics, entertainment" (p 42).

In a time where being a male teacher was a noble and respected profession, now being a male teacher is seen as unattractive and an unpleasant profession, due to several factors. According to Cole (1986), in 1950, teaching accounted for half of the Black American workforce in the United States, primarily men. In 2016, there was an average of 3.8 million schoolteachers in the United States, and only 77,900 were comprised of Black males (McClain, 2016). The low amount of Black male teachers is a crisis that could possibly affect the education of Black students as well as interest in the profession (Boswell, 2010). According to Wimbush (2012), some students go from kindergarten through high school without encountering one single Black male teacher. For many Black students, there is a lack of Black male teachers who can serve as positive role models with whom they can identify.

Supporting Black male teachers who serve as role models can promote the profession with evidence of academic success and increased retention rates (Peatross, 2011). Retaining Black male teachers can be important for student success and creating a positive view of the profession in the eyes of a student at a young age. However, Black male teachers are in a field dominated by White women, creating and building relationships that foster an interest in the field of education can become difficult when there is low representation (Baines, 2010; Evans, 1997). The student achievement gap, being the male disciplinarian, layoffs, and promotions removing a teacher from the classroom to an administrator role are some variables leading to Black males no longer

staffing a classroom. In many urban cities, the majority of the student population is Black, while the majority of the teacher population is White (Brockenbrough, 2014).

Many experts believe it is necessary to have Black and minority teachers in all schools where minority students attend. Even in schools where there are minimal or no minority students present, it is important and helpful to have Black and minority teachers in place to provide a multicultural perspective that may be lacking for majority students. (Peatross, 2011; Salinas, 2001;).

While there is literature stating factors that influence the career choice from various races, research highlights support and influence of significant others and mentors as factors in the career choice of Black males into the teaching profession (Peatross, 2011). The teaching profession is a career that provides both longevity and many opportunities of employment, yet there still continues to be a shortage among Black males.

Statement of the Problem

Teacher success depends on a variety of factors that can have both a positive and negative influence on a teacher's ability to stay motivated and succeed in the profession. A precise understanding of why Black male teachers choose to enter and remain in a teaching profession does not exist. Knowing the motives and experiences that influenced Black male teachers to enter the teaching profession is necessary. However, the current low numbers of Black male teachers hinders the amount of information and experience to be discussed and shared on how they perceive themselves and are motivated to stay.

Griffin and Tackie (2017) state that while districts are diversifying the teaching force through recruitment and creative hiring practices schools should prioritize

information pertaining to the retention of teachers of color. Further, Black male teachers are an underrepresented group in K-12 public education (Gordon, 2000). Several researchers including Peatross (2011) and Wimbush (2012) state it is essential to continue to have minority male teachers teaching in all schools, especially in schools with a large minority population. Educators agree that having a multicultural classroom helps to reduce the achievement gap, and also fosters a positive learning environment for students to develop relationships, various learning styles, and cultural history from minority teachers (Harris, Brown, Ford, & Richardson, 2004).

More information is needed to determine what influences Black males into selecting and continuing in K-8 education as a profession. Therefore, a need to research and examine Black male teachers current experiences compared to their initial decision to enter the profession provides future students and recruiters with new and relatable information.

Purpose of the Study

The purpose and rationale of this study was to identify and explain the responses of Black male teachers that chose K-8 teaching as a career. The primary source of information were in-depth interviews. This study is a replication of Peatross (2011) research study. A qualitative study is preferred, as this allowed for more variables of information rather than numerical data point information. To analyze these factors, the study focused on two groups of Black male teachers, tenured and non-tenured teachers. In particular, data were collected on their experiences, mentors, psycho-socio-emotional factors, opportunities that motivated them to pursue the teaching profession, and developed their proficiency as teachers (Evans, 1997). The explained responses with

Black male teachers to identify variables for the career choice and commonalities of retention into the field addresses the purpose of this study, which was to describe and understand their experiences as Black male teachers and why they chose teaching as a profession.

This study explores related literature on Black male teacher experiences, mentoring, supporting young Black males, and attracting Black males students to the education profession.

Significance of the Study

The significance of this study is to provide new information to uncover why Black males teachers choose to pursue and remain in the teaching profession and why some may become disinterested and leave. If districts hope to increase hiring and retain Black male teachers it is critical to listen to the voices in the field in order to take appropriate action. The study looks at the current trend of the low number of Black male teachers by identifying the motivations that influenced them to select teaching as a profession. This study offers Black students and students alike who have been poorly informed about the career opportunities available to them in education, and help persuade them to consider a future in education rather than dismiss the profession for alternative careers. Although there are limited studies and data indicating the reasons for Black males to seek teaching as a profession, studies have shown that engaging Black students early and supporting Black male teachers can change the perception of the profession, making it desirable (Brown & Butty, 1999).

Furthermore, examining how Black male educators relate to and feel about their students may lead to better academic performance and healthier relationships. Providing

information and support for administrators is anther consequence in the journey of

retaining Black teachers and engaging young students to enter the teaching profession.

Knowing what the psycho-social, environmental, professional, and financial experiences

that Black male teachers face may also offer different perspectives that can increase the

interest to hire more Black male teachers in their districts.

Conceptual Framework

A conceptual framework helps to define "either graphically or narrative form, the

main things to be studied, the key factors, constructs or variables, and the presumed

relationships among them" (Miles & Huberman, 1994, p. 18).

A graphic display of the conceptual framework is included in Appendix F, and

described in narrative form. The conceptual framework is organized into shapes

containing constructs or indicating the impact between them. The motivational factors for

Black male teachers was established through the research literature of Kimbrough and

Salomone (1993), Leong, (1995), Milner and Howard (2014), Moran, Woolfolk, and Hoy

(2001), and Peatross (2011) who served as guides for understanding why Black males

avoid selecting teaching as a career. Through Peatross (2011) perspective, other factors in

the conceptual framework represent extrinsic and intrinsic motivational factors and

beliefs that may have influenced the Black male participant to join the teaching

profession.

According to Peatross (2011), extrinsic motivation is defined as being on the

outside or outward. Looking at influence as an extrinsic motivational factor, I looked at

what external elements influenced Black male teachers to select teaching as a profession.

Mentors and former teachers are examples of these external factors. Intrinsic motivation

is defined as a psychological state in which an individual holds a proposition or premise to be true (Peatross, 2011). An example of an intrinsic factor is the premise that all students deserve a teacher who is culturally literate.

Assumptions and Limitations

This study assumes that the Black male teachers interviewed provided information voluntarily, honestly, and favorably to the teaching profession. All Black male teachers are New Jersey State certified educators. Public school county and district teachers were purposefully selected. As a former New Jersey state teacher, there is a possibility for bias in the study that may be present in the findings. The study is limited by a purposefully selected sample size of 12 Black male teachers in both Atlantic and Essex counties. The framework for this study was on minority, specifically Black male teachers. The teachers were selected from two categories: tenured four years or more as a teacher, and non-tenured 4 to 0 years as a teacher.

Limitations of this study include collecting data from both Atlantic and Essex counties of New Jersey. More specifically, the study was limited to the researcher's interpretation of the data collected which may not reflect the true opinions of the participants in the research. Since the study is qualitative in nature, it was limited to highlight the stories of those who participated in the study. The scope of the study is limited to 12 Black male teachers with varying degrees of teaching experiences. Therefore, the findings are trustworthy only to teachers in the districts that participated. Finally, research was conducted during the middle of the spring 2018 semester; it is possible that Black male teachers could have been hired, quit, or laid off during the academic year.

Operational Definition of Important Terms

1. African American/Black: Interchangeable term that relates to a person who is born and raised in the United States of African descent.

2. Educator: Relates to individuals who are teachers, guidance counselors, coaches, individuals who follow a pedagogical style of sharing school-based curriculum.

3. Racism: The belief in the superiority of one race over another race, resulting in discrimination and prejudice towards people based on their race or ethnicity.

4. Retention: The continued possession, use or control of something.

5. Socioeconomic Status: Is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation.

6. Student: A student or learner who attends an educational institution.

Research Questions

The study sought to address the following questions:

1. How do the selected Black male teachers from both tenured and non-tenured identify the reason(s) they went into the teaching profession? Are they different? If so, what are those differences and the reasons they decided to go in the profession and make it a career.

2. How do the selected Black male teachers from both classifications perceive their K-8 experience?

3. What do the participants recommend to increase the hiring and retention of Black male teachers?

4 What do selected Black male teachers report about the value they have on students and their school setting?

5. What reasons do selected Black male teachers offer about the current state of minority teacher representation in K-8 schools?

Overview of the Study

The purpose of this study was to examine the experiences of Black male teachers in the K-8 profession. The goal of this study was to assess the opinions of Black male teacher participants who choose to remain in the teaching profession, their sense of belonging, their interactions with other teachers and the school board, and overall satisfaction with the profession in their district and state of New Jersey.

Chapter II presents a review of literature critical to the study. This section includes a brief history of Black teachers, the importance of their Black male teacher presence, influence and recruitment in urban districts, as well as an analysis of current and relevant studies.

Chapter III presents the methodology used in this study. This chapter includes the context of the study, the population and sample selection, instrumentation, data gathering procedures, and analysis of the data.

Chapter IV presents the findings and results of the study and aforementioned research questions. Tables and direct quotes are used to illustrate various themes that emerged from data analysis.

Chapter V summarizes and discusses the findings of the study and offers conclusions that can be drawn from the data. Also presented are recommendations for practice and further research.

<center>**Chapter II**</center>

<center>**Review of the Literature**</center>

The Role of Black Males in Education

Since the Civil Rights Movement of the 1960s, members of the Black community have pushed to exceed the stereotypes of what they could accomplish. Many seeking education by becoming educators so their history would not be forgotten, and younger generations could feel empowered and believe they could accomplish more (Kane & Orsini, 2003). The purpose of this study was to develop an understanding of why representation of Black male teachers is so low. Specifically, this study looked at the (a) shortage of Black male teachers; (b) absence of Black male teachers; (c) significance of Black male teachers; and (d) recruitment, preparation, and retention of Black male teachers.

Having Black male educators in elementary schools increases the levels of aspiration for young Black elementary students as well as shaping the image of Black educators for White elementary students and teachers (Kane & Orsini, 2003). According to the National Center for Education Statistics (2017), White students represent 49% of the K-12 student population, Black students 17%, Hispanic students 26%, Asian Pacific Islander 5%, and American Indian/Alaskan Native .99% in U.S. public schools.

Teacher demographics in K-12 public school are strikingly different as, 81.9% are White, 6.8% African American, 7.8% Hispanic, 1.8% Asian Pacific Islander, and .1% American Indian or other. The enormous inequality is apparent, according to Hrabowski & Sanders (2015) over 2,000,000 of the nation's public education teachers were White females followed by over 700,000 White male teachers. It is estimated that 205,000

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teachers were African American females followed by only 72,000 African American male teachers. If the education system wants to include more Black males teachers it is vital to look at what factors and motivator's current Black male teachers choose for selecting the profession and staying.

This chapter represents a review of the literature related to the experiences of Black male teachers in the K-8 public school system and their educational journey. It includes theorists, educators, and researchers who have discussed the importance of having Black male teachers. The first section provides an overview of the current state of Black male teachers and historical literature suggesting what is keeping Black elementary and middle school students from the field. The second section discusses cultural empathy and how race has played a factor in bringing attention to the student achievement gap. The third section presents findings from current studies that bring attention the decline of Black male presence in K-12 classrooms. The fourth section presents findings on the importance of Black male teachers in the classroom.

Shortage of Black Educators in Early Education

There are various reasons why Black males do not enter and remain in a K-8 public school teaching profession. Achinstien and Ogawa (2011), suggest that teachers of color are often hired in "hard to staff" schools. In their study, 21 teachers were interviewed, six whom were Black, and found that the national trends of retention and hiring among Black male teachers were caused by two domains: school conditions, and commitments to working and remaining in high-minority schools. If only a few districts are looking to hire Black males then the racial makeup never changes and suggests that only certain school districts hire Black male students. Furthermore, Black male teachers

who are not given the autonomy to teach K-8 students are more likely to leave a school district or the profession altogether (Kane & Orsini, 2003).

Scott (2016) suggests schools that do not allow Black male teachers the autonomy to help Black students matriculate through K-8 public schools by providing guidance, perspective, and understanding that a Black male can use to be successful may potentially lose Black male teachers. According to Hanford (2017), from 1988 to 2012 the teaching population was on the rise, the Black male teaching population increased by 30% in the United States, but from 2008 to 2012 that Black male teacher population was the only demographic that continued to decrease .The number of Black male teachers dropped by 5% within those four years.

Some of the literature also suggests that school conditions, curriculum, and the social environment prevent elementary and middle school students from becoming interested in the profession.

Undesirable schools. Black male pre-service students applying for teaching positions are often interviewed and offered positions at schools that are undesirable or on the bottom of an applicant's list. According to Peatross (2011), Black male K-12 students experience the following in schools: high percentages of special education classes, cultural mismatch in classrooms, poor academic performance, and high rates of discipline. In reviewing the literature, these are some of the most common reasons associated to academic, economic, social, and cultural factors. Black elementary and middle school students who experience several hardships with no advocate at schools may view the teacher as an enemy instead of an ally (Beaumont, 2009). This perspective

may be a contributing factor as to why elementary students choose to dismiss the teaching field.

   Urban districts. Urban schools in impoverished neighborhoods are not conducive to long fulfilling careers, the autonomy to run classes as a teacher sees fit does not outweigh the pressures to raise test scores, which can lead to Black male teachers leaving the profession (Hanford, 2017). According to Bristol (2014) the most common reason for Black teachers leaving urban schools is districts having low expectations of students of color graduating while receiving little support to close the achievement gap. Students in urban schools who fall behind academically year after year tend to experience fatigue and a general disinterest in education (Scott, 2016). When a school is declared under-performing for failing to meet state standards and show proficiency in academics teachers are the focus of elementary and middle school students' lack of success (Beaumont, 2009). Due to low-test scores, urban districts experience various changes. Teachers face curriculum, staffing, and administrative changes, this inconsistency leads some teachers to leave a school or the profession completely.

   In addition, a barrier to the Black male teaching force is the teacher credentialing process, which, requires that teachers pass standardized tests. All teachers are not created equal, while all public teachers are required to be licensed, not all are highly qualified. Peatross's (2011) study found that male candidates seeking positions at urban schools had disproportionately low passing rates on a commonly used test that teaching candidates are required to pass for certification.

Influencing Black Teachers to Stay

       According to Hayes, Juarez, and Escoffery-Runnels (2014), Black male teachers succeed where others continue to fail, principals are acknowledging the influence they have and the growth of academics and social opportunities their students display. Brockenbrough (2012) suggests that black elementary and middle school students develop biases with their teachers upon first meeting them, and race and gender plays a pivotal role in the rest of their academic career. Black elementary and middle school students who see a Black male take an interest in their well-being and academics are also finding a mentor. While teachers meet with administrators on larger issues on seldom occasions, it is the daily interaction with students that can influence a Black male teacher to stay. When Black teachers have the respect, attention, and cooperation of their students this leads to an emotional satisfaction that can influence a teacher to remain in the profession (Brockenbrough, 2014). When elementary students cannot speak with their parents they tend to speak with their teacher who can relate or give the student the attention and time they are requesting. "It is all about the children, I grew tired of ill-informed people who did not care about children they were dealing with" (Wimbush, 2012, p. 54). Several Black male teachers in Wimbush's study decided to stay in the teaching profession and make a difference, helping Black students who needed someone who cared.

       Black students who attend schools with Black teachers who care are equipped with tools to compete academically developing cultural pride and honorable character reflective of their teacher (Durden, 2007). Black male teachers come into the profession and stay because of their love for education and the need to share this passion (Boswell,

2010). Wimbush (2012) lead a qualitative study exploring the experiences of African American male teachers in Georgia in several counties. Wimbush (2012) found that the primary factors for retention were, (a) ability to impact students' lives; (b) serve as a role model; and (c) change the perception of the profession to influence students into becoming future educators. School districts who recognize the factors can possibly retain qualified Black teachers with increases in their salaries, and more support resources provided to them.

Benefits, Salaries, and Retention

> **Benefits.** Williams, Graham, McCary-Henderson, and Floyd (2009), state that Black teachers are very proficient in understanding equity issues, and their skills for developing the moral character of students are significant in any school. There is significant literature and statistics that suggest that African American children benefit from having Black male teachers instructing them on a daily basis (Boswell, 2010; Durden, 2007; Lynn, 2004; Lynn & Parker, 2006). As colleagues, Black teachers improve the cultural understanding among other teachers and administrators from diverse backgrounds and races. Administrators and school boards who recognize the value of Black male teachers who mentor K-8 students in their schools now have the incentive to possibly increase the teacher's salary in hopes of retaining or supplying them with advanced resources.

> **Salaries.** In the area of teacher salaries, research suggests that Black male teachers that are paid with equal or higher salaries tend to stay in the public school profession for many years (Boswell, 2010). Teacher salaries are relatively low when compared to other professions that require a bachelor's degree (Brown & Butty, 1999).

However, when districts pay Black male teachers large salaries they are encouraged to stay longer. For instance, the national average starting salary for a K-12 public education teacher in New York is $41,079 (National Center for Education Statistics, 2016) below the national average of $53,889 (US Census Bureau, 2016) while the overall average teaching salary is just $48,874 a year (National Center for Education Statistics, 2016). Inner city districts such as Newark, New Jersey start teachers at $2,000 more than the national average teacher salary (New Jersey Department of Education, 2017). Boswell (2010) claims that districts with well-paid teachers are experiencing fewer problems and retaining teachers, in particular, Black male teachers. Chmelynski (2006) notes that states with the highest teacher salaries tended to have the highest percentage of male teachers. She supported this claim by pointing out that Michigan and New Jersey are the two states with the highest percentage of salaries while Michigan also had the highest male teacher salaries in the U.S.

Race and Achievement Through Phenomenological Lens

Since Brown vs. Board of Education many elementary and middle school Black students still fall behind compared to their white counterparts, socially, economically, and academically. School districts are not created equally and it is usually the urban and poverty-stricken students that suffer most academically within and outside the classroom. According to Billings (1998), the notion of equal opportunity was associated with the idea that Black students should have access to the same school opportunities, i.e., instruction, funding, curriculum, and qualified teachers. In order for Black students to successfully compete with their white counterparts, certain blatant inequities, policies, assessments, and teacher experiences must be addressed (Billings, 1998). Teachers of

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color value education, yet they often feel less valued compared to other teachers (Peatross, 2011). Black male teachers contribute culturally and have personal experiences as well as knowledge that can be an enormous value when shared with students boosting their academics and positive attitudes towards education (Nieto, 2003). These experiences are best explained when observed through a phenomenological approach.

To produce clear and accurate descriptions of a human experience a phenomenological approach should take place (Polkinghorne, 1989). Black male teacher experiences are unlike those of the predominate White female teacher, they must navigate through social and racial paradigms differently. In Peatross's (2011) study she used a phenomenological approach and found that all 7 Black male participants expressed being "looked over" in elementary school as students, and not expected to excel as some of their White counterparts. Because of the United State's history of prejudice and segregation, it is not unfathomable to think Black students were not expected to excel or achieve the same level of success as White students. Wimbush (2012) also stated in his research that several of his participants expressed negative experiences with White teachers in elementary and middle school which led to them wanting to make a change for future students of color.

In the landmark *Brown v. Board of Education of Topeka, Kansas,* Thurgood Marshall led a defense team that argued it unconstitutional to segregate Black and White students. Ironically, Ladson-Billings and Tate (1995) argue that students of color are more segregated today. Black students are the majority in 21 of the 22 largest urban school districts, and contribute to the highest dropout rate in the nation (Boswell, 2010; Ladson-Billings & Tate, 1995). Critical Race Theory (CRT) scholars proclaim that the

U.S. is a nation built on property rights and those who own land are eligible to make decisions about it. Historically, Black Americans represented a problem, because not only were they not afforded civil rights because of the color of their skin but also owned no property; but they were once property themselves (Billings, 1998). White Americans owned property and with that the power to make decisions around them, laying the foundation for separating Black and White students. Creating an educational system that saw White students receiving certain privileges was the norm: better buildings, books, playgrounds, supplies, and afterschool programs. Black families were given few options, thus many moved to areas where they could rent or buy property with schools that were underfunded and lacking many resources.

Cultural Empathy and Connection

Gordon (1995) suggested that African American teachers share common experiences and backgrounds that make it easier for them to identify with African American students. Consequently, they may be able to better relate to African American students than other teachers. Griffin and Tackie (2017) suggest that many Black teachers lived through some of the experiences they are teaching to their students. There are some Black students living in poverty with worn out shoes and few meals, and some of their Black teachers have also experienced this and can identify and spot a student in need and make a connection. In Brockenbrough's (2012) study, she interviewed 11 Black male teachers in the public middle and high school levels and found that Black male teachers fueled a desire for more interactions with their administrators to support their relationships with Black students. Black male teachers can offer a different perspective and understanding of their male students and help to develop programs in increasing

etiquette and professionalism in a school setting while increasing academic proficiency. Ladson-Billings and Henry (1990) suggested that Black teachers who successfully educate black students demonstrate the role of African American culture in their pedagogy. The increase of interaction and a daily presence of successful Black males increases the academic and social development of Black students (Peatross, 2011).

Elements that Limit Recruitment

One of the problems facing educators in the United States is improving the educational status of urban Black children, especially males (Brown & Butty, 1999). Colleges and elementary schools that do not promote education towards Black males end up pushing them away (Brown & Butty, 1999). Black males who come from urban environments face numerous problems: alienation at schools, unequal access to proper education, poor academic performance, punishment, suspension, unfair placement in special education classes, and low expectations of their academic achievement (Brown & Butty, 1999). A Black child's early experience such as these serve as a deterrent from actively pursuing a profession in the field of education. According to Assibey-Mensah (1997), Black students often look to Black celebrities and athletes to identify and adopt as their role models. Black students are less likely to seek careers in education that would promote positive Black role models in the classroom.

Wimbush (2012) stated the decline can be attributed to criticizing teachers when cuts are needed, and the easiest way to justify cuts is to shift the blame on teachers. A profession that is under constant attack would not seem attractive to Black candidates who are already under a microscope in the workforce. Black American teachers during segregation were seen as elite, prestigious, and highly respected in their communities

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(Gordon, 2000). In society the social belief is that teaching is a feminist profession, over 80% of teachers are women (National Center Education Statistics, 2016). Males are considered less nurturing and caring than women, and those who exhibit qualities of caring and nurturing in elementary grades are considered homosexuals (Sargeant, 2001; Wimbush, 2012). Black males who view this perception are deterred by many stereotypes that stop them from entering the profession.

Desegregating Participation in Education

Gordon (2000) found that the reasons Black students were unaware of the teaching field and actually resisted teaching for another profession were related. In his study, subjects either were turned off by the profession by a teacher or were unaware of the benefits of a quality career in education. Economic, educational, and social/cultural backgrounds played the most important parts. Students focused on the low salaries, years to become licensed, and professional development during their personal time. Black students preferred a wider variety of other professions that earned higher salaries and did not consume much of their personal time. Educationally many students are unequipped, have negative experiences in school, and receive minimal support in preparation for college. According to Gordon (2000), social/cultural racism, lack of encouragement, and role models whom they could identify with were all deterrents.

Conversations with students that acknowledge everyday experiences based on racial differences are necessary to integrate teacher pedagogy (Roberts, 2010). Research suggests that Black teachers should think of their students as special missions in the political realm to desegregate and equally integrate Black students of urban and rural black communities. Teachers believe students need the truth to be told to them, the BET

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dancer and rapper fueled dreams are consistent with racial stereotypes. Academics, advanced degrees, and a sound education can combat these false stereotypes (Roberts, 2010).

Building Relationships with Students

The curriculum a school implements extends beyond the classroom. For example, Black teachers teaching Black students is extremely important because of the cultural connection (Milner, 2006). To address this Milner (2006) conducted interviews with six professional experts and focused on the impact Black teachers had on other teachers and their students. Participants had been in the field for over five years and were willing to do a follow-up interview. The challenge for any profession is to influence Black students to the point where they make commitments to the field of education, where their own background and expertise plays a pivotal role in which a school supports and protects its investment (Achinstien & Ogawa, 2011; Brown & Butty, 1999; Milner, 2006).

One factor not normally mentioned is the spiritual/religious affiliation and connections Black students share with Black male teachers. Evans' (1997) research stated that students could relate further with Black male teachers who share similar beliefs of a higher power, or spiritual occurrence. In his research, Evans also stated that several teachers indicated closer connections to students who attended the church or shared the same religious affiliations. In the black community most families follow a Christian belief, however, with schools following the separation of church and state as a guide, faith is rarely discussed so as not to convert or push a faith or belief on a student (Williams et al., 2009). Griffin and Tackie (2017) argue that Black students who already attend a Christian denomination readily identify with and trust a black male teacher that

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follows the same belief, and in certain communities attends the same churches or congregations.

Importance of Black Identity as Educators

Black educators serve as role models and develop Black as well as minority youth academically, socially, and professionally. Tyson (2002) reported that Black students start school like White students with a feeling of excitement and interest. They are eager, hungry, and have not been let down or cast aside. Gordon (2000) surveyed a group of 4th, 5th, and 6th graders and found that by grades 4 and 5 there was a disinterest in school that started as early as 3rd grade. According to Billing (1998), Black students revealed that cultural instruction is a theory grounded in effective practices. These practices impact just how much a student can achieve. Farinde, Allen, and Lewis, (2016) suggest greater attention must be given to the issues concerning retaining Black teachers for those "early years" when students get disengaged.

Black teachers are often active or consciously knowledgeable about the efforts in the black community, the active engagement and fight for equality and privileges in the classroom as well as the workforce inspires Black students to have the same quality of enthusiasm and responsibility, some of which can only come from a strong Black teacher (Dinkins & Thomas, 2016). In their study teachers expressed a desire as being imperative to help black students recognize their potential, identity, and the obstacles against them such as poverty, drugs, and false stereotypes.

Teacher Success

Farinde et al. (2016) reported that Black college freshman were deterred by the salary a teacher makes in comparison to hours of work required by the district. In their

study, they noticed Black teachers and teachers of color were more likely to leave a private or public school first than a White teacher. Minor salary increases resulted in a teacher barely doing more. Education is an important tool, when a school limits the promotion and economic elevation of a teacher, lack of empathy for job security and retention occur (Jackson, Green, Martin, & Fasching-Varner, 2016). During a teacher's personal time a lot of professional development and required state documents are created.

Teachers are mandated to create Student Growth Objectives (SGO's), Student Will Be Able To (SWBAT) classroom displays, which have become a daunting task that is set to please administrators instead of adding value to the classroom's success. An SGO is a long-term academic goal for groups of students set by teachers after discussions with administrators. A SGO are goals that must (a) be specific and measurable, (b) aligned to state curriculum standards, (c) measure growth or achievement, and (d) be ambitious and achievable (New Jersey Deparment of Education, 2017). A SWBAT display is a method that gets students involved by following rules or guidelines on a poster board to assist them by working independently for a specific academic lesson.

What is left are students who are bored and disinterested and Black teachers who are merely there to collect a salary and keep their students busy rather than engaged.

Impact of the Lack of Black Male Teachers

Currently, there are low numbers of Black teachers in K-12 public schools. In a previous study conducted by me, in which 6 Black subjects were interviewed on their future professions as educators, it was found that there is a need for more engagement and support to be done in order to recruit more Black students into the field. Participants stated they selected the field because they had few Black teachers. Many felt that their

White teachers could not relate to them, and some did not help them reach their highest potential in grade school as well as high school. Findings also showed that the reasons behind their pursuit were all about empowering young Black students and giving back to their community.

Roberts' (2010) suggests Black students who have Black teachers guiding them are theoretically integrating traditional and cultural knowledge, within a school curriculum that cannot be taught with the same effect as a White teacher. In this study, Rowan prospective student teachers sought to reveal and dismantle perceptions plaguing Black communities dealing with poverty, crime, and low academics. The data analysis suggested that Rowan University should have a stronger focus on recruiting and retaining Black students in the field of education; all participants in the study claimed to want to teach in their hometown or in an urban area where Black citizens were the majority.

Bristol (2014) conducted a similar study of Black male teacher experiences in organizations. The participants consisted of 27 Black male teachers tenured and non-tenured across 14 Boston public schools. The profile of the school were two types, "Loner" schools where the participant was the only Black male faculty member and "Grouper" schools where many more Black male teachers were faculty.

Relevant Studies

What motivates Black male teachers to stay in or leave the teaching profession altogether? Peatross (2011) conducted a study that explored the experiences of 7 Black male teachers in Michigan to address this question. Her study sought to determine the perception of why Black males went into teaching, their perception of the need for Black male teachers, and the value Black male teachers had in the classroom. The profile

included 7 Black men, 2 from a suburban school district and 5 from urban school districts in Michigan. The profile of teachers, two had over 30 years' experience, two had over 20 years' experience, two had over 10 years' experience, and lastly one had less than 9 years teaching experience.

Peatross (2011) found several themes from her one-on-one interviews. Black male participants felt there was a shortage in Black male teachers. Also, that low pay was a major contributing factor as to why Black males chose not to become teachers. All participants indicated that assisting as a mentor and creating relationships were critical components for being an effective teacher. Findings indicated that specific pedagogical practices helped foster positive relationships. Her findings indicated that each major factor listed in her study impacted the reasons Black male teachers chose the profession. Peatross (2011) stated that neither being Black and male alone can stand alone for their success, but rather their pedagogy of cultural understanding and classroom management are keys to success.

Peatross utilized Maslow's (1970) theory of motivation to describe the experiences and motivation of each Black male teacher. Using his theory, Peatross identified that classroom management and extrinsic values were commonly shared by all participants. The desire to enter the teaching field came with the declining number of Black male representation and cultural backgrounds. Lastly, the reasons they chose to remain in the profession varied from increased academic success of their students, mentoring younger teachers, and leaving a legacy in education.

Summary of the Literature Review

This literature review provides a basis for the influences promoting the current practices and curriculum standards that pertain to the retention of Black male teachers in public schools. Researchers recommend that administrators and districts focus on creating and cultivating relationships and supporting projects and initiatives that Black male educators use and support their success with students of color, especially in urban districts.

It is important to address the importance of factors impacting Black teachers, from students seeking careers in education, retention of Black teachers, and the impact of Black teachers in a classroom. The goals are to find what specific components Black male teachers need in order to keep those currently in the profession. Financial funding, mental support, classroom resources, and district backing are areas but it is not certain which are more dominant in actual day-to-day school operations. The purpose of this study is to address the impact and significance of retaining Black male teachers in a K-8 school based on evidence designed to assess the potential for more retention and hiring of Black males teachers in K-8 public schools.

Supporting Black students and catering to them in a way that retains and increases interest ought to be practices that build partnerships within the institutional community. Black male teachers can increase the success of Black students in the classroom, this results in higher tests scores as well as students looking to enter the profession themselves. In order to support this claim, I suggest answers to question the following. What are the reasons that Black male teachers are choosing to remain in the profession, and what impact does it show in retention and success of Black male teachers in the

classroom? A detailed understanding of why Black male teachers choose to enter and remain in the teaching profession are needed.

The research problem that exists is that there are low numbers of Black male teachers and minimal literature to help support what motivated and influenced current Black teachers in New Jersey to choose the profession specifically. Similar studies have found that having Black male teachers can increase satisfaction, connectedness, relationships, and improved academic performance based on their experiences and influences (Bristol, 2014; Peatross, 2011).

Students serve as examples for society to see the importance of the Black educator in K-8 settings. The more black male teachers feel and receive support the higher their expectations become, and the less complicated the perception of what the black male teacher role is. This study examines and evaluates the experiences of Black male teachers in Atlantic and Essex County in New Jersey.

Chapter III

Methodology

Context of the Study

The aim of this research was to understand and explain the responses by Black male teachers for choosing and remaining in the teaching profession. Current data show there is an increase in minority student enrollment in K-8 schools, though there is a decline in the number of Black male teachers. With this study, interviewing Black male teachers on their experiences, pedagogy, and motivation to enter the teaching profession increases literature on common themes and patterns to be analyzed and explained. This study was designed to interview selected teachers from both Atlantic and Essex counties of New Jersey, both tenure and non-tenured, and explore their responses to teacher education as a profession.

The study was conducted on-site at both Essex and Atlantic Counties school districts. Two focal towns were Newark and Atlantic City. The New Jersey Department of Education (2017) listed the Newark district in Essex County as having the most Black male teachers, 560, and Black individuals 140,750 living in the state of New Jersey according to the U.S. Census Bureau (2016). Also, Atlantic City in Atlantic County currently has the 5th largest Black male teacher presence in the State of New Jersey (NJDOE, 2017).

Both Newark and Atlantic City experience a large population of families and individuals living in a low socioeconomic status. According to the United States Census Bureau (2016), Newark has a Black population of 140,750, out of the 277,140 total residents in which 29.1% live below the poverty line. The unemployment rate is at 7.9%.

The average income is $30,000 with rent averaging $981.00 monthly an increase from the previous year of $866.00. A total of 237,000 public school students receive free or reduced lunch. Currently 73% of the Newark high school population graduate high school whereas 25% receive their bachelor's degree 10% below the national average of 83% (National Center for Education Statistics, 2016; U.S. Census Bureau, 2016). In Newark alone, the total Black student population in public schools is 16,157 compared to the total of 322 Black male teachers (New Jersey Department of Education, 2017). Newark is a priority selection due to its high volume of Black teachers.

In Atlantic City the Black population is comprised of 15,072 the largest demographic out of 39,306 citizens (U.S. Census Bureau, 2016). The unemployment rate sits at 8.6% with an average income of $26,936. A total of 36.9% live below the poverty line with rent averaging $1,035.00 monthly a decrease of $25 from 2015 (U.S. Census Bureau, 2016). The Atlantic City Black student population in public schools is 5,648 compared to 86 Black male teachers. Currently, the high school graduation rate is 69% 14% below the national average.

The primary purpose of this phenomenological study was to explore and understand the current trend of the low representation of Black male teachers in K-8 by identifying why Black males choose and elected to remain in education as a teacher. My study follows Kelly A. Peatross's approach, who used a qualitative approach to examine the personal experiences of active Black male teachers in K-12 education in the state of Michigan.

Population and Sample Selection

The target population for this study were chosen using purposeful sampling. Participants for this study were recruited through use of both the Essex County and Atlantic county school districts, as well as referrals from superintendents, principals, and civic organizations. Atlantic county currently has 85 Black male teachers and Essex County has a larger pool of 560. With permission from superintendents and principals, a proposal (Appendix A) was sent to various districts of both counties confirming access and support for the study. From there I visited all schools in which a participant had confirmed to be interviewed. Written consent and approval (Appendix B) from participants were collected prior to the start of the study.

Twelve Black males were selected for this study. The demographics were Black males that identified as African American or Black Americans. The purpose was to interview participants from three different levels of their teaching career. Black male teachers who had just started teaching and non-tenured teacher and had been in the profession for a maximum of four years. Secondly, Black male teachers who had just received tenure and had four or more years of teaching experience. Thirdly, experienced Black male teachers who had taught in the New Jersey public school system. With the assistance of school principals and superintendents, Black male teachers were identified who attained a license from a 4-year institution or an alternate route teachers program. Lastly, to gain more an equitable experience base Black male teachers who attended public school throughout their academic career were preferred but not mandatory.

Instrumentation

A qualitative interview with questions (Appendix C) were adapted and altered from Peatross (2011) instrument with permission granted by Peatross (2011) to use her instrumentation in conducting this study (Appendix D). Through semi-structured interviews 12 Black male teachers were interviewed about their teaching experiences, choice of the teaching profession, and influences and motivation in the profession. Each interview took approximately 45 to 60 minutes in length. The instrument consisted of 10 open-ended questions. Peatross (2011) based her instrument on Black male teachers in Michigan who were teaching in three different classifications. Black males who taught, 0 to 9 years, 10 to 19 years, and 20 or more years of teaching.

There are 10 open-ended questions that addressed the research questions broken down into 5 subgroups. Questions 2 and10 in the instrument related to the research question on how the participants perceive their current and past teaching experiences. Questions 3 and 4 relate to research on recommendations to increase the hiring and retention of Black male teachers. Questions 1,8, and 9 from the instrument directly related to research question based on motivation and influence that attracted Black male teachers to choose the profession. Lastly, questions 5 and 6 in the instrument are related to the research question concerning barriers that the Black male teachers faced.

Using the phenomenological approach questions were created to suggest that district practices and support of scholarship are related to Black male retention. Landson-Billings and Tate (1995) suggest that when schools desegregate, in short, it benefits only certain students, most commonly White students, to ensure they are happy regardless of whether Black American students achieve or remain in school. Thus, without an authentic

Black male voice to teach and motivate, the education of Black students may suffer in silence. Peatross's (2011) study focused on factors influencing and motivating Black male teachers in the mid-west state of Michigan, by using her instrument I was able to analyze and explore the experiences and influences of a different set of Black male teachers in New Jersey.

To ensure reliability and validity the instrument used in this study was tested on a purposefully selected small group of Black male education majors, this test of Black male educators according to instructions created valid responses prior to conducting any interviews in the study. The participants' primary purpose was to validate the instrument being used, provide feedback on the questions and the current research process.

Procedures for Gathering Data and Data Analysis

Prior to the collection of any data, an electronic Institutional Research Board (eIRB) application was completed and approved, Appendix E. All participants who qualified for the demographic completed and signed a consent form. All but one interview was done on school grounds in an empty classroom to ensure a more private and safe setting with permission from each principal. One teacher's interview was done in a booth at a local restaurant. Interviews ranged from 21 to 35 minutes. After the interviews were completed, the data from the instrument were transcribed and then reviewed by each participant for verification.

After I received confirmation the transcriptions of the interviews were analyzed using Sisco's (1981) rules and procedures as a guide for content analysis Appendix G. Phrases were edited by deleting unessential words and correcting syntax to illustrate participants thoughts and perceptions.. The data were analyzed to determine differences

and similarities within a phrase or clause, resulting in common and relevant themes. In addition, verbatim quotes were used to illustrate the participants' thoughts and perceptions (Sisco, 1981). Through this content analysis, the research questions could be addressed, thus leading to a better understanding of Black male teacher experiences.

Chapter IV

Findings

Profile of the Sample

The participants in the study were selected through purposeful sampling of both the Essex and Atlantic counties of New Jersey school districts. Each participant was identified as a Black or African American male teacher who taught in one of the two counties. An interview was conducted with each of the 12 participants during the spring 2018 semester. One of the participants had 1 to 3 years working experience, non-tenured, seven had 4 to 9 years' experience, tenured, and four had 10 or more years of teaching experience, also tenured in New Jersey. Table 4.1 summarizes the participant's demographic data. Pseudonyms were used to protect the identity of all participants. All Black male teachers will be known as Teacher followed by a subsequent number such as Teacher1 through Teacher 12. Table 4.2 summarizes the participants by pseudonym grades/subject taught, and years teaching.

Table 4.1

Demographics of Black Male Teachers (N=12)

Category	*f*	%
County		
Essex County	4	33.3%
Atlantic County	8	66.6%
Years Teaching		
One to Three Years	1	8.3%
Four to Seven Years	4	33.3%
Ten or More	7	58.3%
Subject/Grade Level Taught		
Physical Education	1	8.3%
Third Grade	2	16.6%
Fourth Grade	2	16.6%
Fifth Grade	1	8.3%
Sixth - Eighth Grade	6	50%
Highest Degree Earned		
Bachelors	8	66.6%
Masters	4	33.3%
Preparation Program		
Traditional	6	50%
Alternate Route	6	50%

Table 4.1 (continued)

Category	f	%
Taught by BMT in Elementary School		
No	9	75%
Yes	3	25%

Table 4.2

Pseudonym, Years Teaching, and Subject/Grade Level (N=12)

Pseudonym	Years Teaching	Subject/Grade
Teacher 1	5	Math 6th 7th 8th
Teacher 2	10	Literacy 6th 7th 8th
Teacher 3	6	Physical Ed.
Teacher 4	1	5th Grade
Teacher 5	4	4th Grade
Teacher 6	11	Math 6th 7th 8th
Teacher 7	12	4th Grade
Teacher 8	15	Math 6th 7th 8th
Teacher 9	7	3rd Grade
Teacher 10	13	16.6%
Teacher 11	15	Literacy 6th 7th 8th
Teacher 12	12	3rd Grade

Analysis of the Data

      Research question 1. How do the selected Black male teachers from both tenured and non-tenured identify the reason they went into the teaching profession? Are they different? If so, what are those differences and the reasons they decided to go in the profession and make it a career.

      Content analysis was used to determine reasons Black male teachers tenured and non-tenured went into the profession and if there were differences. During the interview process, participants were asked questions about inspiration, support from their schools, recruiting and retention of Black male teachers, and what impact Black male teachers have on students. The following breaks down each question of inspiration and choice for teaching and the content analysis for each question.

      "Why did you choose K-8 education as a career?" There were four main themes that arose in response to this question. The first theme was that Black male teachers started as substitute teachers and found the transition easy as they were already working in schools. Participants used words/phrases such as different schools; you taught different classes and grades, it was a way to get noticed, and students tested you. The second theme was that there was a cultural connection. Participants used words/phrases such as connected, someone who looked like them, same community, and someone to look up to. The third theme that emerged was that the salary increased and after tenure it was a steady job. Participants used words/phrases such as steady, salary increase, easier when you're tenured. Interestingly enough, many participants stated there would be less pressure to worry about steady income once they received tenure. For Example Teacher 4 stated, "I knew I was good with students, but I knew I needed a steady salary that

increased yearly to provide for my family." Another participant, Teacher 7, stated "I was barely making ends meet and I wanted my weekends to myself, my friend was a teacher making over 55,000 a year, after talking to him I pursued my license and made sure I didn't make any mistakes before reaching tenure." This is consistent with Boswell (2010) who found that Black male teachers who received high salary enter and remain in the profession. The fourth theme was that participants wanted to become an educator. Participants used words/phrases such as teacher, city of intelligent Black children, closing the achievement gap, and teacher of the year. For example, Teacher 2 stated, "I wanted my kids to see someone who dressed well and came from their same community who had a degree was intelligent and wanted to increase their level of knowledge." This is consistent with the conclusion Kane and Orsini (2003) who reported that the increase of Black educators creates a positive image for Black elementary students. Table 4.3 shows the frequency and rank order of descriptors for the decision to become a teacher.

Overall, there were few variations in non-verbal cues from tenured and non-tenured teachers about their choice to becoming a teacher. The Black male teachers seemed comfortable in answering questions, had good eye contact with me and did not hesitate to answer the questions.

Table 4.3

Results of Content Analysis of Choosing Teaching (N=12)

Theme	f	Rank Order
Started as a Substitute		
Different schools	3	1
Started as a Substitute	2	2
Easy Transition	2	3
Teaching Different Classes	1	3
Getting Noticed	1	4
Students Tested Teachers	1	4
Cultural Connection		
Someone to look up to	7	1
Mentor	4	3
Community	3	4
Salary Increase/Steady Work		
Free Weekends	3	1
Salary Increase	3	2
Steady work	2	3
Tenure	5	4
Wanted to be an Educator		
Wanted to be an Educator	5	1

Table 4.3 (continued)

Theme	*f*	Rank Order
Inspired by other Teachers	3	3
Close the Achievement Gap	3	3
Become Mastery Teacher	1	4
Teacher of the Year	1	4

"What or who inspired you to become a teacher?" There were three main themes that arose in response to this question. The first and most prominent theme was a family member. Participants used words/phrases such as cousins, my mother was a teacher, my uncle was a teacher, my parents were teachers, and my aunt was my principal. One Participant, Teacher 12, stated "My Aunt was my high school principal and watching her run that school day after day lead me to believe I could do that too." The second theme was another teacher. Participants used words/phrases such as mentor, he was father figure, coach, defender, pushed me, and smartest man in the room. Teacher 3 stated, "Mr. Johnson, he pushed me, I was struggling and he was there for me, he was the type of teacher that never gave up on you, there weren't many like him." Gordon (1995) reported that Black male teachers share common experiences and backgrounds with students similarly to their own family making it easier to identify with. Similarly, Teacher 8 stated, "I had a few good male teachers that pushed me in the right direction, but my history teacher, he just knew everything, literally he was always the smartest man in the room at that's what it looked like." The third theme was self-motivated and words/phrases were no one, inspired myself, I just knew. Only two participants stated

they were self-inspired to become teachers. Teacher 11 stated, "No one inspired me, I inspired myself it was just something I knew I wanted to do." Teacher 5 stated, "I think I just always knew, no one had to push me or inspire me, I just knew at an early age I wanted be in a classroom." This suggested the presence of self motivation and a desire to develop curriculum for Black students (Brockenbrough, 2012). Table 4.4 shows the frequency and rank order of themes for inspiration to teaching.

Table 4.4

Themes Describing Inspiration to Teach (N=12)

Theme	f	Rank Order
Parents and Family		
Mother	5	1
Cousins	3	2
Aunt	2	3
Sister	1	4
Father	1	4
Former Teacher		
Former Teacher	6	1
Coach	2	3
My Principal	2	4
No One		
Myself	5	1
I always knew	3	2

Research question 2. How do the selected Black male teachers from both classifications perceive their K-8 experience?

Content analysis was used in order to determine how the participants perceived their K-8 experience. During the interview process, participants were asked what their school climate was like presently and what impact Black male teachers had on students. The following breaks down each question of input and impact and the content analysis for each question.

"Please describe what it is like teaching in your school? Do you feel supported? Please Explain." There was a difference in the choice of words between recently tenured Black male teachers with the 1 non-tenured Black male teacher and the tenured Black male teachers with more than 10 years teaching experience used to describe what it is currently like teaching in their schools. The non-tenured and recently tenured Black male teachers used positive descriptors when asked what it was currently like to teach in their schools. Some of the positive descriptors that were used included good, great, it's a great school and I have no complaints.

Teacher 3 stated:

> "I haven't encountered any problems…I mean there are minor hiccups…like a busted printer or copy machine, but the principals are quick to solve any issues so our school is up and running and students don't notice a thing like that…I mean I get everything I need and I'm listened to".

Teacher 1 stated:

> "I couldn't have asked for a better school to be at, our students may not be perfect
> to other districts but what we do with them other districts can't do or afraid to do.
> Sure, some of our kids are tough and rough around the edges but so are our
> teachers we're a team that's always looking out for one another."

Milner (2006) found that administrators are aware that the support they offer Black
teachers is way to build relationships and increase retention among Black teachers.
Teacher 4, the only non-tenured teacher, stated "I'm the new guy so I can't complain, but
the thing is…this school is so tight you can't complain, everyone wants to see you
succeed from the principals to the secretaries." However, the majority of the tenured
teachers with more than 10 years' experience used both positive and negative remarks,
highlighting issues of lack of funding and resources, hints of racism, feeling awkward
being the Black male voice of authority, and a cliquey environment. Teacher 11 stated,

> "All of a sudden you have an influx of new teachers and you kind of hope one of
> them is a Black man like myself. But it doesn't happen… and so there is only 3 of
> us in this school and when a kid is really out of line I put in check…sometimes I
> don't want to but truth is I know that kid better than most other teachers."

Another participant Teacher 6 stated:

> "It's a great school, I've been in this district my whole teaching career. But when
> supplies run out its tough, it's like every man for himself until we get new orders
> in. But most of the teachers and administrators look out for one another as long
> you're not asking for anything crazy and expect it tomorrow…like a smart board
> or new laptops."

Table 4.5 shows the frequency rank order of descriptors used by tenured and non-tenured Black male teachers talking about support and the climate of their school.

Table 4.5

Results of Content Analysis Descriptors of Support in School (N=12)

Theme	Sub-theme	*f*	Rank Order
Positive	I get what I need	4	1
	Good	3	2
	Rewarding	2	2
	I'm listened to	2	2
Neutral	Minor Hiccups	2	2
Negative	Limited Resources	2	2
	Wait for Supplies	2	2
	On your own	1	2

In addition to the variation in the descriptors used to describe the support and current feeling Black male teachers had in school, there was also a variation in non-verbal cues. The non-tenured and recently Black male teachers responded with a bit of a pause answering the question, if they felt supported. In addition, they looked away before answering and maintained stiff postures with minimal gestures. They started off their sentences using such words as "well" and "umm I think," showing they were having a hard time answering the question. Conversely, the tenured Black male teachers with nine or more years of experience did not hesitate when answering the question. They

displayed movement in their posture and used many hand gestures. Overall, it appeared that the tenured Black male teachers were more willing and ready to answer questions about their school climate and what type of support they were receiving, whereas the non-tenured Black male teachers seemed more cautious and careful about the question and were focused on using positive language that didn't harm the school.

"What type of input do you think Black male teachers have on students and the overall school setting? There were two main themes resulted in response to this question. The first theme was a positive impact as a teacher, Black male teachers saw themselves as educators doing their best to pass knowledge to their students. For example, Teacher 3 stated, "You go home every day and think…it's all up to me to perfect my craft and go harder." Similarly, Teacher 11 stated, "Third through sixth grade is especially important transitions for boys, If I don't have a Black teacher in school or just popping in, it's sets them back, so I'm there every day giving them my best and showing them I care." This demonstrated a level of concern and compassion for Black students, which had manifested feelings of being cared for because of the cultural connection (Achinstien & Ogawa, 2011).

Teacher 9 stated:

> "A Black boy…or even girl who sees a Black man who is educating them and cares are going to take what that teachers says as gospel. If I'm telling my students don't hang out in the street, make sure you're reading regularly…and sharing my story they're going to remember that and it sticks."

45

The second theme was positive with circumstances that depended on school settings impacting how positive or negative an impact a Black male teacher could have. Teacher 1 stated,

> "In a setting that is consistent the impact a Black male teacher can have is tremendous, but no one does well in an environment that is competitive and cutthroat. When you are pitting test scores against one another you are not creating an opportunity for Black teachers to work together and so the impact isn't lasting there and the student doesn't get the best from their teacher."

While the participants highlighted the importance of a fair and collobbrative enivronment as an aspect of student success, it demonstrated a need for reasonable cohesiveness among teachers (Farinde, Allen, and Lewis, 2016). However, Teacher 11 stated,

> "You can't with them all… for most students Black teachers are going to make lasting impacts but sometimes there are a few who just don't get the message no matter how hard you try…and its hurts it sucks to see that. But if ninety percent of kids succeed I'll take that."

This finding is congruent with what Gordon (2000) asserted in his research regarding Black students being unaware and detached from the teaching profession. Table 4.6 shows the frequency of descriptors and rank order of input that Black male teachers believe they have on students and schools.

Table 4.6

Results of Content Analysis of Input on Students and Schools (N=12)

Theme	Sub-theme	*f*	Rank Order
Positive	Mentor	6	1
	Perfect Teacher	3	2
	Coach	3	2
	I'm listened to	2	3
Neutral	Consistent	2	3
Negative	Competitive	2	4
	Don't get it	1	4
	Can't win	2	4

Research question 3. What do the participants recommend to increase the hiring and retention Black male teachers?

Content analysis was used in order to determine how the participants perceived what recommendations were needed for hiring and retention of Black male teachers. During the interview process, participants were asked questions about what they think should be done to increase and retain Black male teachers.

"What can/should districts do to recruit/retain Black male teachers?" There was difference noticed in the type of suggestions that were given by Newark and Atlantic City Black male teachers. The Atlantic City teachers reported that districts should seek teachers that want to teach long term and get involved in their community. They expressed that while their schools do a good job of hiring well-qualified teachers, some

districts hire teachers who may not want to teach long term. Newark Black male teachers expressed that salary and school support are central topics that should be discussed when hiring Black male teachers. One teacher stated, that his former district did not bother to think about race when hiring teachers, and districts should try to have some form of diversity in their staff to match the student population. This is consistent with Roberts (2010) who reported when districts see the value in hiring Black males it increases the schools diversity and cultural knowledge. In addition, encouraging districts to hire Black male pre-service teachers to work in both urban and sub-urban settings prior to being offered a full term salary was another suggestion made by 50% of the participants. Teacher 9 stated:

> "To retain them they would have to start by actively recruiting Black male teachers and letting them know that there is a place for you and that you belong. Not that I feel like I don't belong here. But I think districts should be in the arena of going to colleges and letting students know it's a viable career to have."

Teacher 11 stated, "If you want to retain more Black men, there has to be a level of involvement and importance from administrators and co-teachers. Value what you have the more you bring Black male teachers into the conversation the more of them will stay." Throughout the interviews the two most commonly stated suggestions, which were mentioned by seven participants, were: visiting colleges and speaking with Black male students. It was clear that Black male teachers felt that visiting institutions and connecting with college students are what events should receive more attention (Peatross, 2011). Table 4.7 shows the frequency and rank order of descriptors used by participants talking about what districts should do to hire and retain Black male teachers.

Table 4.7

Results of Content Analysis of Hiring and Retention of Black Male Teachers (N=12)

Category	*f*	Rank Order
Visit College Students	7	1
Match the Community	4	1
Support from Administrators	4	2
Increase Salary	3	2
Tenure	3	3
Feeling of Belonging	2	3
Community Involvement	2	4
Include Diversity	1	4

Research question 4. What do selected Black male teachers report about the value they have on students and their school setting?

Content analysis was used in order to determine how the participants perceived their value on students, colleagues, and the school setting. During the interview process, participants were asked what value they brought to the hiring process in relationship to their students, and promoting retention among Black male teachers in their schools.

"Do you believe you have a role in recruiting/retaining Black male teachers?" Both tenured and non-tenured teachers from both counties reported that they created an environment and relationships that promotes retention. However, in terms of recruitment there was a difference in which two main themes were founded. The first theme is that Black male teachers felt they had no strong role in recruitment of Black male teachers

after students graduated and left their schools. It was also noted that the hiring of teachers are up to principals and they hoped the districts hire diverse teachers that can relate to their students. Teacher 2 stated, "You are the example students see. If I want to see more Black boys teaching I have to not only know what I'm doing but make it look desirable. Because once they leave my classroom the decision to follow in my footsteps is theirs and theirs alone." This is consistent with Wimbush (2012) who reported that Black teachers have the dual responsibility of teaching and making the teaching profession a desirable one. Teacher 8 reported a similar feeling stating,

> "I'm competing with LeBron James and Jay-Z…not Barack. If students have bad experiences with teachers or hear teachers complaining about the profession it doesn't matter sometimes. They see the money, fans, fame, and would rather chase after that dream then being in a classroom or courtroom. When I was in eight grade I wanted to be Michael Jordan or Russell Simmons. But I wanted to make a difference and I love what I do."

The second theme was that teachers felt they played an important role in recruiting students by staying in contact and also assisting pre-service teachers. Teacher 4 stated, "I have friends who are in college ready to become teachers, I offer advise and meet with them if I can…I have an open door for observations in my classroom if it will help them make a decision." The majority, of descriptors used for retention were relatively the same highlighting positive actions of engagement, being a mentor, being a team leader in school, and part of a school committee. Teacher 6 stated,

> "It's kind of your job to help the new guy especially if he's a Black male teacher. I like to think I'm welcoming and create a space for conversation and

collaboration. I was the new guy once and a few men and women showed me the ropes, it's important that as a Black man I not only support my fellow teacher but offer advice and go out of my way to talk to them and make them feel welcome"

Another participant Teacher 7 stated,

"Even if I don't talk to all the other teachers perception is key. If I look miserable, always complain, a loner…I might just scare off the new guy and turn students off from becoming a teacher because all they is a miserable Black man. So I think it's my job to take interest in the well-being of another Black man especially teacher."

Table 4.8 shows the frequency of descriptors and rank order used by Black male teachers talking about hiring and retention.

Table 4.8

Results of Content Analysis of Descriptors of Personal Recruitment and Retention (N=12)

Theme	*f*	Rank Order
Recruitment		
Important Role	7	1
Offer Advice	6	2
Communication with Principal	4	2
No Role	4	3
Competing with Athletes	74	4

Table 4.8 (continued)

Theme	*f*	Rank Order
Retention		
Support New Teacher	8	1
Offer Advice	7	3
Collaborate	6	4
Mentor	5	4

In addition to the variations in the descriptors used to describe their role in recruiting and retention of Black male teachers, all teachers were animated with their expressions when describing their role in retention, such as large hand gestures, nodding their heads, and leaning forward. Whereas, when describing their role in recruiting some teachers leaned back, shook their heads, displayed a higher tone of voice, and short responses. While others sat straight up, pointed towards themselves, eyes widened, and seemed confident of their role.

Research question 5. What reasons do selected Black male teachers offer about the current state of minority teacher representation in K-8 schools?

Content analysis was used in order to determine how the participants perceived the current state of minority teacher representations in K-8 schools in New Jersey and the nation. During the interview process, participants were asked questions about the current representation of Black male teachers and what recommendations they would provide to increase Black male teachers in K-8 schools.

"What reasons would you attribute to the current representation of Black male teachers in K-8 schools?" Participants used words/phrases such as tired, burnt out, low salary, long hours, feeling alone, not a popular profession, and a woman's field. Many of the participants expressed knowing other Black male teachers in other districts who were leaving the profession for another profession with a higher salary or they no longer had a passion for teaching. Seven of the participants reported knowing someone who was laid off or quit the profession due to the large workload and lack of support from their districts. Teacher 5 stated,

> "I knew a brother who was teaching in his district for three years and was only
> one of two Black male teachers…he told me how he was tired of being that one
> teacher you brought your Black student to because there was a racial
> connection…that's a lot of pressure, especially in an urban district. I know he was
> struggling so when he told me wasn't going to be teaching anymore I couldn't
> offer any words to change his mind. That school didn't know what they had…he
> was good but according to him they just kind of left him to fend for himself."

Teacher 12 reported a similar story,

> "A friend of mine and I went into teaching at the same time but in different
> districts. Difference was I had a team and principals who were there for me. Did I
> get everything I wanted or needed…no! But they always tried to help me.
> However, my friend wasn't so lucky he was paying out of his own pocket for
> supplies, he barely got help and told me time and time again they left him alone.
> As you can see I'm still teaching but he left after just two years."

Additionally, Teacher 10 was the only participant that stated the current representation
was due to students having to much freedom and fear of being fired,

> "Worldstar…I can't tell you how many times I have seen cellphone videos of a
> student cursing or fighting a teacher on that website. The sad part is more often
> than not it's a Black or minority student. And now the student is never wrong it's
> the teacher's fault. You have to be careful, the wrong word or action and it's
> considered verbal or physical assault and you could lose your job."

Table 4.9 shows the frequency and rank order of descriptors used by participants about
the reason for the current representation of Black male teachers.

Table 4.9

Results of Content Analysis Descriptors of Representation (N=12)

Theme	*f*	Rank Order
Low Salary	8	1
Not a Popular Profession	7	2
Women's Field	7	2
Other Career Options	6	3
Long Hours	5	4
Stressful	4	4
Feeling Alone	2	4

Overall all, the participants shared similar non-verbal cues. They displayed faces of seriousness using very few hand gestures. Their answers were slower and with a deeper tone. However, all of the participants seemed comfortable answering the question.

"What recommendations would you make you give to expand the number of pre-service Black male teachers in K-8 schools?" While there was some overlap in the responses, there was difference in the type of suggestions given by tenured Black male teachers and non-tenured Black male teachers. The tenured teachers overwhelming reported that an increase of campus visits and school open houses in which college students visit schools would help promote a welcoming atmosphere increasing the intrigue and decision to enter the field. They expressed that while there are career fairs in which principals and administrators attend the frequency and dialogue with college students were not enough to meet the demand for more Black male teachers. Also, some teachers suggested adopting some previous methods or initiatives that districts no longer use. For example, Teacher 2 reported a previous program used when he was seeking his license:

> "I received a scholarship from my district because I was going to be a teacher. It was a scholarship specifically for students who were going to be teachers. I know that a lot of districts have a tight budget but so much money is wasted on trivial things. If you show that boy you're going to support a kid even if its five hundred to a thousand dollars they are going to stick with it…I did. Sadly not to many districts are willing to take a chance like that."

In addition, supporting male students by buying them books or supplies for the semester or visiting them once a month to show support about their career choice was another suggestion made by 50% of the Black male teachers.

Furthermore, there was a theme that developed among the non-tenured and recently tenured teachers who expressed feeling a lack of institutional support from their colleges. All teachers reported feelings that their program didn't offer many one-on-one advising sessions, caused them to seek assistance among other professors, and that university did not pay much attention to them compared to the other students. One of the teachers reported that he was often meeting with other faculty or teachers in the field for guidance. Teacher 7 stated that,

> "Certain universities kind of take the Black man who wants to be a teacher for granted, they may not mean to but it happens. I get it, when I started my program there about 20 or more brothers who wanted to become teachers…when I graduated there were only about 4 of us. Maybe some changed their mind, but if you're ignored you're going to change your major and go somewhere where you're going to get attention."

In addition, 50% of the Black male teachers who participated in the study went through the traditional route of becoming a teacher. Issues that were reported revolved around lack of support, seeing female students get more attention and assistance, not having male professors to connect with, and competing with women in the classroom for field study. Five out of the 12 teachers expressed that it may not be done on purpose but Black male pre-service teachers get the hint that men aren't expected to stay for the long hall when pursuing their degree. Teacher 3 stated,

"I was outnumbered in every class the further I went in college, and unless they

needed the male perspective I was rarely brought into the conversation. It was

intimidating. My classmates would I assume was going to be a gym teacher or

change my major by the next year. It was crazy I had to literally follow my

professor behind a sea of women to her office just to get 5 minutes when I needed

more than that."

Conversely, Teacher 12 stated, "I remember a professor asking me if I really wanted to

be a teacher or was I just there to meet girls…seriously she asked me that with a smile.

It's as if Black men wanting to be in the classroom is rare."

"Is there anything else you would like to add? Only half of the Black male

teachers choose to answer the open ended question about their experience but those who

did, reaffirmed their desire to teach and the importance of getting more young Black men

and boys interested in the profession. Many expressed that more positive Black men are

needed to fight the stereotypes and negative portrayal in the media and offered

encouraging words for administrators, teachers, and students. Teacher 9 reported that he

would like to see more Black male teachers come together and hold open forums for

young students to see the value in education. Teacher 1 wants more community

engagement opportunities outside of sports for parents and guardians to get involved so

that they can be part of the change in increasing the racial and social make up in their

schools and community. "I can't do it all, I can do a lot but I can't do it alone…When I

see a parent in September and then the next time I them is at football or basketball game

in December that's a problem." Lastly, Teacher 11 stated, " My door is always open I

have more than 15 years under belt…If a Black boy or girl really wants to be a teacher

I'm an open book, because I won't be here forever and we're going to need some strong young men who can do this and want to do this.

Overall, there was no significant difference in non-verbal cues between the tenured and non-tenured Black male teachers that responded. All participants took a pause to answer the question, a few rested their hand on their chin, and one crossed his arms and took a deep breath before answering. However, all participants were able to articulate concrete thoughts and ideas for increasing the number of Black male teachers.

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

The thesis investigated the reasons Black male teachers chose teaching as a profession and why they remained in the field. The study aimed to identify and explain the responses of K-8 Black male teachers in New Jersey. Secondly, if there was a difference in the choice of teaching among teachers based on tenure and traditional or alternate routes. In addition, the study aimed to see what Black male teachers thought districts and colleges should do to better recruit and promote teaching as a profession, and lastly, what districts and schools can do to retain them for many years. Twelve participants took part in the study and met the necessary requirements for the purposeful sample selection. Each participant was a licensed Black male teacher of the 2017-2018 academic year, identified as Black or African American, and was from either Essex or Atlantic County of New Jersey.

Each participant took part in an individual interview during the spring 2018 semester. The interviews took place on school grounds in both Newark and Atlantic City, New Jersey. Questions were focused on several aspects of teacher experiences, current school climate, representation, support in schools, benefits of the profession, and how districts and colleges should recruit and increase the number of Black male teachers. Each interview was audio recorded, the audio files were separated and given pseudonyms, and transcriptions were prepared.

In order to analyze the data, qualitative analysis was used to code the transcribed interviews. Content analysis allowed for descriptors to emerge and themes to be

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identified. The frequency of the descriptors and themes were illustrated in a table format. Participants' direct quotes were also applied to discuss themes and illustrate the current experiences and perspectives of the Black male teacher.

Discussion of the Findings

  Research question 1. How do the selected Black male teachers from both tenured and non-tenured identify the reason they went into the teaching profession? Are they different? If so, what are those differences and the reasons they decided to go in the profession and make it a career.

  The participants discussed that the overall reason for entering the profession was four-fold; starting as a substitute, providing a cultural connection to students, looking for a steady job with salary increases, and wanting to be an educator. There appeared to be an even distribution between the four themes, from both tenured and non-tenured Black male teachers. Additionally, cultural connections and wanting to become an educator were more frequent responses among all four descriptors. The majority of the Black male teachers reported that they wanted to give back to their community, words and nonverbal cues suggested they wanted to be a mentor to many of their students. This is consistent with Brockenbrough (2012) who found that race and gender play pivotal roles for Black elementary and middle school students, and when encountering a Black male teacher taking an interest in their education to find a mentor. In regards to relationships with those who inspired them, all Black male teachers reported positive relationships with former teachers, parents, and coaches. This is consistent with the research of Peatross (2011), where participants reported parents, mentors, and former teachers as those who inspired them to enter the teaching profession.

Research question 2. How do the selected Black male teachers from both classifications perceive their K-8 experience?

This study found that Black male teachers see their current experiences as positive, even with the differences by the number of years teaching. Tenured and non-tenured Black male teachers reported they enjoyed teaching, wanted to see young Black youth educated, and while there are challenges amongst schools and districts felt supported by their locals as evidenced in their responses. Teachers felt, (a) they currently serve as a role model, (b) a father figure, and (c) an intricate part of their school atmosphere. More specifically, descriptors used highlighted receiving support from school principals, opinions being heard, and rewarding experience seeing their students succeed. Wimbush (2012) reported that Black male teachers were retained because of, (a) their ability to impact students' lives; (b) serve as a role model; and (c) change the perception of the profession to influence students into becoming future educators. Furthermore, both tenured and non-tenured Black male teachers reported that they could personally relate to their students and the community in which they work in. Milner (2006) found that Black teachers who make the cultural connection in the classroom and community felt important beyond their classrooms.

In addition, some of the Black male teachers reported feeling like they had not enough experience to be a strong mentor compared to teachers with more longevity. This demonstrated a level of hesitation and caution for Black male teachers eager to help students. My findings contrast with Peatross (2011) who reported that the number of years teaching failed to alter the perception of whether a Black male teacher could mentor or coach a student in their school.

Research question 3. What do the participants recommend to increase the hiring and retention Black male teachers?

The participants emphasized that districts and administrators have to come together with teachers to recognize the importance of the Black male teacher and create initiatives to discuss possible programs. Participants indicated that principals should seek opinions from Black male teachers to discuss what to look for when hiring Black male teachers. Black male teachers indicated that administrators should implement hiring that is reflective of their community and school demographics. Teachers expressed that feeling welcomed and wanted is crucial. Additionally, participants expressed hiring pre-service students to become substitutes in both urban and sub-urban settings prior to a full term. Another area emphasized by the participants were administrators visiting colleges and universities multiple times to build a rapport with potential teachers. Participants highlighted the importance of visiting colleges as an important tool to use for recruiting Black male teachers, it creates an environment in school that affect students in a positive way (Bristol, 2014).

Research question 4. What do selected Black male teachers report about the value they have on students and their school setting?

This study found that participants enjoyed sharing their experiences, connecting with their students, and felt strongly that more Black male teachers should be represented in the profession. Some of the participants commented that Black male teachers are competing with athletes and media. This finding is consistent with what Dandridge (2012) reported in his study about Black students looking up to athletes and celebrities as role models and mentors. Students do not find the teaching profession is desirable based

upon personal experiences with teachers and negative stereotypes in the movies and news media. The participants wanted to see an increase in what colleges and high schools are currently doing to dispel the negative stereotypes of the teaching profession. In addition, one teacher recommended that one way to increase a desire in the teaching field was by incorporating culturally relevant curriculum in the classroom.

Moreover, another finding was that Black male teachers sense that their culture and background can bridge gaps in achievement and school moral. Participants expressed their personal values and experiences created opportunities for collaboration amongst other teachers, principals, and engaging students in positive exchanges about academic achievement that may not have happened with other teachers. Participants expressed that sometimes their opinions may be overlooked as they are the racial and gender minority. Findings also showed that teachers who selected teaching as a profession felt their presence to young Black students was invaluable and instrumental in planting the interesting he teaching profession.

Research question 5. What reasons do selected Black male teachers offer about the current state of minority teacher representation in K-8 schools?

This study found that Black male teachers were in agreement that most Black male college students are reluctant to enter the teaching field due low wages and feeling that the profession is less valued. This finding is consistent with Peatross (2011), who suggested that minority teachers are not seeking the profession due to low pay, feeling unvalued, and lacking a level of patience necessary to teach. Black male teachers want to see colleges and the media portray the profession in a positive light. Participants wanted to see an increase in salary for new teachers and more support from administrators

connecting with parents in the community. In addition, one teacher recommended that one way to increase the popularity in the field was by having teachers assist in structuring the district curriculum and testing.

Another finding was that some teachers reported feeling uncommitted, a lack of confidence, and no personal connection when first entering the profession. They expressed feelings of self-doubt and second-guessing their teaching styles, and not connecting with colleagues early on in their career. When teachers are supported morally, receive professional development, and are mentored it impacts their quality of work and relationships with their students removing any feelings of being undervalued and self-doubt.

Conclusions

This study was able to affirm findings from previous studies and some essential information for the need of Black male teachers in K-8 education. The selected Black male teachers described their reasons for entering the profession as wanting to make a difference in their community and mentoring young Black students. When asked to expand on their reasons, examples of words and nonverbal cues that suggest cultural connections must be provided. Furthermore, the majority of the participants expressed motives of seeking education as a profession being self-seeking and Black male teachers wanted to be advocates for younger students could look up to.

The data also showed that the majority of participants expressed a positive relationship with their colleagues and overall school environment. Black male teachers expressed that their colleagues were willing to assist with projects, principals were willing to talk and listen, and felt their presence was extremely valued.

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In terms of the current representation of Black male teachers, the data showed that there was a common agreement between tenured and non-tenured Black male teachers. The teachers expressed that over the years teaching for men has not been seen as a deeply valued and popular profession, there are more options for students to choose from, low salaries, and that the profession was seen as a women's field. The data suggest that teachers were aware of the challenges to increase the popularity of the profession. No teacher described feeling affected by those reasons when seeking the profession personally. In addition, many commented that they are in the field to dispel the negative stereotype and increase the popularity among their students.

Furthermore, inside their school Black male teachers reported they felt respected by their students and colleagues. All teachers felt their students respected them as teachers and Black men. Some reasoned that because of the one-on-one engagement with building principals, they felt confident in their work and felt supported to collaborate with co-teachers.

Lastly, although many Black male teachers spoke positively about the profession the data suggest that the majority of the participants would like to see districts and colleges take a stronger approach to recruit and retain Black male teachers. This was expressed through creating more opportunities for college visits, inviting pre-service teachers to the classroom, actively hiring qualified teachers who match the demographic of the school, and creating dialogue with teachers who were conscious of students' economic status.

Overall, the data show that there is a need for Black male teachers and those involved in the study in New Jersey repeated positive feelings about their experiences.

Through the analysis of the data, several themes and concrete suggestions were made that could be applied in the field moving forward. The data showed that Black male teachers are willing to speak to college students to increase the popularity of the profession. Also, district administrators should engage with institutions and Black males students in pre-service teaching programs. When asked what further information they would like to provide, participants reported that would like to see institutions take a special interest in Black males looking to enter the teaching profession.

Recommendations for Practice

Based on the findings presented in this study and previous research on the topic, the following recommendations for hiring and retaining Black male teachers in the K-8 field are presented:

1. Districts should engage more with their Black male teacher population. What are their current feelings about the profession and what insight can they provide for future hires.

2. Creating opportunities for pre-service teachers to visit schools and meet with various Black male teachers, providing the opportunity for dialogue and support in areas where needed.

3. Being aware of the cultural climate of their schools when hiring teachers. Consider if students feel their teachers are reflective of their community and cultural background.

4. Making sure there are opportunities for teachers to engage with the community, local colleges, and universities to create space for involvement outside of the classroom.

5. Present findings of this study to both Newark and Atlantic City Boards of Education for consideration.

Recommendations for Future Research

Based upon the findings of this study, recommendations have been made to fill the gaps in the knowledge base with future research on hiring and retaining Black male teachers.

1. It is recommended that this study be replicated. It is suggested that future studies expand the amount of participants and locations. Future studies should consider areas that are both urban and suburban areas.

2. It is recommend that future studies consider the role of the state department of education in the development of education programs in colleges. There is a need for state departments of education to provide mentoring programs for men of color looking into the teaching profession.

3. It is also recommended that future studies consider the role colleges play in the development of opportunities for Black males students who are the minority in their teaching program. For instance, further research may reveal that colleges may need to increase recruit and support for Black male students who considering the teaching field once they enter college.

4. It is further recommended that New Jersey districts examine their procedures when recruiting and hiring minority teachers. In this particular case, further research may reveal that school districts should take greater responsibility in recruiting qualified teachers who would better reflect the

current demographic and have a significant amount of cultural and socioeconomic knowledge of their school district.

5. And lastly, it is suggested that there is a need to investigate the opinions and beliefs by college students and pre-service teachers. Research in this area may indicate where the belief that the profession is not welcoming to Black male teachers stem from. Findings from this examination may prove to be helpful to alter the approach of recruiting and working with Black male college students.

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Appendix A

Recruitment Email

Dear _____:

My name is Charles Ozuna and I am inviting you to participate in a study entitled "Black Male Teachers: Retention and Importance in New Jersey". This study is being conducted in partial fulfillment of a Masters Degree in Higher Education at Rowan University. I am the co-investigator in this study (201-993-6449, ozuna@rowan.edu). My Masters Committee Chair, Principal Investigator and Supervising Professor is Dr. Burton R. Sisco (856-256-4500 ext3717, sisco@rowan.edu).

You are being invited to volunteer as a participant because you are an African American male teacher in K-8 education in New Jersey. If you choose to participate in this study, it will include a recorded interview conversation that should last approximately 25-30 minutes that will be conducted after school hours in your school building or Rowan University.

Participation in this study is completely voluntary and there is no penalty for not participating in the study. If you agree to participate in this study, your identity will be kept strictly confidential. I will store the data in a secure computer file and the file will be destroyed once the data has been published.

There are no risks associated with this interview. There is no direct benefit to you, however, by participating in this study, you may help to better attract future Black male into the teaching profession.

Any part of the research that is published as part of this study will not include your individual information. If you have any questions, you can contact me at the address provided below, but you do not have to give your personal identification.

If you decide you are interested in participating in this study, please respond to this email. I will follow up by emailing you a consent form to review.

Charles Ozuna

ozuna@rowan.edu

Rowan University

Burton R. Sisco, Ed.D

sisco@rowan.edu

Rowan University, Thesis Chair

Appendix B

Consent Form

This consent form is part of an informed consent process for a research study and it will provide information that will help you to decide whether you wish to volunteer for this research study. It will help you to understand what the study is about and what will happen in the course of the study.

If you have questions at any time during the research study, you should feel free to ask them and should expect to be given answers that you completely understand.

After all of your questions have been answered, if you still wish to take part in the study, you will be asked to sign this informed consent form.

The co-investigator *(Charles Ozuna)* or the Prime investigator Dr. Burton Sisco will also be asked to sign this informed consent. You will be given a copy of the signed consent form to keep.

You are not giving up any of your legal rights by volunteering for this research study or by signing this consent form.

AGREEMENT TO PARTICIPATE

I have read this entire form, or it has been read to me, and I believe that I understand what has been discussed. All of my questions about this form or this study have been answered.

Subject Name:

Subject Signature: Date:

Signature of Investigator/Individual Obtaining Consent:

To the best of my ability, I have explained and discussed the full contents of the study including all of the information contained in this consent form. All questions of the research subject and those of his/her parent or legal guardian have been accurately answered.

Investigator/Person Obtaining Consent:

Signature: Date:

You have already agreed to participate in a research study conducted by **Dr. Burton Sisco Principal Investigator and Charles Ozuna co-Investigator**. We are asking for your permission to allow us to **audiotape record** as part of the research study. You do not have to agree to be recorded in order to participate in the main part of the study.

The recording(s) will be used for

- **Transcribing data for analysis:**

The recording(s) will include **what grades and subjects the participants teach, what district and county they have taught and teach in. Participants names will not be recorded.**

The recording(s) will be stored **in a password protected file folder with no link to participants' identity; all participants names will be replaced with a pseudonym. All recording will remain on file until study is published and completed at which time files will be terminated.**

Your signature on this form grants the investigator named above permission to record you as described above during participation in the above-referenced study. The investigator will not use the recording(s) for any other reason than that/those stated in the consent form without your written permission.

AGREEMENT TO PARTICIPATE

I have read this entire form, or it has been read to me, and I believe that I understand what has been discussed. All of my questions about this form or this study have been answered.

Subject Name:

Subject Signature: Date:

Teacher Demographics for Tenured and Non-Tenured Black Teachers

County: Essex_____ Atlantic_____

Years Teaching: _____

Subjects Taught/ Grade Level Taught: _____

Tenure Status: Tenured_____ Non-tenured_____

Highest degree earned: _____

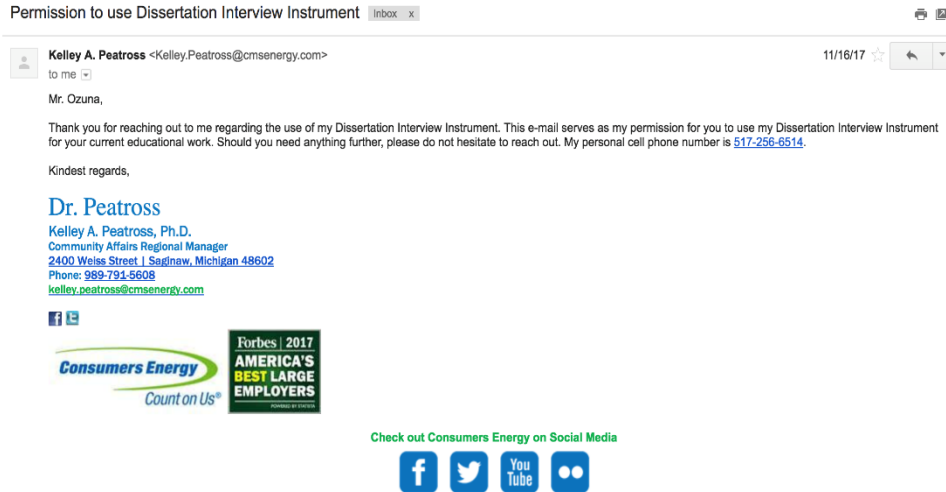Preparation Program: Transitional_____ Alternate route_____

In your schooling did you have any Black male teachers? _____ If so how many? ____

Interview questions for tenured and non-tenured Black male teachers

1. Why did you choose K-8 education as a professional career?

2. What or who inspired you to become a teacher?

3. Please describe what it is like teaching in your school? Do you feel supported? Please Explain.

4. What type of input if any do you think Black male teachers have on students and the overall school setting?

5. What can/should districts do to recruit/retain Black male teachers?

6. What reasons would you attribute to the current representation of Black male teachers in the K-8 schools?

7. Do you believe you have a role in recruiting/retaining Black male teachers?

8. What recommendations would you give to expand the number of pre-service Black male teachers in K-8 schools?

9. Is there anything else you would like to add?

Appendix D

Permission to use Peatross Instrumentation

Permission to use Dissertation Interview Instrument   Inbox   x

Kelley A. Peatross <Kelley.Peatross@cmsenergy.com>   11/16/17
to me

Mr. Ozuna,

Thank you for reaching out to me regarding the use of my Dissertation Interview Instrument. This e-mail serves as my permission for you to use my Dissertation Interview Instrument for your current educational work. Should you need anything further, please do not hesitate to reach out. My personal cell phone number is 517-256-6514.

Kindest regards,

Dr. Peatross
Kelley A. Peatross, Ph.D.
Community Affairs Regional Manager
2400 Weiss Street | Saginaw, Michigan 48602
Phone: 989-791-5608
kelley.peatross@cmsenergy.com

Appendix E

Institutional Review Board Approval

**DHHS Federal Wide Assurance
Identifier:** FWA00007111

IRB Chair Person: Harriet Hartman

IRB Director: Sreekant Murthy

Effective Date:

eIRB Notice of Approval

STUDY PROFILE

Study ID: Pro2017002042

Title: BLACK MALE TEACHERS: RETENTION AND IMPORTANCE IN NEW JERSEY

Principal Investigator:	Burton Sisco	**Study Coordinator:**	None
Co-Investigator(s):	Charles Ozuna	**Other Study Staff:**	There are no items to display
Sponsor:	Department Funded	**Approval Cycle:**	Twelve Months
Risk Determination:	Minimal Risk	**Device Determination:**	Not Applicable

Review Type:	Expedited	**Expedited Category:**	6 7
Subjects:	40		

CURRENT SUBMISSION STATUS

Submission Type:	Research Protocol/Study	**Submission Status:**	Approved
Approval Date:	3/22/2018	**Expiration Date:**	3/21/2019

Pregnancy Code:	No Pregnant Women as Subjects	**Pediatric Code:**	No Children As Subjects	**Prisoner Code:**	No Prisoners As Subjects

Protocol:	Peatross Consent Instrument Protocol Version 4	**Consent:**	There are no items to display	**Recruitment Materials:**	Email recruitment Version 3

* Study Performance Sites:

Glassboro Campus	201 Mullica Hill Road. Glassboro, NJ, 08028

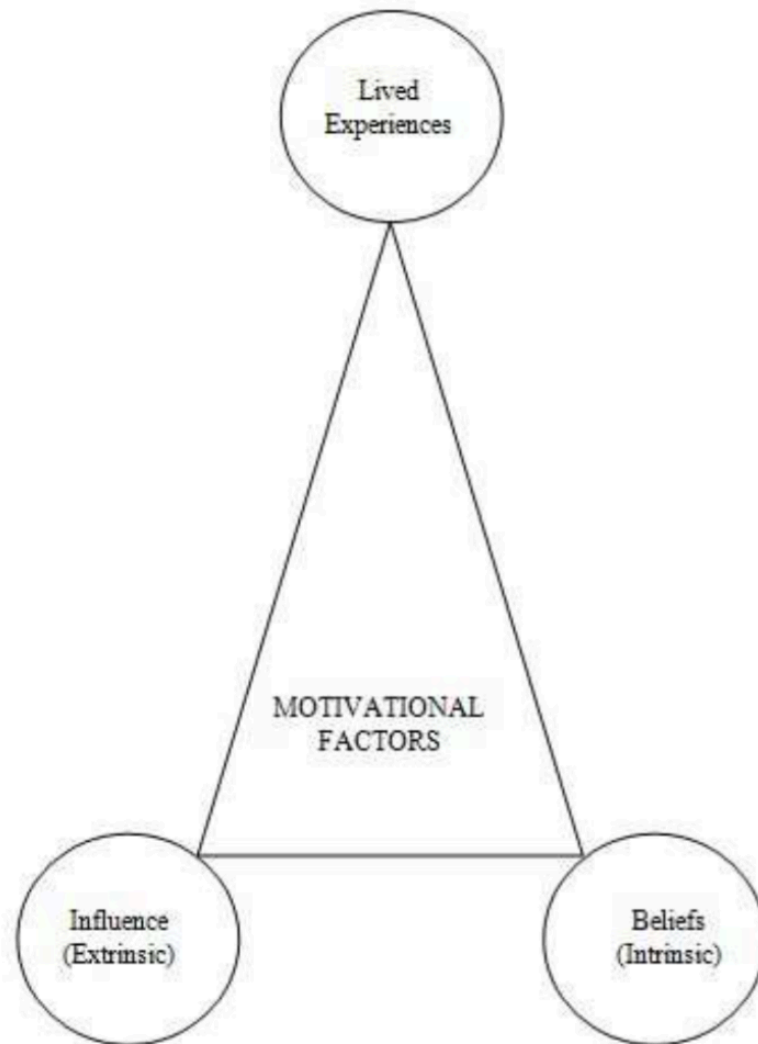|	
East Orange School District	East Orange, NJ
Pleasantville School District	Pleasantville, NJ
Uptown School Complex	324 Madison Ave. Atlantic City, NJ, 08401

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.

2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.

3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**

4. **Amendments/Modifications/Revisions**: If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.

5. **Unanticipated Problems**: Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: http://www.rowan.edu/som/hsp/

6. **Protocol Deviations and Violations:** Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: http://www.rowan.edu/som/hsp/

7. **Consent/Assent**: The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.

8. **Completion of Study:** Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.

9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.

10. Letter Comments: *There are no additional comments.*

Appendix F

Conceptual Framework

At the top of the framework, an oval with "Lived Experiences" connects to a larger triangle with "Motivational Factors" displayed in the middle.

Appendix G

Rules and Procedures for Logical Analysis of Written Data

The following decisions were made regarding what was to be the unit of data analysis (Sisco, 1981):

1. A phrase or clause will be the basic unit of analysis.

2. Verbiage not considered essential to the phrase or clause will be edited out --e.g., articles of speech, possessives, some adjectives, elaborate examples.

3. Where there is a violation of conventional syntax in the data, it will be corrected.

4. Where there are compound thoughts in a phrase or clause, each unit of thought will be represented separately (unless one was an elaboration of the other).

5. Where information seems important to add to the statement in order to clarify it in a context, this information will be added to the unit by parentheses.

The following decisions were made regarding the procedures for categorization of content units:

1. After several units are listed on a sheet of paper, they will be scanned in order to determine differences and similarities.

2. From this tentative analysis, logical categories will be derived for the units.

3. When additional units of data suggest further categories, they will be added to the classification scheme.

4. After all the units from a particular question's responses are thus classified, the categories are further reduced to broader clusters (collapsing of categories).

5. Frequencies of units in each cluster category are determined and further analysis steps are taken, depending on the nature of the data-- i.e. ranking of categories with verbatim quotes which represent the range of ideas or opinions. (p.177).

Sisco, B. R. (1981). A study of the attitudes of selected academics and selected decisionmakers toward adult learners. (Unpublished doctoral dissertation). Syracuse University, Syracuse, NY.