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Why Teach? What Motivates African American Males to Choose Teaching as a Career?

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WHY TEACH? WHAT MOTIVATES AFRICAN AMERICAN MALES TO CHOOSE

TEACHING AS A CAREER?

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

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Indiana University of Pennsylvania

May 2017

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Title: Why Teach? What Motivates African American Males to Choose Teaching as a Career?

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There is a serious shortage of African American male teachers in the United States. Currently less than 2% of teachers in the United States are African American males. The purpose of this study was to explore what motivates African American males to choose a career in teaching. After an extensive review of the literature on African American male teachers, four themes emerged as major reasons why black men teach: a) a desire to be a role model, b) social justice factors, c) peer influences and d) job benefits. The four themes were used to develop a survey that measured African American males' motivations for teaching. A total of 185 teachers completed the survey and the data was analyzed using descriptive statistics and chi-square analyses. In addition, an open ended question was used to further analyze why participants chose a career in teaching. Majors finding revealed that the desire to be a role model and social justice factors are important reasons why African American males teach. Responses from the open ended question showed other reasons may include a desire to help others, a love for children, and being called to teach as significant influences for teaching. The information gained from this study can be used to enhance or develop programs to recruit more African American males to the field of teaching.

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CHAPTER ONE

INTRODUCTION

The Shortage of African American Male Teachers

The shortage of African American male teachers is a serious quandary in the United

States since less than 2% of the teachers in the United States are African American males

(Hawkins, 2015). According to the 2013 National Center for Education Statistics, 76% of public

school teachers were female, and among both males and females, 82% were white. Although

African Americans make up 13% of the general population, they represent only 7% of the 3.3

million K-12 teachers in the United States (Center for Education Statistics, 2013). This means

that many students will go through at least 12 years of schooling without ever having a black

male teacher.

Historically, African Americans have faced significant challenges and barriers in regards

to education. Prior to the Civil War, state laws in all Southern states prohibited African

Americans from learning to read or write. After the Civil War, African Americans fought for

another 100 years for educational equality. Throughout the past 150 years after slavery, African

Americans continued to face discrimination, segregation, Jim Crow laws, poverty, and mass

incarceration (Alexander, 2010).

For over a century, African Americans, especially in the South, received what was termed

"separate but equal" education. One part was true, they were separated but the schooling was far

from equal. The conditions of African American schools were dreadful. The buildings were often

in dilapidated conditions, and school supplies, materials, and textbooks were minimal. African

American schools had to use outdated textbooks that the Caucasian schools no longer wanted

(Henretta, J.A., Brody, D., Dumenil, L., 2005). Things started to change, however, in 1954, when

the Supreme Court in Brown vs. the Board of Education ruled against separate but equal which

would eventually lead to desegregation of public schools. Although the ruling was seen as a victory for the African American community, it had a negative impact on African American teachers (Lash & Ratcliffe, 2014). The problem arose during the integration of schools. Black students across all Southern states were sent to White schools, but the Black teachers were not hired to teach in the newly integrated schools. As a result, many Black teachers lost their jobs as the Black schools closed throughout the South (Ethridge, 1979).

Over the years, teaching has become a predominately white, female occupation. Therefore, young, African American students have little exposure to African American male teachers thus strengthening their perceptions of teaching being a female occupation (Smith, Mack, & Akyea, 2004). African American males often comment on their schooling as being a negative experience. In addition, the pool of college eligible candidates for teaching is scarce because of high school drop-out rates among African American males. According to The Schott Foundation for Public Education, only 59% of African American males graduated from high school in 2012-2013 (Brown, 2015). Black males make up only 3% of college undergraduate students (Harper, 2012). High school dropout rates, negative school experiences, and a female dominated occupation continue to discourage African American males from even considering teaching as a career.

There are many reasons that suggest the presence of African American male teachers could improve the educational experience for young, minority students. For instance, there remains a significant achievement gap between African American students and Caucasian students (Harper, 2012). African American students are more likely to be placed in special education programs and experience higher rates of school suspension or expulsion (Okonofua & Eberhardt, 2015). Gallagher and Lippard (2014) suggest that a *hidden curriculum* exists within

the educational system that impacts the minority students' ability to succeed. The hidden curriculum is described as a set of unwritten rules of interaction which favor White culture values. These rules include the values, attitudes, and expectations of students that allow them to successfully navigate the academic institution (Smith, 2004). Thus, the presence of African American male teachers could help to guide minority students through the hidden curriculum (as they have already done so successfully) and challenge these rules by integrating a more diverse cultural perspective.

In order to increase the number of African American men in the classroom, it is important to understand what motivates them to choose a teaching career. Hare (2007) found that African American men look favorably on the 9 month school calendar, they appreciate the flexible work schedule, they favor job security, and are attracted to a stable salary. In addition to the extrinsic benefits of teaching, many African American male teachers focus on the importance of helping young students and the community to combat social justice issues. Williams (2012) found that the number one reason African Americans reported for choosing teaching was due to a desire to help others. Su (1997) concluded that African American and other minority teachers viewed teaching as an opportunity to address institutional racism and other forms of systematic oppression.

Various recruitment programs exist which aim to increase the number of African American male teachers. These programs are developed to provide the financial, as well as intellectual and emotional support young, African American students need to successfully complete education programs. In order to make these programs more efficient at recruiting and retaining African American males, it is important that they are constructed with motivational

factors in mind. Therefore, it is essential that research continues to explore what motivates African American males to become teachers.

Statement of the Problem

The purpose of this study is to survey current African American male teachers as to the reasons that they choose to become teachers. As noted, the shortage of African American male teachers is problematic. In order to increase the number of African American male teachers, it is important to understand what motivated current teachers to choose this profession and create recruitment programs that are tailored towards these motivational factors.

Research Questions

The researcher will address the following questions.

1. How does the desire to address issues of social justice impact an African American males' decision to become a teacher?

2. How does motivation from peers, such as teachers or family members influence African American males' decision to become a teacher?

3. How does the desire to be a role model impact African American males' decision to become a teacher?

4. How do job benefits, such as summers off and job stability impact African American males' decision to become a teacher?

Theoretical Framework

The theoretical framework for the survey is rooted in grounded theory. The purpose of grounded theory is to create a new theory where little theory or data exists. Grounded theory was developed by Barney Glaser and Anselm Strauss (Boswell, 2010). This type of theory is derived

from data which is systemically gathered and analyzed. In this type of research, the researcher builds a theory based on data collected (Boswell, 2010).

Each theme was created after a review of qualitative research. The first theme, social justice, appeared in several studies. Lewis (2003) found that many African American teachers recognized the negative stereotypes that were associated with young, black students and expressed a desire to create a more positive association with this population. Su (1997) found that African American and minority teachers were inspired to pursue teaching in order to address issues related to social justice which impacts young minority students. From these studies, the researcher determined that African American male teachers may view the classroom as a place to combat social justice issues.

The second theme, peer influence, describes the impact one's friends, family, teachers, and other professionals had on their decision to become a teacher. Lewis (2003) found that many African American men had family members who were teachers. Peatross (2011) and Boswell (2010) found that teachers and family members played a significant role in encouraging the African American male participants to become teachers. In addition, Brandy (2008) cited friends and recruitment from teaching programs as significant motivations for teaching. Based on these studies, the researcher concluded that peer influence may be a significant motivation for teaching.

The third theme, desire to help others, emerged as a result of several studies citing a desire to help young, minority students succeed academically and to serve as a role model for young, African American boys. Williams (2012) found that African American men expressed a strong desire to help others and serve as a role model for young children. Brandy (2008) and Boswell (2010) also found that a top attraction to the profession was a desire to serve as a role

model for African American youth. The results of Lewis (2003) concluded that African American male teachers enjoy making a difference in the lives of African American children. Therefore, the researcher perceives a desire to help others as a primary influence for African American male teachers.

The fourth theme, job benefits, aims to understand the importance of extrinsic benefits, such as vacation time, salary, and pension plans. Hare (2007) found that African American men look forward to summers and weekends off, a flexible work schedule, job security, and a stable salary. Job stability was also cited as an important motivation for African American male teachers in a study conducted by Boswell (2010). The researcher anticipates that job benefits will be an important motivating factor for African American male teachers.

The researcher plans to distribute the survey to African American male teachers in grades K-12 throughout the United States. Public directories will be used to access email addresses; participants will be asked to complete the survey via Qualtrics. After the completion of data collection, the data will be analyzed to address the research questions and better understand what motivates African American males to pursue a career in teaching.

Definition of Terms

The following terms will be used frequently throughout the study; therefore, these terms are important to define.

1. Academic Achievement: measure of academic outcomes through grade point averages, standardized test scores, and level of education completed.

2. Achievement Gap: disparity in academic performance between groups of students displayed by differences in grades, standardized-test scores, course selection, dropout rates, and college-completion rates. The term is most often used when comparing

academic outcomes of African American and Caucasian students (Education Week, 2004).

3. African American: refers to a person having origins in any of the Black racial groups of Africa (U.S. Census, 2011). The terms African American and Black are used synonymously throughout this study.

4. Mentoring: a face-to-face, long-term relationship between a supervisory adult and a novice student that helps to foster the student's professional, academic, or personal growth (Donaldson, Ensher, & Grant-Vallone, 2000).

Summary

Current trends demonstrate a significant lack of African American male teachers in the K-12 classroom. Historically, African Americans have faced many challenges in regards to receiving a quality education. Today, African Americans continue to face inequality and discrimination in the classroom which impacts their attitude toward the education system. In order to enhance the educational experiences and outcomes of African American youth, it is essential that there be an increased presence of African American male teachers in the classroom.

The research aims to explore motivations for African American male teachers. This research intends to provide valuable information to help guide recruitment programs in increasing the number of Black male teachers. The following chapters will provide an overview of the study, including the theoretical framework, a review of the literature, methodology, results of the study, and discussion.

CHAPTER TWO

REVIEW OF LITERATURE

A Historical Perspective

Slavery and historical oppression has had an immense impact on the current educational experiences and outcomes of African Americans. Throughout history, African Americans have been subject to various forms of oppression and discrimination, such as school and neighborhood segregation as well as acts of violence, which has affected their pursuit of the American Dream. Current forms of discrimination, such as implicit bias, and institutionalized racism continue to impact the personal and educational success of the African Americans. Examining historical barriers and current obstacles faced by African Americans help to explain the reasons why so few African American men become teachers.

Historically, slaves were not permitted to learn how read or write and all slave states prohibited the education of slaves (Sambol-Tosco, 2004). This law was extremely punitive and if a white person was caught teaching a slave to read or write, s/he could be fined hundreds of dollars, while the slave could be subjected to severe whippings from their master. It was feared that if slaves could write, they would be able to spread abolitionist information, form rebellions, and, even more frightening; they would be able to forge fake travel passes. The education of slaves was so feared throughout the south that many states passed legislation declaring freed African Americans had to leave the state. Such legislation was used to prohibit them from creating an uprising or educating those who were still slaves (Alexander, 2010). Restricting slaves' education, as well as restricting communication was a potent factor in controlling slaves (Albanese, 1976), and has had a significant impact on the current education of African Americans.

Despite laws against educating slaves, many slaves made an effort to become educated in "Pit" schools (Williams, 2005) which were actual pits dug into the ground, deep in the woods far from the surveillance of overseers and slave masters. Pit schools were taught by slaves who knew how to read or write (Williams, 2005), and were the main form of education for African Americans throughout slavery. Although rare, some slaves were given the opportunity to learn these skills alongside their slave master's children. These slaves would then share their knowledge with other African Americans. African Americans who could read and write were held in high regard (Jenkins, 2002). The ability to write was seen as a symbol of status as many individuals felt that reading was an unnecessary skill for slaves and even poor whites. Slaves were so eager to learn that some would even hide small spelling books in their hats, and given a moment of opportunity, would practice spelling words (Williams, 2005).

In 1863, during the height of the Civil War, President Abraham Lincoln declared that all slaves would be free with the signing of the Emancipation Proclamation. This was a major setback for the Confederate war effort as slaves were used to support the war by digging trenches, preparing meals for soldiers, and manufacturing supplies (Covey & Eisnach 2014). Reactions were mixed among the slaves. Some chose to stay and support the war while others sought freedom or joined with the Union Army. In 1865, the war was over and the Union had won. Later that year the 13th Amendment to the Constitution was passed which officially abolished slavery in the United States.

After the Civil War, African Americans were officially freed, but the government had minimal plans in place to help build the African American community. Most African American families were without land, jobs, or homes. In order to help African Americans, General William Sherman issued Special Field Order No. 15 (i.e. 40 acres and a mule). This order was designed to

redistribute portions of southern land, mainly in South Carolina and Georgia, to former slaves (Birnbaum & Taylor, 2000). Vacated land of former slave owners were to be given to the newly freed African Americans. However, this order created uproar and was revoked by President Andrew Johnson after the assassination of President Lincoln.

Despite continued setbacks, African Americans strived to build their new lives as free persons. Many African Americans started to seek education by building and operating their own schools. They were supported by a government agency, the Freedman's Bureau, which was developed to aid former slaves. Along with northern missionaries, the Freedman's Bureau recruited teachers, rented buildings, provided books and transportation for teachers, superintended the schools and offered military protection from white supremacists (Butchart, 2002).

The first schools were crowded and overfilled as children and adults burned with the desire to learn. Both black and white teachers were recruited from the north, and many of the black teachers from the north graduated from post-secondary schools such as Oberlin, Wilberforce University, and Lincoln University in Pennsylvania (Butchart, 2002). With nearly 4 million newly freed African Americans, zealous for an education, teachers were in high demand. The Freedman's Bureau, along with others, helped to increase the availability of education for former slaves. For example, to address the shortage of educators in Alabama, former slaves William Savery and Thomas Torrant, with assistance from General Wager Swayne of the Freedman's Bureau, founded the first normal college to train black primary school teachers (Harvy, 2010) which later became Talladega College. In addition, the Freedman's Bureau established many Historical Black Colleges and Universities (HBCU's) such as Fisk University,

Clark Atlanta University, and most noted Howard University located in Washington D.C. These universities continue to operate today.

Prior to the war, there was no formal public educational system which meant that wealthy white families made up the majority of educated individuals. Reconstruction in the south produced the first form of public education in many areas which benefited newly freed slaves, and ironically, poor whites. Before the war, many areas lacked funding for education; after the war, funding allotted for education increased throughout the south (Harvy, 2010). Schools were state funded, but most white people were opposed to having their tax dollars allocated to black schools (Butchart, 2010). Thus, African American schools received little support from the states when compared to the white schools. This meant that black schools were mostly self-sustaining where teachers and community leaders oversaw upkeep and maintenance of the school. As for wages, both black and white teachers who taught at African American schools earned less than teachers at the white schools (Butchart, 2010).

Students and teachers from the African American schools were not deterred by these challenges. The students embraced the idea of learning, asking for longer hours of schooling and less vacation time (Williams, 2005). Many students would walk for miles, often bare foot and in tattered clothes, just to attend class. These students often became teachers at home, being one of the first generations to become literate. Williams (2005) noted that former slaves perceived the role of a teacher as a critical occupation for building self-sufficient communities and that teaching attracted both men and women.

In 1866, the black codes were passed. These codes were created to control the black population in terms of economic advancement. The black codes restricted black people from owning property and essentially forced them into a system of agricultural labor which ensured a

labor force for the southern economy (Brown and Stentifold, 2008). Under these codes, African Americans were forced to work off debt through labor contracts, and were even thrown in jail for not showing proof of employment. Punishment for unemployment included working on a plantation for no wages. Other restrictions under the codes included preventing African Americans from congregating in large groups in order to prevent an uprising, strict curfews, and the inability to own guns or sell alcohol. The black codes were short lived due to the blatantly discriminatory nature of the laws. These laws brought on opposition from the federal government and even some white southerners (Brown and Stentifold, 2008). However, in areas with little protection, black codes remained in effect. Black codes essentially paved the way for the Jim Crow era.

In 1866, the 14 amendment was passed. African Americans in the south were deemed citizens of the United States and were provided with equal protection under the law. This granted black men the right to vote and run for public office, but women were still prohibited from these privileges. During this period of radical reconstruction, hundreds of black men served in various forms of public office, such as senators, congressmen, and other local officials. This new found opportunity was vigorously opposed by many white Americans, especially white democrats who had fought for the Confederate. The constant threat of violence and little to no protection from the federal government, allowed white southerners to black legislators out of government. In 1869, the 15th amendment was passed which officially granted African American men the right to vote. However, voting restrictions, as well as violence and intimidation from white supremacist groups, such as the Ku Klux Klan (KKK), remained a deterrent for African American men to vote and run for office. In many southern states, voting restrictions included literacy tests, poll taxes, and the requirement that one's grandfather must have been able to vote

(i.e. the Grandfather Clause). Some states also required that one had to own land in order to vote. These laws also disenfranchised poor white as many of them also did not own land.

By 1870, the Freedman's Bureau was defunded. This meant that black schools lost financial support and military protection in the south. Without this protection, many black schools were burned and vandalized by white supremacists who deeply despised the education of blacks. For example, during the Memphis Riots of May 1886, *Harpers Weekly* recorded 46 African Americans had died, and more than 70 were wounded. During these riots, 5 black women were raped and 12 churches and 4 schools were burned (Mintz, & McNeil, 2016). This form of brutality was common throughout this period.

Figure 1. "Burning a Freedman's Schoolhouse," Harper's Weekly, May 26, 1866. (Digital History, 2003)

With continued violence and discontentment towards African Americans' in the south, the government created new legislation that would deem African Americans separate but equal. In 1896, the court case Plussy vs. Ferguson made it legal for states to create segregation laws. These laws would later be referred to as Jim Crowe laws, which allowed for the segregation of

public institutions, such as hospitals, restaurants, and schools (to name a few). This meant that after the Civil War, it would not be for another 100 years before blacks could truly enjoy their rights as citizens.

Southern schools remained segregated for decades. During the African American push for equal rights in the 1950's and 60's, the issue of segregated schools in the south reached a turning point with the 1954 Supreme Court case Brown vs. The Board of Education. A landmark decision found that laws establishing separate public schools by race were unconstitutional, thus, overturning the Plussy vs. Ferguson ruling. Integrating the schools would not be easy though. There was great opposition to integration and some school districts were defiant in complying with the ruling. Black students were often met with harsh treatment when they attempted to attend the newly integrated schools. In Little Rock Arkansas, for instance, due to the threat of violence, the army had to be called to escort 9 African American students who were the first to integrate Little Rock's Central High School in 1957 (Little Rock Nine Foundation, 2011).

Figure 2. Elizabeth Eckford integrated an all-white Little Rock school in 1957. (Scholastic, n.d.)

An unforeseen effect of desegregation was the impact it had on African American

teachers. In 1950, it is estimated that one-half of all black professionals in the United States were

teachers (Irvine, 2002). However, when the schools became intergraded, many African

American schools were closed down and many black students left the African American schools

and started to attend predominately white schools. White students were not integrated into the

black schools. This resulted in many African American teachers losing their jobs (Lash &

Ratcliffe, 2014). It was estimated that between 1954 and 1972, nearly 40,000 African American

teachers lost their jobs in 17 southern states. In Arkansas, for instance, virtually no Black

teachers were hired from 1958-1968 in desegregated districts (Ethridge, 1979).

Desegregation played a significant role in the decline of African American males'

presence in education. Currently, there are many reasons why African American males are not

choosing careers in teaching. For example, teaching started as a male dominated field, but over

the years has become a predominately female profession. African American males are more

likely to seek opportunities that are perceived as more masculine or provide higher pay, such as

majoring in business, law, or medicine. In addition, the lack of African American males in

teaching careers means that young African American males are not exposed to role models who

emphasize the importance of mastering the academics. Instead, young African Americans are

exposed to black entertainers, sport stars, and other non-educator related fields.

For many young African American males, they are faced with the hardships of poverty

which may also influence their life decisions. For instance, living in an urban neighborhood with

high rates of violence leaves a young African American child susceptible to taking on the street

life rather than pursuing education. They witness "fast money" and status through the drug trade

and gangs. Their experience of poverty is closely linked to the history of oppression previously

described. Predominately African American communities continue to experience acts of systematic oppression, such as a lack of funding provided to these school districts. Students are faced with insufficient school supplies, and teachers who are overwhelmed with the realities of poverty that these children face.

Policies such as the No Child Left Behind Act is another example of systematic oppression that deeply impacts African American male students. Schools that perform the lowest on standardized tests receive less funding. This translates into the schools that are already struggling to provide an adequate education, receiving cuts that make it even more challenging to engage their students and provide them with acceptable resources (Meier & Wood, 2004). When students are not engaged or enjoying learning, they are less likely to consider a career as a lifelong educator.

Throughout history, African Americans have been subject to various forms of oppression and discrimination, such as segregation, standardized testing, and structural inequality. These forms of oppression have impacted their ability to achieve maximum potential. Negative educational experiences, such as the high rate of discipline among African Americans in the academic setting have deterred them from pursuing education as a career. In addition, implicit forms of bias continue to influence how African American students are perceive and treated. Racial stereotypes and other structural barriers also play a role in African American males' experience which continues to play a role in the storage of African American male educators.

Challenges African American Males Face in the Education System

The integration of public schools was meant to bring equality among white and black students. However, African American males have struggled to succeed in the American educational system that, in many cases, is not equal. Low graduation rates, sometimes less than

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50%, along with issues related to discipline problems within the school environment are two prominent issues that are impacting African American students. For example, Lewin (2012) concluded that African American males are three and a half times more likely to be suspended or expelled from school when compared to white students. In addition, Raffaele Mendez, and Knoff (2003) conducted a study at a west Central Florida School District that analyzed rates of suspension by race and gender. The researchers found that African American males and females had higher rates of suspension than both white and Hispanic males and females. The majority of these suspensions were for minor infractions, such as disobedience or insubordination. According to the researchers, this trend is representative of many school districts throughout the United Sates.

In addition to increased suspensions, research suggests that some teachers are biased against African American male students. For instance, Okonofua and Eberhardt (2015) conducted a study that examined teacher attitudes towards black and white students who engaged in a disruptive behavior. The participants were asked to verbally make disciplinary recommendations after viewing a referral slip that described the student's disruptive behavior. Each referral slip included the name of a student who represented a traditional African American name, such as Deshawn or Darnell, or a Caucasian name, such as Greg or Jake. The study also examined the psychological process that contributed to the disparities in disciplining black and white students. Participants included two hundred and four teachers who were recruited from school district websites across the country. Demographics by race included 16 white, 17 black, 10 Asian, 6 Latino, 2 other, and 3 unknown individuals.

The results of the study indicated that teachers felt more troubled by minor school infractions, such as classroom disruptions or insubordination, that were committed by black

students when compared to their white counterparts. Teachers were also more likely to view black students' infractions as a pattern of behavior and were more likely to suspend black students for the same infractions committed by white students. The results demonstrated that students with typical black names were more likely to be regarded as trouble makers and were recommended for suspension more often than students with typical white names. This study demonstrates that negative stereotypes of black students contribute to excessive disciplinary action towards them in school.

Another struggle for African American male students is their overrepresentation in Special Education classes. Studies suggest that African American students are much more likely to be placed in special education classes or be labeled with emotional or behavioral disabilities (Gilliam, 2005; Harry, Klinger & Hart, 2005). In 2008, the US Department of Education found that African American children were 2.28 times more likely than children from other racial/ethnic backgrounds to be placed in special education due to externalizing behavioral concerns. African American children are disproportionately diagnosed with disabilities related to externalizing behaviors, such as aggression, hyperactivity, and oppositional defiance (Bean, 2013). It has been argued that African American children are disproportionately referred to special education primarily by white, middle-class teachers (Skiba, Simmons, Ritter, Gibb, Rausch, & Cuadrado, et al., 2008). Students who are placed in special education are often stigmatized and experience poorer educational outcomes (Bean, 2013) and are more likely to be incarcerated later in life (Vaughn, Wallace, Davis, Fernandes, & Howard, 2008).

African American males are also underrepresented in gifted programs and advanced placement classes. In 2011, African American students made up 19% of the student population in the United States but only 10% of gifted education enrollment. This statistic demonstrates a 47%

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under-representation (Ford & King Jr., 2014). Ford and King suggest that this disparity exists due to a long-standing history of oppression and discrimination. More specifically, the authors speak to the stereotyped views of African Americans as being unintelligent. Ford (1996) found that even when African American students met the minimum requirements and had strong recommendations from teachers for gifted programs, they were less likely to participate. African American students who do participate in gifted programs tend to underachieve (Henfield, Moore, & Wood, 2008). Ford (1996) suggests that African American students struggle in gifted programs due to low teacher expectations, lack of motivation, and fear of being ostracized by their peer or social groups. Bryan and Ford (2014) also suggest that Black males are often mischaracterized by teachers which lead them to feel less competent in their abilities and underperform.

More often than not, African American male educators are viewed as disciplinarians rather than as having an intellectual impact on kids. In many school settings, black males are subjugated to roles such as vice principals, Physical Education teachers, and coaches who are often in charge of maintaining order and handling behavioral issues of students (Bryan & Ford, 2014). Brown (2009) describes many styles of teaching performance among African American educators. One of those styles includes the "enforcer." This style of teaching is described as enforcing expectations of classroom behavior and executing abrupt and immediate disciplinary action if the rules are broken. In a follow-up study, Brown (2012) conducted interviews with ten African American male teachers to further investigate their role within the profession. Brown (2012) found that black male teachers were expected to be physically intimidating. The teachers expressed a belief that they were expected to use their physical presence as a way to govern black boys.

The overrepresentation of African American males in special education, the underrepresentation of African American males in gifted programs, and the expected "enforcer" role of African American male teachers suggest that a cultural gap exists between African American male students and the predominately Caucasian teaching force (Brudin, 2014). This gap may be present as early as preschool, and is influenced by a lack of understanding of cultures between the student and teacher. For example, white teachers who were raised in a working-class or middle-class family may struggle to understand the environment of which these students live. Often, African American males are living in neighborhoods that are consumed by poverty, violence, and drugs (Brudin, 2014). It may be difficult for a white teacher who has little exposure to this type of environment to relate to his or her students and vice versa. In addition, as with any culture, the rules of interaction (i.e. the appropriate way in which we engage with one another) may vary (Markus & Fiske, 2012). For instance, simple horse play among African American students is often misconstrued for aggressive behavior by white teachers (Siwatu & Starker, 2010; Bredekamp, 2010). This cultural gap plays an important role in the overrepresentation of African American students receiving disciplinary action in schools and the overrepresentation of African American students being placed in Special Education.

African American males also face similar struggles outside of the classroom. Our nation's judicial system is a prime example, and the overrepresentation in suspensions and special education creates a pipeline to future incarceration. While African Americans account for only 13 percent of the U.S. population, the U.S Bureau of Justice (2010) estimated that Black men make up 40.2 percent of all prison inmates. According to Alexander (2010), there are more black men in prison then those who were slaves in 1850. In 2003, the Bureau of Justice estimated that 1 in 3 African American males born that year would spend time in prison (Nealy, 2008).

Contributions to this problem include zero tolerance drug laws enacted in the 1980's and 1990's that led to the mass incarceration of Black males, with many being locked up for non-violent crimes (Lewis, Bonner, Butler, & Joubert, 2010). These drug offenses often carry mandatory lengthy sentences despite the nature of the offense. Zero tolerance laws are similarly applied to disciplinary actions within many school systems calling for mandatory suspension and expulsions for offenses such as weapons or drugs on school property (Nogeura, 2008).

Another cause for struggle is also the makeup of the family structure within the African American community. According to government statistics, it is estimated that 72% of black children are raised in a single-parent household (Washington, 2010). These households typically consist of single mothers or grandmothers who engage in most of the child rearing. Growing up in a home where the father is absent has negative implications. According to The Fatherless Generation (2010), youth who lack the presence of a father are more likely to engage in criminal activity, drug use, and run away from home. According to the National Principals' Association Report on the State of High Schools, 71% of all high school dropouts come from fatherless homes.

There are also economic challenges for African American, single-parent mothers. A 2010 study by the Insight Center for Community Economic Development found that single women of color, ages 36-49 have a median net worth of just five dollars compared to a median net worth of $42,600 for single white women age 36-49 (Kiser, 2010). Many African American males who grow up in poor socioeconomic conditions will forgo the opportunity to attend college only to accept a lower level job in order to help take care of the family (Lewis, 2013), thus subtracting from the pool of eligible teaching candidates.

The educational, societal, and familial struggle the African American male student experiences is related to their underachievement and the disproportionate number of African American male teachers (Graham & Erwin, 2011). Currently, there is a lack of eligible African American male candidates for the role of teacher. This could be resolved if African American males had a more positive educational experience. In order for African American males to have a better experience in the classroom, current teachers need to increase their cultural competence and sensitivity to the African American male experience. In addition, there needs to be an increase of African American male role models in the classroom in order to help these students successfully navigate the unwritten rules of the academic system.

Hidden Curriculum: The Role of African American Male Teachers

Within the school system, there exists a set of unwritten rules of interaction that adheres to the norms of dominate white middle-class. The hidden curriculum consists of everything the formal curriculum does not cover: values, attitudes, rituals, organizational arrangement, routines, and conformity to cultural norms (Gallagher & Lippard, 2014). Through the hidden curriculum, students are taught the dominate values and attitudes, such as the importance of hard work, obedience to authority, punctuality, "proper" English, and acceptable manners (Gallagher & Lippard, 2014). Smith (2004) describes the hidden curriculum as the unwritten and unspoken values, dispositions, and social and behavioral expectations that control the interactions between students and teachers within the educational system. More specifically, these unwritten rules teach children how to successfully navigate the culture of education. The hidden curriculum is ingrained within the educational institution through the teaching process, testing of children's abilities, and teacher's expectations of student achievement. The hidden curriculum is often seen

as a disconnect to students who do not fit the white, middle-class norm and thus continues to perpetuate structural inequality.

The hidden curriculum also perpetuates the academic curriculum and has an impact on academic achievement. For example, IQ tests, which have historically demonstrated a cultural bias and IQ scores continue to be used to assess, group, and predict children's level of achievement (Gallagher & Lippard, 2014). In addition, most standardized achievement tests are culturally biased reflecting White Anglo-Saxon values (Vang, 2006). Many test items and concepts are foreign to many African American students whose cultural background is not the same as the White majority. The answers students give on these tests are based on their cultural experiences. For example, a question may ask a student to identify the action of a man wearing a suit. Some students may say this man is going to work, but students from a lower-class background whose male role model wears a suit on Sunday, may respond that the man is going to church (Vang, 2006).

These tests often disadvantage low-income, minority students. These assessments can lead to misevaluation of student ability and reinforce racial and gender stereotypes which influence the way teachers interact with and perceive their students (Gallagher & Lippard, 2014). Teacher's perceptions of their students when based on race, plays a significant role in influencing a child's academic achievement. For example, teachers tend to give less feedback and attention to African American females in typical classrooms thus promoting lower self-esteem (Gallagher & Lippard, 2014).

Teachers will often react differently toward low and high achieving students (Vang, 2006). In their book, *Those Who Can Teach*, Ryan and Cooper (2001) list ways in which teachers are more likely to treat students who are considered to be low achievers. For example,

"wait time" is different for low achievers when answering a question. Often, low achievers are asked to respond more quickly compared to high achievers. Many teachers tend to criticize low achievers when they fail, forgetting to praise them for correct answers and having fewer friendly interactions with these kids.

Language can also influence teacher's perceptions of student ability. In 1991, the California Department of Teacher education conducted a study that randomly assigned 52 second-grade teachers to listen to tapes of five Black children who spoke standard American English and to tapes of five black children who spoke with black dialects (Vang, 2006). The teachers were asked to rate each students' level of intelligence, overall academic achievement, and reading ability. The study showed that most teachers perceived students with black dialects to be lower intelligence and poor readers when compared to black students who spoke standard American English. The results of this study demonstrate that White teachers may be bias against minority students with language and cultures differences than their own (Vang, 2006).

Students from low-income and minority backgrounds are at greater risk for becoming academically disengaged. This is due in part to the way in which teachers interact with these students, and also how these students perceive the educational system (Langhout & Mitchell, 2008). For example, African American boys are often labeled as problem students and referred to special education (Bredekamp, 2010). In addition, teachers rate African American boys as having the lowest academic potential, being more outspoken and disruptive, and increased levels of aggressiveness which are traits that are devalued in schools (Cornbleth & Korth, 1980). These beliefs influence how teachers interact with black students, which then leads black students to view education as a negative experience. These studies illustrate how culturally biased tests and teacher perceptions can impact African American students' academic ability to succeed. When a

majority of African American students do poorly on these tests, negative stereotypes will continue to be perpetuated.

The hidden curriculum is also imbedded in the schools' culture (Gallagher & Lippard, 2014). It is present in the rules of conduct, rituals, and ceremonies which are representative of White, middle-class culture and are not inclusive of the cultural diversity of other ethnic groups. In addition, many historical symbols that represent the history of racial oppression continue to be present in educational settings (Gallagher & Lippard, 2014). For instance, many schools in the south are named after previous slave owners and confederate heroes, such as the Robert E. Lee High School and Jeb Stuart High School in Fairfax County, Virginia. Despite many citizens pushing for the districts to change the name, the school board has yet to find a compelling reason to change the name (Quinlan, 2015). Symbols of racial oppression are also displayed through school mascots. For example, Vestavia Hills High School in Alabama continues to use the mascot, the "Rebel" which represents an Old Southern Plantation owner.

Many African American students who come from a different cultural background will sometimes develop a rebellious counterculture in school (Gallagher & Lippard, 2014). For example, students who come from poor, working-class backgrounds may reject the belief that education is key to success, and instead encourage hard work through full-time employment and hard labor occupations (Fiske & Markus, 2012). Additionally, African American students may associate good grades, behavior, and certain styles of dress as "acting White." Therefore, adhering to "proper" English or valuing education may lead to being rejected by their minority peers (Fiske & Markus, 2012).

It is important that teachers are aware of the hidden curriculum, as well as their own bias against students who do not fit neatly into the dominant cultural ideals. Given the changes in

U.S. population, teachers are more likely to interact with students from a non-white ethnic group. For instance, the 2008 U.S. Census report estimated that by the year 2042, African Americans Asians and Hispanics combined will outnumber Non-Hispanic Whites (Roberts, 2008). In 2010, the Census Bureau estimated that over 50 percent of newborns were from a minority race (Dougherty & Miriam, 2012). It is important that academic institutions are able to adapt to these demographic changes and begin to create a culture that is inclusive of other racial and socioeconomic values. In addition, it is crucial that the teacher population becomes representative of the student population by recruiting more minority teachers.

Educational institutions need to include diversity training into the curriculum for both students and teachers. Overt forms of prejudice and discrimination are no longer acceptable in today's society; however, prejudice and discrimination often take the form of more subtle, covert forms, such as micro-aggressions (Sue & Sue, 2008). It is crucial that teachers are encouraged to examine their own set of values and beliefs which have been ingrained by a society that perpetuates stereotypes and assumptions about various groups (Tyler, Stevens & Uqdah, 2009). Understanding the ways in which systematic and institutionalized oppression (e.g. poverty) impact the student experience is also important. Banks (2004) iterates how schools should help students understand how cultural, national, regional and global identifications are interrelated, complex and evolving.

African American men can play an important role in challenging the hidden curriculum. In addition to exposing students and teachers to another worldview, African American men, who have successfully navigated the hidden curriculum can serve as a role models for minority students (Brown, 2012). By increasing the number of African American male teachers, cultural

diversity is enhanced in schools and the unwritten rules of the hidden curriculum may become more inclusive of other cultural experiences.

African American men may also play a role in closing the achievement gap for minority students. Given the cultural bias in testing, teaching, and overall educational system, it is important that students from minority backgrounds are provided with equal opportunity for success. Thomas (2004) suggests that racial, ethnic, and gender dynamics between the teacher and student play a significant role in student performance. As previously discussed, teacher perception of students are impacted by race (Vang, 2006; Gallagher & Lippard, 2014), such that white teachers tend to view non-white students more negatively while non-white teachers view non-white students more positively. Therefore, it can be argued that increasing the number of African American male teachers could potentially increase minority student success given the relationship between teacher perception and student achievement.

African American teachers may also help reduce discipline issues in the classroom (Brown, 2009). Brown suggests that African American male teachers possess the social interaction skills that have a positive impact on African American boys. These skills include using styles of teaching that focus on positive reinforcement, negotiation, and playfulness when appropriate. Brown (2012) believes that African American males serve as an ideal role model for underachieving, at-risk minority students.

Students may experience academic benefits when they share the same race as their teacher. Same race teachers can serve as role models, mentors, advocates, and cultural translators (Egalite, Kisida, and Winters, 2015). Egalite et al., (2015) conducted a study that examined the academic effects of same race teacher/student interactions. Reading and math tests scores from students in grades 3-10 from the year 2001-02 and 2008-09 were examined. Data was collected

through a large administrative dataset provided by the Florida Department of Education. The results indicated small, but significant effects when black and white students were assigned to race-congruent teachers in reading, and for black, white and Asian/Pacific Islanders in math. The results also showed that lower-performing black and white students (defined as the lower third of student performance) benefited from being assigned to a race-congruent teacher (Egalite et al., 2015). Egalite et al. (2015) also suggest that students may also gain other benefits which were not examined in this study, such as self-esteem, self-efficacy, and other non-cognitive outcomes.

It is important, however, to recognize that not all African American men want to take on the role of "Superman" and resolve the black male educational crisis (Pabon, 2014). Lewis (2007) suggests that African American male teachers are committed to serving as role models for all youth and not just African American males. Brown (2012) found that African American teachers were also bothered by the roles they seemed to be assigned within the school district For example, African American male teachers are often viewed as the primary disciplinarian for black male students given that these students are viewed as lacking discipline. Brown argues that African American male teachers should be given the opportunity to fully utilize their intellectual contributions and be assigned various roles within the school system.

Instead of being labeled a role model based solely on race and gender, role models should be determined through one's pedagogical practice. For example, Milner (2007) described how one black teacher, Mr. Jackson, gained the respect of his students through (a) tapping into peer networks, (b) creating opportunities that tied students' aspirations to in-school learning, and (c) interrupting negative beliefs with positive images. Mr. Jackson also expressed genuine interest in popular culture which helped deepen his connection with students. Milner points out that Mr. Jackson earned his identity as a role model, rather than falling into that role based on race.

African American males' experiences in the classroom are not identical and are quite complex (Pabon, 2014). Therefore, African American male teachers should not be the only ones held responsible for the success of minority children. Instead, it is important that all teachers be informed about the need for cultural sensitivity and cultural diversity to meet the needs of their students. Teachers from all racial groups should be curious about their students' experiences and examine how their own bias and beliefs impact their work.

Given the challenges African Americans face in and out of the classroom, many are not motivated to become educators. However, those who are inspired often cite having a positive educational experience or they have a strong desire to help others. Many see the flaws in the educational system, and understand that African Americans are at a disadvantage. For many, they are motivated to serve as role models for young African American students in hope of improving the next generation.

Factors That Influence African American Males' Career Choice

There are many reasons why African American male students do not consider teaching as a viable career. Given that the majority of our nations' teachers are female, teaching is viewed as a feminine profession (Rice-Booth, 2011). African American males, in general, perceive teachers, as non-masculine and prefer to engage in activities that are male-oriented such as sports, business, or management (Smith et al., 2004). Salary and job satisfaction may also deter students from becoming educators. In a 1988 survey conducted by Harris and associates, the researchers found that African American and Hispanic male teachers were more likely than white teachers to consider leaving the teaching force for financial reasons. In addition, these teachers were also less likely to encourage their children or their students to pursue a career in teaching due to their own dissatisfaction with their teaching career (Smith et al., 2004).

Teaching as a career is not widely promoted among African American males. Instead, African American males are encouraged to pursue careers in professional sports and entertainment as they are highly revered in the African American community. For example, Johnson & Migliacco (2009) interviewed 17 African American boys and their parents/guardians in order to examine the reasons why the boys participated in sports. The study concluded that many African American parents viewed sports as an avenue out of poverty and as a pathway to better opportunities and success. Many children feel that sports are the *only* means to success. In addition, parents viewed participation in sports as providing many positive life lessons such as enhanced physical fitness, teamwork and discipline, and the value of hard work. This way of thinking is not uncommon given that African American males seem to be surrounded by African American sports figures and entertainers on TV, or in the news. These African American celebrities serve as role models for African American children. Often there is little knowledge of those who are outstanding in academic fields such as science, math and technology.

Although many African American male students excel in sports and entertainment, the typical African American male will never be drafted into professional sports. According to the NCAA only one in 4,000 or 0.00025% of high school senior boys will get drafted to the NBA and only eight in 10,000 or 0.0008% of high school senior boys will get drafted by the National Football League (NCAA Research, 2013). With such low statistics these young men need to know that there are other means of success outside of sports, such as education.

Similar to sports, music has also been a major source of influence for African American male career choices. Music icons, especially from the hip hop culture, are idolized by many African American males, but the odds of a lucrative career in music are just as slim as the chances of becoming a professional athlete. However, the rags to riches stories, and images of

wealthy artists portraying a life style filled with beautiful women, the latest fashion, and exotic cars is a major attraction to young African American males. To make matters worse, many of these influences are not positive and they perpetuate stereotypes of black male involvement in violence, promiscuity, and drug dealing.

As noted previously, the focus on sports and entertainment, as well as the lack of promotion for teaching as a career are only some of the reasons that deter African Americans from choosing teaching careers. And despite the small percentage of African American male teachers, there are many individuals who make education their lifelong career. Therefore, it is important to examine what factors influence African American males to pursue a career in teaching if we are to increase the number of African American male teachers in the classroom.

In order to better understand current attitudes towards teaching, Smith et al. (2004) interviewed 38 African American male high school honor students to determine their interest in becoming teachers. The researchers sought to answer the question, "Is there a pool of qualified, interested African American male high school students available to be recruited for teacher education programs?" The survey consisted of 11 questions to determine male attitudes toward teaching. The results indicated that fifty percent of those surveyed would consider a career in teaching. However, none of the students identified teaching as a primary career choice. Reasons for not considering teaching as a career included discipline problems, job satisfaction, low salary, and personal negative experiences with schooling. Smith et al., (2004) recorded the following responses from students regarding their attitudes towards teaching as a career:

- I'm going into a career that would be lucrative and everybody knows teachers are underpaid and overworked. (p. 80)

- Teaching is not stimulating for me. I would like to enjoy my career and teaching would not make me happy. (p.80)

- I probably couldn't stand teaching bad kids. I would probably lose my temper at one of them and end up hurting them. (p.80)

- I would not consider a career in teaching because of the disciplinary problems. Generally, parents are not as supportive of teachers as they once were. (p. 80)

- I don't think I have the desire to teach. If I were a teacher, my philosophy would be the class is a team and students don't have the basics to understand that. (p.81)

The students were also asked to comment on the reasons why they would consider teaching. In general, the students are aware that there are problems in school and noted the value of teachers in making a different in people's lives. Other positive aspects of teaching endorsed by the students included helping others, giving back to the community, and conveying knowledge to others. When asked to comment on incentives that would make teaching more appealing, the most frequently endorsed incentive was more money. Other incentives mentioned were guaranteed safety in the classroom and being able to select the school where they would teach. The 50 percent of students who stated they would not consider teaching were asked if they would consider teaching if the pay was better; one third of those students said "yes" (Smith et al., 2004).

Based on the results of the study, the authors concluded that there are African American male students who are interested and available to be recruited into teacher education. However, there are many obstacles to overcome. For example, careers in education are not well promoted to African American students and African American male students are not being encouraged to

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seek a career in teaching. Smith et al., (2004) stressed that more should be done at the precollege level and included the following strategies for improving the number of black males in teaching:

1. Establish future teacher associations at the middle school and high school level. (p.84)

2. Encourage successful African American male educators and administrators to serve as mentors and visit schools. (p.84)

3. Organize public activities promoting education and inform the African American community and faith based organizations of the critical shortages of African American teachers. (p.84)

4. Establish scholarship programs that offer work-study and summer employment opportunities in high school. (p.84)

The results of this study demonstrate the need for further research that examines the impact of educational experiences on career choices. In addition, early intervention needs to occur in order to expose African American males to the opportunity to pursue education as a career. As noted, African Americans are encouraged to pursue careers in sports and entertainment and are not encouraged to become educators. Reasons for this trend include available role models, but could also be explained by historical perceptions of African Americans' intellectual ability.

Historically, African Americans have not been perceived as intellects. Instead, they were viewed as labor workers and suitable for professions that required minimal intellectual stimulation. For example, despite the large population of African American football players, it wasn't until the 1960s that African American men were more visible in positions of quarterback because these positions were traditionally viewed as "thinking" positions. Even today, African Americans are unrepresented in this position, and many continue to attribute this to inherent

racism (Martin, 2013). The high number of African Americans represented in sports may be reflective of this perspective and influences the large percentage of African Americans who attend college for athletics rather than academics. Therefore, the student-athlete population may be a great place to find eligible recruits for careers in education.

From Student-Athlete to Student Teaching

Given the large number of African Americans who attend college on an athletic scholarship, student-athletes may be a potential population for recruiting eligible black male candidates into the teaching profession. According to the NCAA student-athlete statistics (2011-2012), African Americans make up the majority of individuals in the two major revenue generating sports, basketball (60%) and football (48%) at the division I level. However, recruiting African American male student-athletes into teacher education programs has been difficult and minimally successful for several reasons (Byrd, Butier, Bonner, Rutledge &Watson, 2011).

First, there are barriers that student-athletes face in regard to a successful academic career. For instance, student-athletes have intense workout and competition schedules that take time away from the classroom and schoolwork. Second, student-athletes are often encouraged to maintain grade point averages that keep them eligible for competition, rather than focusing on overall academic achievement and learning. Third, student-athletes are often encouraged to pursue a degree that allows them to remain eligible for competition, rather than promoting a career in education where a 3.0 grade point average must be maintained.

Byrd et al., (2011) conducted interviews with African American men to explore their interest in teaching. These men included a former college football player and two academic advisors from an athletic department at a large division I university. From the interviews, the

researchers noted three emerging themes: (a) Student-athletes do not receive adequate academic advising (b) The structure of education programs are not compatible with student-athletes' schedule (c) Student-athletes were not exposed to a variety of possible careers.

The first theme, inadequate advising, demonstrated that student-athletes were not receiving ample academic advising. In general, student-athletes were described as lacking interest in teaching careers, but it was also noted that many advisors were unaware of the teacher education programs on campus. Many advisors would match student-athletes into programs that best fit the student-athletes schedule and their perceived academic ability. In addition, the student-athlete stated that academic advising did not extend beyond graduation and was not included in the recruiting process. Instead, recruiting was more focused on athletic facilities and opportunities as a student athlete.

The structure of teacher education programs was viewed as incompatible with student-athlete schedules and eligibility requirements. Academic advisors discussed the inconsistent expectations between the education programs and athletic departments, such as minimum GPA and academic requirements. For instance, most teacher education programs had a minimum GPA requirement between 2.5 and 2.7; however, the minimum requirement to remain eligible for athletic competition is between 1.8 and 2.0. Therefore, many student-athletes do not qualify for teacher education programs because they only maintain a GPA high enough to remain eligible for competition. The student-athlete stated that he was encouraged to complete core courses without regard for GPA, and noted that some black student-athletes were simply referred to programs that would accept them rather than helping the student-athlete explore career interests.

A noteworthy example of this type of behavior occurred at the University of North Carolina. According to the New York Times, between the years 1993 and 2011, two university

employees in the African and Afro-American studies department, were responsible for creating a "shadow curriculum". These courses were designed to merely keep an athlete on the playing field. Also referred to as paper classes, the courses often required students to take an independent study, or attend a lecture (which never actually occurred), and then submit one paper as the final grade. The papers were often plagiarized and awarded A's or B's. More than 3,100 students participated in these courses with 46.7% of them being athletes (Lyall, 2014). Coaches and university administrators ignore these issues due to the high level of income these sports generate. In addition, some coaches hold the belief that students only have four years to compete in the sport, but the rest of their lives to complete an education. Harrison (2008) refers to the focus on athletics rather than academics as being *athleticated*.

The recruitment process for student-athletes focuses little on academic advising, majors, and career exploration. Instead, student-athletes are exposed to the glamour of big-time college athletics. The official visit is very important to the recruitment process of student-athletes. During their visits, recruits usually stay in a hotel or dorm room, and are provided with meals and a host, usually a student athlete, who is in charge of showing the recruit the campus and providing entertainment. The coaches tend to focus on showing the recruit the athletic facilities and amenities that the university can provide (Lawrence, 2008).

In addition to poor advising, academic advisors reported an issue with student-athletes not being exposed to a range of career options (Byrd et al., 2011). In this study, the advisors emphasized the importance of collaboration between education and athletic programs. The advisors recommended that both athletic departments and advisors need to explore options to better accommodate student-athletes' practice/academic schedules. For example, most teacher education programs require field hours which make it very difficult for a student-athlete to fulfill

both academic and athletic responsibilities. Byrd et al., (2011) also noted that education

programs should be committed to diversity by recruiting African American male student-athletes

to become teachers. The researchers also suggested that academic advisors be trained in all

undergraduate majors on the university campus, and should become more involved in the

recruitment process of prospective student-athletes.

Advisors, as well as faculty members need to be committed to learning more about

conscious and unconscious forms of prejudice and discrimination that negatively impact black,

male student-athletes (Comeaux, 2008). More specifically, African American male athletes are

stereotyped as "dumb jocks" who have limited academic abilities (Baucom & Lantz, 2001).

These negative stereotypes can have a significant impact on the way in which faculty and

advisors interact with these individuals (e.g. place them in shadow curriculum courses). As

reported in the *Chronicle of Higher Education*, black student-athletes feel they are marginalized

and are not taken seriously by their White professors (Perlmutter, 2003). Research suggests that

black athletes' academic success is contingent upon the nature of their interaction with faculty.

For example, African American male student-athletes who are encouraged to attend graduate

school display greater academic achievement at the undergraduate level (Comeaux, 2008).

At predominately White institutions, it is not uncommon for black male athletes to

experience academic struggles due to feelings of social isolation, racial discrimination, limited,

support, and lack of integration (Comeaux, 2008). Therefore, it is imperative that professors and

other professionals that interact with black male athletes become aware of the norms, values, and

behaviors that are representative of the black males' culture or lived experiences (Comeaux,

2008). In addition, professionals must understand the struggles many African Americans face

prior to attending college. For example, many black student-athletes matriculate from high

schools and environments with limited academic resources which impact their level of

preparation for college when compared to their white counterparts (Sellers, 1992). This

awareness may help create empathy and understanding, and a willingness to encourage black

male athletes' academic success, rather than assuming they lack the ability to thrive

academically.

Despite a lack of focus on academic achievement for student-athletes, there are many

reasons why student-athletes would make excellent candidates for teaching. A study conducted

by Coniglia and Pellegrino (2014) examined the characteristics of student-athletes that would

translate well to the teaching profession. The researchers performed a qualitative analysis that

followed a senior, division I soccer player who was majoring in mathematics. In order to collect

the data, they examined weekly journal entries, post student teaching reflections on teaching and

planning, instruction, and assessment, classroom videos, and personal interviews. The results of

the analysis showed that student-athletes develop several skills that are valuable in the field of

education: (a) time management; (b) goal orientation; (c) team cohesiveness, and (d) problem-

solving.

Student-athletes who are crunched for time must be able to develop time management

skills to enable them to balance the demands of both academic and athletic responsibilities. In

order to excel in academics, one must possess excellent time management skills in order to

manage the demands of the curriculum. Student athletes also develop skills that encourage them

to work well in teams and to be considerate of all group members. In a classroom setting, it is

important that teachers are aware of individual students needs and are able to adapt their

curriculum accordingly. In addition, working in an educational institution requires team work

and group cohesion. Student-athletes are also trained to be goal oriented. This translates well in

terms of achieving their own personal academic success as well instilling this same value in their

students. And finally, problem-solving is key to educational success. One must be able to handle

difficult situations academically, personally, and professionally, and having the skills to work

through challenges is essential for our future generation.

Black males make up a large portion of collegiate student-athletes which makes them an

easily accessible population to recruit into careers for teaching. However, the student-athlete

experience focuses more on becoming *athleticated* rather than educated. This is due in part to the

negative stereotypes that surround African American males and athletes, but also the overall

structure of the athletic institution (e.g. heavy focus on winning and revenue for the university).

If the focus where to change, from being athleticated to educated, the pool of African American

teachers may increase. Faculty and advisors need to become more involved with the academic

potential of student-athletes, as well as evaluating their own assumptions and beliefs about this

population. As previously stated student-athletes possess the qualities necessary to become a

teacher, such as time management and being goal oriented. Therefore, these individuals have the

potential to make excellent candidates as educators.

African American Male Teacher Recruitment Programs

Programs aimed to recruit African American male teachers are essential to increasing

their presence in public school classrooms. African American teacher recruitment programs have

gained attention over the past few years. For example, in 2010 former U.S. Department of

Education Secretary, Arne Duncan, launched the Teach Campaign. This program was designed

to raise awareness of careers in the teaching profession to a new generation of college students.

During an interview with CNN, Duncan discussed why America needs a more diverse teaching

force. One major goal is to increase awareness among the African American community in hope

of recruiting more African American males into teaching. Duncan believes that students benefit when teachers of all racial backgrounds populate the American classroom. Duncan also argues that African American male teachers can have a profound impact on young men who are "desperately looking for strong father figures" (Duncan, 2010).

Recruitment programs are important for several reasons. First, recruitment programs can help cover the cost of school for African American males who major in education. In addition, these programs often include a high school teacher who mentors and guides students through the process of becoming a teacher (Harper & Porter, 2012; Okezie, 2003). Mentorship is invaluable; it can help provide students with academic assistance, as well as guidance through the teacher certification program. Mentorship can also provide students with social support and can help them manage work, school, and personal situations (Pabon, Anderson, & Kharem, 2011).

More recently, several cities including New York City, Charlotte, NC, South Bend, IN, San Francisco, CA, and Shaker Heights, OH, have expressed a need for more African American educators. Several of these school districts have instituted programs aimed at recruiting African American males into education. The following will provide examples of some of these programs.

GRIOTS

In 1998, Dr. Chukwunyere Okezie, an education professor at Marygrove College in Detroit, Michigan, started the GRIOTS program. The term Griots is a West African expression referring to story tellers. The GRIOTS program was designed to increase the number of African American male teachers working in K-12 schools in the Detroit area and nationwide (Okezie, 2003). Ninety-percent of the students in the Detroit public education system were African American while less than 10% of the teachers are African Americans. Therefore, the program aimed to train black males from diverse backgrounds to become teachers.

To qualify for the program, candidates needed to have completed a bachelor's degree and earned at least a 2.7 GPA. They also had to engage in an interview process with the program director. Once admitted, the candidates were required to complete a five-semester, two-year certification program. Candidates who enrolled in the program worked with a cohort group throughout the five semesters which promoted peer support and the development of relationships and professional growth. The cohorts, ranging in age from 24-65, met on the weekends which allowed the members to maintain their working status during the week. Okezie (2003) described the cohort members as career changers since they joined the cohort to enter a teaching career.

The program recruited 117 members through advertisements and word of mouth during the first three years of operation and 84 of these men, (72%), graduated from the first and second cohorts (Okezie, McClanaghan, McFedries, & Graves, 2002). Okezie et al. (2002) predicted that graduation rates would continue to increase as men in the program expressed a strong desire to give back to the community.

Requirements during the program included an acceptable grade point average and passing the Michigan Test for Teacher Certification (MTTC) Basic Skills Test. Participants in the program would receive a Master's degree in Education and a teaching certificate. After graduating and completing the certification program, graduates were guaranteed a job and many now work in the Detroit public schools. However, Okezie (2003) noticed a trend where many graduates eventually moved in to administrative positions and higher-education positions. Many alumni also became mentors to the new group of GRIOTS members. Unfortunately, this very successful program lost their external funding and was discontinued.

Project TEACH

  Project TEACH was developed to address issues of social justice, education equity, and diversity among teachers. This program supported minority teacher candidates through the process of applying to college and finding placement in the field (Irizarry, 2007). Project TEACH aimed to increase the number of African American and Latino teachers in the public school system. It was established as a partnership between a large university, a local school district, and a community organization referred to as the Learning Center.

  The Learning Center provided GED training for students who failed to complete high school (Irizarry, 2007). Jason Irizarry, the project's organizer, recruited African American and Latino men from the Learning Center. With training, Irizarry believed that these students could be candidates for teaching given their diverse identities and experiences. "Home-growing", an approach designed to have African American and Latino teachers work in the neighborhood in which they grew up, allowed them to relate to students from similar backgrounds.

  The program was initially funded by the Learning Center and the university. After two years, the program received a federal grant. Students from the Learning Center were given the opportunity to attend a local, four-year college, located in the city. Teaching candidates were supported with funds to cover the cost of tuition, books and miscellaneous expenditures, as well as academic support through tutoring and mentorship. Prior to entering the program, participants had to sign a two-year service agreement to teach in the local school district. After the students graduated and completed the teacher certification program, the local school district provided them with teaching positions. The school district served about 26,000 students. Latinos accounted for 50% of the students and African Americans made up 28% of the student

population. Over 50% of African American and 75% of Latino students at these schools failed to graduate high school in four years, and 3 out of 4 students qualified for free or reduced lunch.

The program operated for twelve years, but recruitment was discontinued at year eight. Over this eight-year period, 22 of 26 students completed their degrees and entered the teaching profession. Therefore, 81% of Project TEACH members graduated in four years which is a higher graduation rate than the general population (Irizarry, 2007). Of the students who did not complete the program, three left to start families and one left due to financial hardship and joined the military. Of the 22 students who completed the program, 18 received jobs in the local school district, 2 worked in early childhood centers that were not a part of the public school system, and 2 received jobs as curriculum specialists and educators for local community-based organizations. Although the number of recruits was relatively low, Project TEACH members accounted for over half of all minority students enrolled in the teacher preparation program (Irizarry, 2007).

Participants in Project TEACH identified three features of the program which encouraged them to become educators (Irizarry, 2007). First, the candidates identified the use of "home-growing" as a prominent feature. The students valued the opportunity to work in the school district in which they grew up. Many students wanted to stay in the area and felt comfortable and knowledgeable within the school system. Students also reported the benefits of family support, such as being able to live at home and commute. Second, the students expressed excitement about being social justice educators. The students recognized the limitations of teaching from a mono-cultural perspective. The program offered outside trainings on social justice issues which helped the participants develop the skills to work with students from diverse backgrounds. Third, the participants indicated the extended support, such as funding and mentorship received (even

after they were placed in a teaching position) was a strong motivation to continue the program and remain in teaching careers.

In 2002, the project began to lose funding. As a result, the program was discontinued. Teaching candidates who were already enrolled in the project were permitted to complete their degrees with financial support. There was no specific reason for the loss of funding, but it seems that federal monies dried up or funding was allocated to other areas. As a result of this 12-year long project, the local school districts' minority teacher population was more representative of the national minority population.

Call Me MISTER

The Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) program was developed in 2000 by Dr. Roy Jones at Clemson University. This program was designed to increase the number of African American males in South Carolina's public school districts. According the W.K. Kellogg Foundation (2015) Call ME MISTER "has received national recognition for addressing contemporary social justice challenges by increasing the quality of education in low-performing elementary schools..." (para. 3). These standards are achieved by investing in male college students who desire to teach young children and help them reach their potential.

Call Me MISTER has reached national recognition through multiple forms of media, such as CNN, Facebook, and YouTube. In order to apply for the program, applicants must complete an essay stating why they want to become a teacher. Then, they are interviewed by the program director. Once admitted into the program, candidates are provided tuition assistance, room and board, and a stipend for books, as well as guidance towards becoming a certified teacher. The participants must meet acceptable academic standards for the designated teacher

education programs. Participants must also attend workshops, seminars and conferences pertaining to education. Tutoring is also available to assist with preparation for the praxis 1 and 2 teacher certification examinations.

Upon completion, MISTERs are required to teach at the elementary level for every year that they have received tuition assistance. Call Me MISTER has expanded to 14 colleges and universities in South Carolina, as well as other states including Florida, Kentucky, Pennsylvania, Virginia, Missouri, Georgia, and Mississippi. Since the program began, it has graduated 150 MISTERs who have been fully certified and have secured teaching positions. Currently, there are 164 MISTERs enrolled in the 17 participating universities (W.K. Kellogg Foundation, 2015). The program continues to flourish and offer an exceptional opportunity to those who desire a career in teaching.

Ever Consider Teaching?

In 2011, through a Heinz endowment grant, Dr. Robert E. Millward, an education professor at Indiana University of Pennsylvania (IUP), started a project aimed to recruit African American males into teaching. The project was designed to address the dismally low number of African American male teachers. A consortium was formed comprised of the Community College of Allegheny County (CCAC), Point Park University, California University of Pennsylvania (CalU), and IUP. Each of the participating schools had a representative to lead recruitment activities at their member campuses. The goal of the program was to increase the black male teacher population from one percent to five percent over the course of four years.

Combining the efforts of college faculty and students, K-12 teachers, administrators, and community members, the *Ever Consider Teaching?* Project reached out to after-school programs, faith-based organizations, and community centers in and around the Pittsburgh area.

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Throughout the summer months, project assistants visited summer youth programs and hosted programs at their own campuses. During these visits, the assistants led teaching demonstrations and team building activities which promoted leadership, college preparation, and teaching as a career opportunity. The project also hosted conferences which focused on diversity in education, recruitment strategies, and the importance of increasing the number of African American male teachers. Although the program was successful at raising student awareness of the African American male teacher shortage, the number of new recruits remained low.

In order for recruitment programs to succeed, ample funding needs to be available. Unfortunately, three of the four programs described are no longer operating due to lack of funding. For example, the *Ever Consider Teaching?* Project reached out to hundreds of students, and the number one question asked by students and parents was related to scholarships and funding. In addition, GROITS and Project TEACH were maintaining participants, but quickly dissolved after the loss of funding. Call Me MISTER, on the other hand, has been able to thrive and actively recruit African American teachers for over sixteen years due to sufficient funding and resources from private donors. Therefore, in order for African American teachers to be more prominent in the field, funding and resources need to be available.

Although money seems to be a primary incentive for African American males to select a teaching career, other motivating factors have been reported. For example, African American male teachers report a desire to help others. Many African American male teachers recognize the need for increased representation of black men as educational role models. African American male teachers, as well as other minority teachers also acknowledge the social inequalities that minority students face which impacts their academic achievement and life trajectory. The following section provides an in-depth look at factors that motivate African American males to

choose a career in teaching. These points of motivations are important to consider when developing future recruitment programs.

Motivations for Teaching

Research surrounding the dearth of African American male teachers tends to focus on the reasons for the shortage rather than factors that motivate the few African American men who decided to become teachers. Qualitative studies, which involve interviewing African American male teachers, have been conducted to explore motivations for teaching, to examine African American men's experience as teachers, and to determine what African American men think should be done to recruit more African American men into teaching. For instance, Hare (2007) found that African American men like the idea of having summers and weekends off, a flexible schedule, job security, and a stable salary. In addition, African American males expressed a desire to help students succeed in several studies (Williams, 2012; Harris, 2012; & Peatross, 2011). Also, African American males expressed a desire to help students who were underprivileged (Williams, 2012). The following studies highlight the reasons that motivate African American males to become teachers.

Williams (2012) conducted a study which explored the perceptions and lived experiences of African American male teachers. Using purposeful sampling, the researcher conducted interviews with 15 African American male teachers from elementary teachers through high school in a southeast Georgia school system having 19,000 students. The ethnic diversity of the school system included about 50% African American, 40% Caucasian, 5% Hispanic, 4% multiracial, and 1% Asian students. Fifty-six percent of these students were considered economically disadvantaged and received free or reduced lunches. About 35% of the school

teachers in this system were African American which is five times higher than the national average (Synder, 1999 as cited in Williams, 2012).

The open-ended interview questions explored the experiences of the African American male teacher regarding motivation for becoming a teacher, and the researchers concluded that the primary reason for African American males pursuing teaching careers was a desire to help others, especially young African American students. Twelve (80%) of the 15 participants stated that a desire to help others was essential for becoming a teacher. In addition, six (40%) of the participants expressed a desire to serve as role models for younger generations.

Williams (2012) also explored factors that influence young African American men to join the teaching force. Nine (60%) of the participants said that money was the primary motivator, and expressed that more money is needed to provide a stable life for a family. Williams also asked questions that aimed at understanding the shortage of African American male teachers and found that low pay, the devaluing of education, the lack of respect for male teachers, past negative educational experiences, and the lack of qualified candidates as potential reasons for the shortage (Williams, 2012).

Lewis (2003) sought to understand why African American male teachers chose to become teachers in a rural, impoverished school district. Using a phenomenological design, the researchers interviewed six African American male teachers from three school districts in rural Arkansas to determine the barriers preventing African American men from entering the teaching profession, especially in impoverished rural areas.

The school districts in this study were within thirty miles of one another. School district one included 951 students and 13 of the 88 certified teachers were African American males. School district two included 665 students with only one African American male teacher. The

third and final school district had 672 students, 52 white teachers and 4 African American

teachers. Half of the African American teachers in this study had over 20 years of teaching

experience.

The results of this study revealed five themes. First, the participants talked at length about

being aware of unfavorable stereotypes surrounding African American males. They expressed a

desire to challenge biases and negative assumptions about African American males. The second

theme focused on a desire to create more positive associations with young Black men as a

motivation for becoming a teacher. Another theme arose which was related to having parents or

relatives who were also teachers. These family members served as role models and influenced

these individuals to continue serving their community as elementary or secondary teachers.

Former teachers inspired all of the participants to make a difference in the lives of students,

especially African American students. The third theme focused on the barriers that prevent

African American males from becoming teachers, such as a lack of positive African American

male role models, stereotypes that teaching is a woman's profession, low pay/salary, and a lack

of financial support to attend college to receive a degree in education. The fourth theme included

social and cultural issues that prevented students from engaging in positive classroom behavior.

For example, one participant stated that students who are not receiving proper nutrition will

struggle to stay on task and be fully engaged. In addition, many students go home from school to

an empty household and do not receive the assistance needed to complete their school work.

Teachers also complained about the amount of paper work required on any given day which

allowed less time for planning lessons. The final theme focused on, why it is important for

African American males to become teachers. The majority of participants referred to it as a

"duty" for African American men to teach. They expressed a need to provide positive role models for African American children in order to rebuild a broken system.

Peatross (2011) explored why African American men went into teaching. Seven African American male teachers, from three mid-Western school districts in Michigan were interviewed, and on average had been teaching for 18.71 years. The results of the interviews concluded that all of the participants expressed a desire to work with students. Three of the seven participants stated that family members had been a significant influence in their decision to become teachers. Four of the seven participants indicated that a former teacher was a major influence in their decision, and seven of the eight participants cited a parent/teacher/coach had influenced them. Other important themes included a consensus on the storage of African American male teachers, the value of serving as a mentor to young students, and the low pay of the profession as a major reason why African American men were not becoming teachers.

Brandy (2008) conducted interviews with African American male teachers, working in Georgia, to understand their lived experiences as teachers. Attractions to teaching, as well as the barriers of being an educator were explored. Six men were included in this study, and each of the teachers had taught for at least five consecutive years at the elementary school level. Brandy (2008) noted that there were 983 African American male elementary teachers in Georgia during the 2006-2007 academic school year. This represented 1.68% of Georgia's total teaching force and 24.3% of male elementary teachers.

During the semi-structured interview, participants were asked to answer 20 questions that focused on their experiences as an African American male teacher. The following sub questions assisted in the research:

1. What features attract African-American males in Georgia to teach at the elementary level?

2. What do Georgia's African American male elementary teachers perceive are barriers for their becoming or remaining elementary teachers?

3. What perceptions do African American males have about their contributions to elementary education in Georgia? (Brandy, 2008, p. 22)

Top attracters for teaching were identified as the ability to serve as a role model, the opportunity to change careers (five of the six participants had transitioned from other careers), the influence of family, friends, and programs, and the ability to make an impact on the lives of students (Brandy, 2008). Barriers to teaching were identified as low paying salaries, frustrations with standardized testing, poor student behavior/academic performance, and accepting others' negative perceptions of teaching and feeling confident in their ability to teach. Another barrier was the travel time. Two of the six teachers had to drive over 60 miles to work each day which was very draining. And finally, Brandy (2008) examined African American male teachers' perceived contributions to the students. The participants described themselves as ideal role models/mentors, and expressed an ability to relate well to students (i.e. "male talk") and could identify with the young black male experience.

Boswell (2001) sought to understand why a select group of African American males chose to enter and remain in the K-12 public education teaching profession. Using grounded theory research, a set of questions were developed and administered via an interview with 12 African American male K-12 public educators. The participants of this study were members of a traditionally African American Greek Fraternity in the Tri-County area of the Montgomery, Autauga, and Elmore counties in Alabama.

Boswell (2001) found three major themes. First, participants acknowledged the major storage of African American male teachers. Second, the participants either always knew they wanted to become teachers, or they never expected that they would become teachers. For those that always knew, they choose teaching due to a heavy familial influence or a passion for the subject/field they would be teaching. For those that never thought they would become teachers, they cited job stability as the number one reason for entering the profession. And third, all of the participants agreed that not enough has been done to encourage African American males to become teachers. Motivations to remain in the profession included a passion for teaching, a concern for the well-being of students, and enjoying being a role model for young students. When asked how to recruit more African American males into teaching, the participants suggested increasing the salary, offering loan forgiveness/repayment programs, and increasing national awareness programs that highlight intangible benefits of becoming a teacher.

Su (1997) highlighted differences in motivations between minority teachers and their white/Caucasian counterparts. Participants included candidates enrolled in a one-year teacher certification/Master's degree program at a major public school in California, during 1993-1994 (Su, 1997). Of the participants surveyed, 90 were white/Caucasian, 31 were Asian American, 5 African American, 21 Hispanics, and 1 Native American. Interviews were conducted twice, once during the middle of the program and again near the end of the program. Most of the interview questions were open-ended and explored motivations for teaching.

Su (1997) found differences between white and minority students' motivations for becoming teachers. Both groups agreed that a primary motivation for teaching was a love of teaching and a love for learning. However, one-third of the minority students felt the need to challenge the curriculums adherence to the dominate culture. They also expressed a need to help

students develop critical thinking skills and social reconstruction skills. Minority students felt that a good teacher is sensitive to diversity in schools and society, and one that is committed to improving and transforming society (Su, 1997). In contrast, none of the white students expressed these concerns when describing the necessary qualities of a good teacher. In addition, the minority students expressed a desire to help poor, minority students. Being an advocate for social justice was described as an important quality of a teacher. White students, however, expressed a need to help students through academic learning rather than focusing on social justice issues.

Su (1997) suggested these differences were related to family background, prior schooling experience, and upbringing. Many white participants did not believe their education programs prepared them to work with diverse children, especially in urban school settings. Although many white students expressed a need or a desire to be change agents, only one was aware of the structural inequalities that should be the focus of this change. The white students felt that change needed to occur through experimenting with different teaching methods, making changes in curriculum, and bridging the gap between students and administrators (Su, 1997). None of the white students mentioned the issues poor students face, or how addressing social inequality could be the agent of change.

In order to recruit African American males into education, it is important to understand what motivates them to choose these careers. Recruitment programs should be tailored to the underlying driving forces which attract African American males into teaching. As noted, what inspires African Americans to teach may be different than white/ Caucasians; therefore, more research is needed to further understand these disparities.

Summary

History demonstrated the struggle African Americans and other minorities have faced in the United States. Acts of discrimination and systems of oppression have impacted the African American experience of schooling and education. In addition, African Americans have faced other hardships outside of the classroom, including poverty and racial discrimination which has led to a high rate of young males spending time in the prison system. When examining the opportunities available to young African American men, many will look to athletics and entertainment as their ticket to success, rather than a career in teaching.

Given the negative experiences and lack of African American male role models in teaching, many African American children are not inspired to pursue teaching as a life-long career. In order to change this trend, African American males need to have more positive educational experiences, and an expanded view of their career options. One way to address these barriers is to recruit more African American males into teaching careers.

To recruit more African American men into teaching, one must understand what motivates those to obtain this type of profession. Therefore, it is essential that research focus on motivational factors that influence the African American males' decision to pursue teaching. The purpose of the dissertation research is to examine these motivational factors in hope of creating more efficient recruitment programs and ultimately increasing the African American male teaching force.

CHAPTER THREE

METHODS

Introduction

There is a significant lack of African American male teachers in the United States. This means that many K-12 students will never be exposed to an African American male teacher. Given the negative stereotypes surrounding African American males, it is important that young students are exposed to positive African American male role models. In addition, exposure to cultural diversity and the African American male perspective will help students become well-rounded and able to navigate a world that is rich with diversity. Therefore, it is essential to investigate what factors motivate current African American men to choose a career in teaching. This information can help create recruitment programs that are effective in encouraging African American men to pursue teaching.

Purpose of the Study

The purpose of this study is to explore what factors motivate African American males to choose teaching careers. The results of this study may provide valuable information to those who develop programs aimed at recruiting African American male teachers. This information will be beneficial for recruiters, educators, and administrators who are seeking to increase the African American male teacher population.

Research Questions

The statements in the survey are based on current research and attempt to answer four research questions:

1. How does the desire to address issues of social justice impact an African American males' decision to become a teacher?

2. How does motivation from peers, such as teachers or family members influence African American males' decision to become a teacher?

3. How does the desire to be a role model for young students impact African American males' decision to become a teacher?

4. How do job benefits, such as summers off and job stability impact African American males' decision to become a teacher?

Development of Instrument

A survey was developed based on research studies that focused on reasons why African American men became teachers. The first section of the survey asked for demographic information including age of participants, number of years teaching, grade level currently teaching, and parent's highest level of education.

Section two contained 24 items along with one open-ended question asking participants to explain in their own words the primary reason they became a teacher. Each survey statement had 5 foils: 1 = not at all influential, 2 = slightly influential, 3 = moderately influential, 4 = very influential and 5 = extremely influential. The survey statements were aligned to the research questions and placed in the following categories: social justice, peer influence, desire to be a role model, and job benefits.

The first theme, social justice, was designed to explore African American male teachers'
desire to address issues of social justice through being an educator. Su (1997) found that African
American and minority teachers were inspired to pursue teaching in order to address issues
related to social justice which so often impacts young minority students. The social justice
category included:

1. The shortage of African American teachers in the United States

2. A desire to close the so called achievement gap

3. To be an advocate for African American students

4. The opportunity to serve underprivileged populations

5. A desire to have a positive impact on the current education system

6. The opportunity to address issues that negatively impact the community

The second theme, peer influence, attempted to understand the influence of others, such
as family members, teachers, and other administrators on an African American males' decision
to become a teacher. Lewis (2003) found that many African American men had family members
who were teachers, and Peatross (2011) found that teachers played a significant role in
encouraging the African American male participants to become teachers. The peer influence
statements were:

1. A former teacher inspired me to become a teacher

2. My parents/family members encouraged me to become a teacher

3. I was encouraged by a friend to become a teacher

4. I was encouraged by a teacher/coach/admin

5. I was recruited by a college faculty member

6. I was encouraged by a community leader to become a teacher

The third theme, desire to be a role model, aimed to explore how the desire to help others and be a role model was rated among African American male teachers as important to their decision. Williams (2012) found that 80% of participants shared a desire to help others as a primary motivation. Lewis (2003) concluded that African American men are aware of the negative stereotypes that surround young African American boys and desire to create more positive associations with this population. In addition, Brandy (2008) and Boswell (2001) found that a top attraction to the profession was a desire to serve as a role model. The following statements relate to a desire to be a role model:

1. The chance to be a good role model for African American Boys

2. The opportunity to be a positive role model for all students

3. The opportunity to be a leader in my own community

4. The opportunity to inspire a love for learning in others

5. Desire to mentor to young people

6. The opportunity to work in a noble profession

The fourth theme, job benefits, aimed to explore how external benefits, such as summers off, salary, and pension plans, influenced African American male educators. Hare (2007) found that African American men look forward to summers and weekends off, a flexible work schedule, job security, and a stable salary. Job stability was also cited as an important motivation for African American male teachers in a study conducted by Boswell (2001). The following statements focus on job benefits:

1. Having time off during the summer

2. Teacher salary

3. The security of a good teachers pension system

4. Having the opportunity to work in a learning organization

5. Flexible work hours

6. The opportunity to teach a subject I love

Table 1

Instrument Items

Social Justice	Peer Influence	Role Model	Job Benefits
The shortage of African American teachers in United States;	A former teacher inspired me to become a teacher	The chance to be a good role model for African American boys	Having time off during the summer
A desire to close the so called achievement gap among African Americans	My parents/family members encouraged me to become a teacher	The opportunity to be a positive role model for all students	Teacher Salary
To be an advocate for African American students	I was encouraged by a friend to become a teacher	The opportunity to be a leader in my own community	The security of a good teacher's pension
The opportunity to serve underprivileged populations	I was encouraged by a principal/coach/ admin to become a teacher	The opportunity to inspire a love for learning in others	Having the opportunity to work in a learning organization
A desire to have a positive impact on the current education sys	I was recruited by a faculty member	A desire to mentor young people	Flexible work hours
The opportunity to address issues that negatively impact my community	I was encouraged by a community leader to become a teacher	The opportunity to work in a noble profession	The opportunity to teach a subject I love

Piloting Procedures

To establish face validity, the pilot survey (see Appendix A) was sent to 10 African American educators who were asked to complete the survey and provide feedback regarding the structure and content. The survey included 20 items and asked the following questions regarding demographics: age, number of years teaching, at what age they wanted first realized they wanted to become a teacher, parents level of education, and environment (i.e. urban, rural, suburban). Based on the feedback received from each individual, the researcher modified the survey in order to create a more thorough, clear instrument. Changes included rewording 10 items, removing 2 items, and adding 10 items to better help capture the themes. Eight items remained the same and additional demographic information was added and modified.

The survey was then sent out via the Qualtrics link to 98 educators through email and Facebook messenger. Thirteen individuals responded to the survey and this data was used to analyze reliability of the measure. Two of the 13 participants failed to respond to one item each. Therefore, the researcher used the mean of the item and filled in the missing data. The survey's split half resulted in a correlation coefficient of .78.

Changes were made from the pilot survey to the final survey (see Appendix B). One item per theme was removed from the pilot survey to decrease the number of overall items; these items were eliminated based on their similarity to other items within that same theme. The items eliminated included: The opportunity to make a difference in the lives of students, encouragement from a religious leader, reliable income, and to enhance educational opportunities in my community.

Procedures

The researcher collected African American male teacher's contact information through Facebook and Public School websites. Facebook group pages created for Black male educators were explored and potential participants were identified by listing their occupation under the information section on Facebook. African American male teachers were identified on school web pages through pictures of the individuals provided in staff directory. Once participants were identified, they were sent the invitation to participate (see Appendix C) via Facebook messenger and/or through their school email address. Participants had the option to click on a link which sent them directly to the survey. Once the participant clicked the link, they were prompted to read the informed consent. If they agreed, they were directed to the survey. Once the participant completed the survey, responses were processed by the IUP Research Lab and no further action was required. Teachers, who did not respond to the survey within two weeks, were sent a follow-up email/message requesting participation.

Participants

The survey was distributed to a total of 1,242 African American male teachers in the United States. A total of 189 individuals were sent surveys via email and 1,053 were sent surveys through Facebook messenger. Twenty-seven individuals responded through email and a 173 responded through Facebook messenger. In all, 200 individuals responded to the survey; 15 of the surveys were removed from the data set due to incomplete data. In total, 185 surveys were completed and used to analyze the data. The response rate for the survey was 14.9%.

The following tables describe the demographic information of the sample.

Table 2

Age of Participants

Age	Frequency (%)
21-30	60 (32.4%)
31-45	88 (47.6%)
46+	37 (20%)
Total	185 (100%)

Table 3

Number of Years Teaching

Years Teaching	Frequency (%)
1-5	70 (37.8%)
6-15	57 (30.8%)
15+	58 (31.4%)
Total	185 (100%)

Table 4

Grade Level Taught

Grade Level	Frequency (%)
Elementary	39 (21.1%)
Middle School/Jr. High	51(27.6%)
High School	95 (51.4%)
Total	185 (100%)

Table 5

Primary Caregiver in Household While Growing Up

Primary Caregiver	Frequency (%)
Mother	72 (38.9%)
Father	11 (5.9%)
Mother and Father	86 (46.5%)
Other	16 (8.6%)
Total	185 (100)

Table 6

Level of Education for Maternal Parent Figure

Level of Education Maternal Parent Figure	Frequency (%)
Junior High	11 (5.9)
High School	47 (25.4)
Some College	38 (20.5)
College Degree	82 (44.3)
Not Available	7 (3.8)
Total	185 (100)

Table 7

Level of Education for Paternal Parent Figure

Level of Education Paternal Parent Figure	Frequency (%)
Junior High	12 (6.5)
High School	66 (35.7)
Some College	37 (20)
College Degree	47 (44.3)
Not Available	23 (12.4)
Total	185 (100)

CHAPTER FOUR

RESULTS

Introduction

The research surveyed 185 African American male teachers seeking their motivations for

choosing teaching as a career. Quantitative results of the survey were analyzed using descriptive

and Chi-Square statistics. The descriptive statistics were used to examine the means and standard

deviation in order to determine thematic trends that seemed to be associated with choosing a

career in teaching. Each demographic variable was cross-tabulated with each instrument item

and p-values were used to determine if there were any significant differences among the

demographic categories. Qualitative data was also obtained; the open ended question was

analyzed by the researcher and each response was thematically coded (see Appendix D).

Quantitative Data Analysis

Descriptive Statistics

Tables 8-11 include the mean and standard deviation of responses for each survey item.

The items were rated on a Likert scale of 1-5 with 1 being not influential at all to 5 being

extremely influential. Each item mean was examined and the researcher observed trends among

item responses in order to further evaluate the impact of the following themes: social justice,

peer influence, desire to be a role model, and job benefits.

Table 8

Means and Standard Deviation for Desire to be a Role Model Factors

Influence Factor	N	Mean	Standard Deviation
Desire to be a Role Model		**4.09**	
Role model for African American boys	185	4.46	.932
Role model for all students	185	4.40	.945
Desire to mentor young people	185	4.25	.941
Inspire a love of learning in others	185	4.10	1.064
The opportunity to be leader in community	185	3.90	.941
The opportunity to work in a noble profession	185	3.43	1.386

Desire to be a role model. Responses in this category averaged 4.09 suggesting that the desire to be a role model for students played a very important role in current African American male teachers' decision to become a teacher. More specifically, the chance to be a good role model for African American boys and the opportunity to be a positive role model for all students averaged 4.46 and 4.4, respectively. In addition, a desire to be a mentor to young people averaged 4.25.

Table 9

Means and Standard Deviation for Social Justice Factors

Influence Factor	N	Mean	Standard Deviation
Social Justice		**3.76**	
Advocate for African American Students	185	4.11	1.175
To have positive impact on current ed system	185	4.06	1.096
Impact negative issues that impact community	185	3.98	1.093
Serve underprivileged populations	185	3.84	1.374
Closing the Achievement Gap	185	3.68	1.395
Shortage of African American Teachers	185	2.90	1.562

Social justice. The overall mean for items that measured the social justice theme was 3.67. This indicates that social justice concepts have a moderate level of influence in regards to becoming a teacher. Certain items, including a desire to be an advocate for African American

students and a desire to have a positive impact on the current education system indicated a higher

level of influence at means of 4.11 and 4.06, respectively. Additionally, the shortage of African

American teachers in the United States had less influence on their decision to become a teacher

with a mean of 2.9.

Table 10

Means and Standard Deviation for Job Benefits Factors

Influence Factor	N	Mean	Standard Deviation
Job Benefits		**2.67**	
The opportunity to teach a subject I love	185	3.90	1.372
Opportunity to work in a learning organization	185	3.22	1.354
Summers off	185	2.42	1.385
Security of a good teacher's pension	185	2.29	1.354
Flexible work hours	185	2.28	1.362
Salary	185	1.95	1.082

Job benefits. The overall mean for job benefits was 2.67 indicating a slightly influential

factor in the decision to become a teacher. Teacher salary scored lowest at 1.95 suggesting that

salary had a minimal influence. The opportunity to teach a subject one loves received the highest

score in this category at 3.9 indicating a moderate to very influential variable that influenced

their desire to become a teacher.

Table 11

Means and Standard Deviation for Peer Influence Factors

Influence Factor	N	Mean	Standard Deviation
Peer Influence		**2.35**	
Inspiration from a former teacher	185	3.63	1.366
Influence of principal/coach/administrator	185	2.45	1.532
Parents/Family	185	2.29	1.411
Friend	185	2.24	1.294
Community leader	185	1.90	1.271
Faculty	185	1.59	1.080

Peer influence. Peer influence did not seem to be a major factor in deciding to become a teacher. However, inspiration of a former teacher seemed to have a very positive impact on their decision to become a teacher. Recruitment from a faculty member and encouragement from a community leader averaged 1.59 and 1.9 respectively, indicating minimal influence on the participants' decisions to become teachers.

Frequency Statistics

Tables 12-15 provide detailed information regarding the total frequencies for each instrument item.

Table 12

Social Justice Items Frequency Statistics

Social Justice Factors	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential
Advocate for African American Students	12 (6.5%)	8 (4.3%)	22 (11.9%)	49 (26.5%)	94 (50.8%)
Serve underprivileged populations	19 (10.3%)	17 (9.2%)	26 (14.1%)	36 (19.5%)	87 (47.0%)
To have positive impact on current education system	10 (5.4%)	6 (3.2%)	27 (14.6%)	61 (33.0%)	81 (43.8%)
Address negative issues that impact community	8 (4.3%)	11 (5.9%)	31 (16.8%)	62 (33.5%)	73 (39.5%)
Closing the Achievement Gap	23 (12.4%)	18 (9.7%)	26 (14.1%)	46 (24.9%)	72 (38.9%)
Shortage of African American Teachers	58 (31.4%)	22 (11.9%)	25 (13.5%)	41 (22.2%)	39 (21.1%)

N=185

Social justice factors played an important role in African American male teachers' decision to become an educator. The item, shortage of African American teachers was endorsed as very or extremely influential by 43.3% of participants. The opportunity to close the so called achievement gap was also highly endorsed at 63.8% of participants reporting this factor was very

or extremely influential. The opportunity to be an advocate for African American students was endorsed by 77.3% of participants as very or extremely influential and the opportunity to serve underprivileged populations was endorsed by 66.5% of participants as very or extremely influential. Finally, the opportunity to have a positive impact on the current education system and the opportunity to address negative issues that impact the community was reported as very or extremely influential by 76.8% and 73% of participants, respectively.

Table 13

Peer Influence Items Frequency Statistics

Peer Influence	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential
Inspiration from a former teacher	23 (12.4%)	17 (9.2%)	30 (16.2%)	51 (27.6%)	64 (34.6%)
Influence of principal/coach/ administrator	80 (43.2%)	28 (15.1%)	18 (9.7%)	32 (17.3%)	27 (14.6%)
Parents/Family	82 (44.3%)	29 (15.7%)	32 (17.3%)	22 (11.9%)	20 (10.8%)
Friend	78 (42.2%)	32 (17.3%)	38 (20.5%)	26 (14.1%)	11 (5.9%)
Community leader	109 (58.9%)	26 (14.1%)	20 (10.8%)	20 (10.8%)	10 (5.4%)
Faculty	131 (70.8%)	23 (12.4%)	13 (7.0%)	12 (6.5%)	6 (3.2%)

N=185

Participants were more likely to be inspired by a former teacher when compared to the other forms of peer influence. Sixty two percent of participants indicated that they were very or extremely influenced by a former teacher. Participants were less likely to be influenced by a friend or parents/family members. Only 20% and 22.7% of participants indicated they were very or extremely influenced by a friend or parent/family member. In addition, participants were less likely to be influenced by a principal/coach/administrator with 58.3% of participants indicating they were not at all or slightly influenced by this type of peer. Community leaders also did not play a significant role with 73.3% of participants reporting they were not at all or slightly influenced by this type of peer. Finally, participants were also not likely to be influenced by a

college faculty member. Eighty three percent of participants reported that they were not at all or slightly influenced by a college faculty member; only a small percentage (9.7%) indicated that they were very or extremely influenced by a college faculty member.

Table 14

Desire to be a Role Model Items Frequency Statistics

Desire to be a Role Model	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential
Role model for African American boys	5 (2.7%)	5 (2.7%)	12 (6.5%)	41 (22.2%)	122 (65.9%)
Role model for all students	4 (2.2%)	7 (3.8%)	15 (8.1%)	44 (23.8%)	115 (62.2%)
Desire to mentor young people	3 (1.6%)	6 (3.2%)	28 (15.1%)	52 (28.1%)	96 (51.9%)
Inspire a love of learning in others	5 (2.7%)	14 (7.6%)	24 (13.0%)	57 (30.8%)	85 (45.9%)
Opportunity to be leader in community	10 (5.4%)	14 (7.6%)	32 (17.3%)	57 (30.8%)	72 (38.9%)
Opportunity to work in a noble profession	30 (16.2%)	14 (7.6%)	38 (20.5%)	53 (28.6%)	50 (27.0%)

N=185

A desire to be a role model was an important theme regarding one's decision to become an educator. Eighty-eight percent of participants reported they were very or extremely influenced by the desire to be a role model for African American boys. In addition, 86% of participants reported being very or extremely influenced by the opportunity to be a role model for all students. The opportunity to be a leader in the community was also an important factor with 69.7% of individuals indicating they were very or extremely influenced by this factor. Seventy five percent of participants reported being very or extremely influenced by the opportunity to inspire a love for learning and 50% of participants reported being very or extremely influenced by the desire to be a mentor to young people. Finally, 55.6% of participants

reported being very or extremely influenced by the opportunity to work in a noble profession.

Table 15

Job Benefits Items Frequency Statistics

Job benefits	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential
Teach a subject I love	19 (10.3%)	15 (8.1%)	24 (13.0%)	34 (18.4%)	93 (50.3%)
Opportunity to work in a learning organization	31 (16.8%)	23 (12.4%)	43 (23.2%)	51 (27.6%)	37 (20.0%)
Summers off	67 (36.2%)	38 (20.5%)	37 (20.0%)	21 (11.4%)	22 (11.9%)
Flexible work hours	79 (42.7%)	32 (17.3%)	33 (17.8%)	25 (13.5%)	16 (8.6%)
Good teacher's pension	70 (37.8%)	39 (21.1%)	40 (21.6%)	24 (13.0%)	12 (6.5%)
Salary	87 (47.0%)	41 (22.2%)	43 (23.2%)	8 (4.3%)	6 (3.2%)

N=185

Job benefits appear to be less of an influential factor in an African American male's decision to become a teacher. Items including summers off, salary, a good teacher's pension, and flexible work hours were not highly reported as having a high impact on one's decision. Fifty seven percent of participants indicated that having summers off was not at all or slightly influential compared to 23.3% who indicated that summers off was very or extremely influential. Sixty nine percent of participants reported that salary was not at all or slightly influential and a good teacher's pension was reported as not at all or slightly influential by 58.9% of participants. In addition, 60% of participants reported having flexible work hours was not at all or slightly influential in their decision while 22.1% of participants indicated that it was very or extremely influential. On the other hand, the items opportunity to work in a learning organization and being able to teach a subject they love were endorsed as more influential compared to the previous items. Forty seven percent of participants reported the opportunity to work in a learning

71

organization as very or extremely influential, and 68.8% of participants indicated that being able

to teach a subject they loved was very or extremely influential.

Chi-Square Analyses

In order to examine significant differences among the six demographic categories, a chi-

square analysis was used. Each instrument item was cross-tabulated with the demographic

variable with significant levels set at < .05. Tables 13-16 provide the p-value for each item

cross-tabulated with demographic variables. A breakdown of each item and demographic

categories cross-tabulation, including p-values can be found in the Appendix.

Table 16

Social Justice Items and Demographics: Chi-Square, p-values

Instrument Items	Age	Years Teaching	Grade Level	Primary Caregiver	Level of Education Maternal	Level of Education Paternal
Social Justice Factors						
Shortage of African American Teachers	**.037**	**.000**	.306	.078	.139	.636
Closing the Achievement Gap	.093	**.047**	.544	.129	.058	.516
Advocate for African American Students	.389	**.027**	.111	**.040**	.052	.872
Serve underprivileged populations	**.039**	**.014**	.337	.271	.315	.163
To have positive impact on current education system	.117	**.022**	.653	**.033**	**.048**	**.030**
Address negative issues that impact community	**.006**	**.011**	.514	**.037**	**.003**	.052

Age. Three items showed a significant difference among the age demographic: a)

shortage of African American teachers ($p = .037$, Cramer's V = .211), b) desire to serve

underprivileged populations ($p = .039$, Cramer's V = .210), and c) a desire to address negative

issues that impact the community ($p = .006$, Cramer's V = .240). Tables 14-16 include the item

cross tabulations that show a significant difference among the age demographic. Refer to the

cross-tabulation tables in Appendix E for additional information regarding frequencies and

percentiles.

Table 17

Cross Tabulation: Social Justice, Age, and the Shortage of African American Teachers in the

United States

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	9 (15.0%)	8 (13.3%)	8 (13.3%)	19 (31.7%)	16 (26.7%)	60 (100%)
31-45	32 (36.4%)	11 (12.5%)	10 (11.4%)	16 (18.2%)	19 (21.6%)	88 (100%)
46+	17 (45.9%)	3 (8.1%)	7 (18.9%)	6 (16.2%)	4 (10.8%)	37 (100%)
Total	58 (31.4%)	22 (11.9%)	25 (13.5%)	41 (22.2%)	39 (21.1%)	185 (100%)

p = .037, Cramer's V= .211

Fifty-eight percent of individuals ages 21-30 endorsed being very or extremely

influenced by the shortage of African American teachers. In contrast, only 27% of individuals

ages 46+ endorsed being very or extremely influenced by this factor, and 39.8% of individuals

between 31-45 years of age endorsed being very or extremely influenced by the shortage of

African American teachers.

Table 18

Cross Tabulation: Social Justice, Age, and the Opportunity to Serve Underprivileged

Populations

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	5 (8.3%)	3 (5.0%)	4 (6.7%)	17 (28.3%)	31 (51.7%)	60 (100%)
31-45	10 (11.4%)	11 (12.5%)	11 (12.5%)	15 (17.0%)	41 (46.6%)	88 (100%)
46+	4 (10.8%)	3 (8.1%)	11 (29.7%)	4 (10.8%)	15 (40.5%)	37 (100%)
Total	19 (10.3%)	17 (9.2%)	26 (14.1%)	36 (19.5%)	87 (47.0%)	185 (100%)

p = .039, Cramer's V= .210

Eighty percent of individuals between 21-30 years of age endorsed being very or extremely influenced by the opportunity to serve underprivileged populations. In comparison, 63.6% of individuals between the age of 31-45 endorsed being very or extremely influenced by this factor, and 51.3% of participants 46+ years of age endorsed being very or extremely influenced by the opportunity to serve underprivileged populations.

Table 19

Cross Tabulation: Social Justice, Age, and Opportunity to Address Negative Issues that Impact the Community

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	0 (0.0%)	2 (3.3%)	7 (11.7%)	18 (30.0%)	33 (55.0%)	60 (100%)
31-45	6 (6.8%)	3 (3.4%)	16 (18.2%)	35 (39.8%)	28 (31.8%)	88 (100%)
46+	2 (5.4%)	6 (16.2%)	8 (21.6%)	9 (24.3%)	12 (32.4%)	37 (100%)
Total	8 (4.3%)	11 (5.9%)	31 (16.8%)	62 (33.5%)	73 (39.5%)	185 (100%)

p = .006, Cramer's V .240

Eighty-five percent of participants ages 21-30 endorsed being very or extremely influenced by the opportunity to address negative issues that impact the community. In comparison, 71.6% of participants between 31-45 endorsed being very or extremely influenced and 56.7% of participants 46+ years of age endorsed being very or extremely influenced by this factor.

Years teaching. All items showed a significant difference among the years teaching demographic: a) shortage of African American teachers (p = .000, Cramer's V = .294), b) closing the achievement gap (p = .047, Cramer's V = .206), c) advocate for African American students (p = .027, Cramer's V = .217), d) serve underprivileged populations (p = .014, Cramer's V = .228), e) a desire to have a positive impact on the current education system (p = .022, Cramer's V = .220), and f) address negative issues that impact community (p = .011, Cramer's V = .231).

Tables 20-25 include the cross tabulation for items that showed a significant difference among

the years teaching demographic. Refer to the cross-tabulation tables in Appendix F for additional

information regarding frequencies and percentiles.

Table 20

Cross Tabulation: Social Justice, Years Teaching, and the Shortage of African American

Teachers in the United States

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	9 (12.9%)	7 (10.0%)	7 (10.0%)	23 (32.9%)	24 (34.3%)	70 (100%)
6-15	22 (38.6%)	7 (12.3%)	12 (21.1%)	8 (14.0%)	8 (14.0%)	57 (100%)
15+	27 (46.6%)	8 (13.8%)	6 (10.3%)	10 (17.2%)	7 (12.1%)	58 (100%)
Total	58 (31.4%)	22 (11.9%)	25 (13.5%)	41 (22.2%)	39 (21.1%)	185 (100%)

p =.000, Cramer's V .294

Sixty seven percent of those teaching 1-5 years reported being very or extremely

influenced by the shortage of African American male teachers. In comparison, only 28% of those

teaching 6-15 years reported this factor to be very or extremely influential, and 60.4% of those

teaching 15+ years reported the shortage was not at all or slightly influential.

Table 21

Cross Tabulation: Social Justice, Years Teaching, and a Desire to Close Achievement Gap

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	5 (7.1%)	4 (5.7%)	7 (10.0%)	18 (25.7 %)	36 (51.4%)	70 (100%)
6-15	8 (14.0%)	5 (8.8%)	7 (12.3%)	14 (24.6%)	23 (40.4%)	57 (100%)
15+	10 (17.2%)	9 (15.5%)	12 (20.7%)	14 (24.1%)	13 (24.4%)	58 (100%)
Total	23 (12.4%)	18 (9.7%)	26 (14.1%)	46 (24.9%)	72 (38.9%)	185 (100%)

p = .047, Cramer's V .206

Seventy-seven percent of those teaching 1-5 years endorsed being very or extremely

influenced by a desire to close the so called achievement gap. Sixty-five percent of those

teaching 6-15 years reported being very or extremely influenced and 48.5% of those teaching

15+ years reported being very or extremely influenced by this factor.

Table 22

Cross Tabulation: Social Justice, Years Teaching, and Opportunity to be an Advocate for

African American Students

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	1 (1.4%)	1 (1.4%)	7 (10.0%)	16 (22.9 %)	45 (64.3%)	70 (100%)
6-15	4 (7.0%)	4 (7.0%)	4 (7.0%)	17 (29.8%)	28 (49.1%)	57 (100%)
15+	7 (12.1%)	3 (5.2%)	11 (19.0%)	16 (27.6%)	21 (36.2%)	58 (100%)
Total	12 (6.5%)	8 (4.3%)	22 (11.9%)	49 (26.5%)	94 (50.8%)	185 (100%)

p = .027, Cramer's V .217

Eighty-seven percent of participants who have been teaching for 1-5 years reported being

very or extremely influenced by the opportunity to be an advocate for African American

students. Seventy eight percent of participants who have been teaching for 6-15years reported

being very or extremely influenced by this factor, and 77.3% of those teaching 15+ years also

reported being very or extremely influenced by this factor.

Table 23

Cross Tabulation: Social Justice, Years Teaching, and Opportunity to Serve Underprivileged

Populations

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	5 (7.1%)	4 (5.7%)	5 (7.1%)	15 (21.4 %)	41 (58.6%)	70 (100%)
6-15	5 (8.8%)	10 (17.5%)	7 (12.3%)	12 (21.1%)	23 (40.4%)	57 (100%)
15+	9 (15.5%)	3 (5.2%)	14 (24.1%)	9 (15.5%)	23 (39.7%)	58 (100%)
Total	19 (10.3%)	17 (9.2%)	26 (14.1%)	36 (19.5%)	87 (47.0%)	185 (100%)

p = .014, Cramer's V .228

Eighty percent of those teaching 1-5 years reported being very or extremely influenced

by the opportunity to serve underprivileged populations. Sixty one percent of those teaching 6-15

years endorsed very or extremely influenced by this factor and 55.2% of those teaching 15+

years reported the opportunity to serve underprivileged populations as very or extremely

influential.

Table 24

Cross Tabulation: Social Justice, Years Teaching, and a Desire to have a Positive Impact on the

Current Educational System

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	2 (2.9%)	2 (2.9%)	3 (4.3%)	26 (37.1%)	37 (52.9%)	70 (100%)
6-15	2 (3.5%)	2 (3.5%)	9 (15.8%)	19 (33.3%)	25 (43.9%)	57 (100%)
15+	6 (10.3%)	2 (3.4%)	15 (25.9%)	16 (27.6%)	19 (32.8%)	58 (100%)
Total	10 (5.4%)	6 (3.2%)	27 (14.6%)	61 (33.0%)	81 (43.8%)	185 (100%)

p = .022, Cramer's V .220

Ninety percent of participants who have been teaching 1-5 years reported being very or

extremely influenced by the desire to have a positive impact of the current education system.

Seventy-seven percent of those teaching for 6-15 years endorsed being very or extremely

influenced by this factor, and 60.4% of those teaching 15+ were very or extremely influenced

and 25.9% were moderately influenced by this factor.

Table 25

Cross Tabulation: Social Justice, Years Teaching, and Opportunity to Address Negative Issues

that Impact the Community

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	1 (1.4%)	3 (4.3%)	5 (7.1%)	23 (32.9%)	38 (54.3%)	70 (100%)
6-15	2 (3.5%)	2 (3.5%)	13 (22.8%)	21 (36.8%)	19 (33.3%)	57 (100%)
15+	5 (8.6%)	6 (10.3%)	13 (22.4%)	18 (31.0%)	16 (27.6%)	58 (100%)
Total	8 (4.3%)	11 (5.9%)	31 (16.8%)	62 (33.5%)	73 (39.5%)	185 (100%)

p = .011, Cramer's V .231

Eighty seven percent of those teaching for 1-5 years reported being very or extremely influenced by the opportunity to address negative issues that impact the community. Seventy percent of those teaching 6-15 years reported being very or extremely influenced by this factor, and 58.6% of those teaching 15+ years endorsed being very or extremely influenced by this factor.

Grade level. There were no significant differences regarding grade level taught and social justice factors. Refer to the cross-tabulation tables in Appendix G for additional information regarding frequencies and percentiles.

Primary caregiver. Three items were significant among the primary caregiver demographic: a) advocate for African American students ($p = .040$, Cramer's V = .198), b) to have a positive impact on the current education system ($p = .033$, Cramer's V = .201), and c) address negative issues that impact the community ($p = .037$, Cramer's V = .294). Tables 23-25 include the cross tabulation for items that showed a significant difference among the primary caregiver demographic. Refer to the cross-tabulation tables in Appendix H for additional information regarding frequencies and percentiles.

Table 26

Cross Tabulation: Social Justice, Primary Caregiver, and Opportunity to be an Advocate for

African American

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	1 (1.4%)	2 (2.8%)	8 (11.1%)	20 (27.8%)	41 (56.9%)	72 (100%)
Father	1 (9.1%)	0 (0.0%)	0 (0.0%)	3 (27.3%)	7 (63.6%)	11 (100%)
Mother and Father	6 (7.0%)	4 (4.7%)	13 (15.1%)	25 (29.1%)	38 (44.2%)	86 (100%)
Other	4 (25.0%)	2 (12.5%)	1 (6.3%)	1 (6.3%)	8 (50.0%)	16 (100%)
Total	12 (6.5%)	8 (4.3%)	22 (11.9%)	49 (26.5%)	94 (50.8%)	185 (100%)

$p = .040$, Cramer's V .198

Eighty four percent of those raised primarily by their mother endorsed being very or extremely influenced by the opportunity to be an advocate for African American students, and 90.9% of those raised by their father reported being very or extremely influenced by this factor. Seventy-three percent of those raised by both their mother and father reported being very or extremely influenced by this factor, and those who reported other as their primary caregiver endorsed this factor as very or extremely influential at 56.3%.

Table 27

Cross Tabulation: Social Justice, Primary Caregiver, and a Desire to have a Positive Impact on the Current Educational System

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	3 (4.2%)	2 (2.8%)	6 (8.3%)	20 (27.8%)	41 (56.9%)	72 (100%)
Father	1 (9.1%)	0 (0.0%)	0 (0.0%)	5 (45.5%)	5 (45.5%)	11 (100%)
Mother and Father	4 (4.7%)	2 (2.3%)	17 (19.8%)	34 (39.5%)	29 (33.7%)	86 (100%)
Other	2 (12.5%)	2 (12.5%)	4 (25.0%)	2 (12.5%)	6 (37.5%)	16 (100%)
Total	10 (5.4%)	6 (3.2%)	27 (14.6%)	61 (33.0%)	81 (43.8%)	185 (100%)

p = .033, Cramer's V = .201

Eighty-four percent of those raised primarily by their mother endorsed being very or extremely influenced by the opportunity to have a positive impact on the current education system. Ninety percent of those raised by their father reported being very or extremely influenced by this factor. Those who were raised by both their mother and father endorsed being very or extremely influenced by this factor at 73.2%, and those who reported other as their primary caregiver endorsed being very or extremely influenced at 50%.

Table 28

Cross Tabulation: Social Justice, Primary Caregiver, and Opportunity to Address Negative

Issues that Impact the Community

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	2 (2.8%)	2 (2.8%)	8 (11.1%)	25 (34.7%)	35 (48.6%)	72 (100%)
Father	0 (0.0%)	1 (9.1%)	0 (0.0%)	3 (27.3%)	7 (63.6%)	11 (100%)
Mother and Father	4 (4.7%)	7 (8.1%)	18 (20.9%)	33 (38.4%)	24 (27.9%)	86 (100%)
Other	2 (12.5%)	1 (6.3%)	5 (31.3%)	1 (6.3%)	7 (43.8%)	16 (100%)
Total	8 (4.3%)	11 (5.9%)	31 (16.8%)	62 (33.5%)	73 (39.5%)	185 (100%)

p = .037, Cramer's V = .199

Eight three percent of those raised primarily by their mother endorsed being very or

extremely influenced by the opportunity to address negative issues that impact the community.

Ninety percent of those raised by their father endorsed being very or extremely influenced by

this factor, and 66.3% of those raised by both mother and father reported being very or extremely

influenced by this factor. Finally, those raised by other reported being very or extremely

influenced at 54.6%.

Maternal level of education. Two items showed statistically significant differences

among the maternal level of education demographic: a) the opportunity to have a positive impact

on the current education system (*p* = .048, Cramer's V = .189) and b) the opportunity to address

negative issues that impact the community (*p* = .003, Cramer's V = .220). Tables 26-27 include

the cross tabulation for the items that showed a significant difference among the maternal level

of education demographic. Refer to the cross-tabulation tables in Appendix I for additional

information regarding frequencies and percentiles.

Table 29

Cross Tabulation: Social Justice, Maternal Level of Education, and Desire to have a Positive

Impact on the Current Educational System

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (9.1%)	0 (0.0%)	4 (36.4%)	3 (27.3%)	3 (27.3%)	11 (100%)
High School or GED	3 (6.4%)	1 (2.1%)	6 (12.8%)	18 (38.3%)	19 (40.4%)	47 (100%)
Some College	5 (13.2%)	2 (5.3%)	5 (13.2%)	11 (28.9%)	15 (39.5%)	38 (100%)
College Degree	1 (1.2%)	3 (3.7%)	8 (9.8%)	28 (34.1%)	42 (51.2%)	82 (100%)
Not Available	0 (0.0%)	0 (0.0%)	4 (57.1%)	1 (14.3%)	2 (28.6%)	7 (100%)
Total	10 (5.4%)	6 (3.2%)	27 (14.6%)	61 (33.0%)	81 (43.8%)	185 (100%)

$p = .048$, **Cramer's V = .189**

Fifty-four percent of participants whose mothers had a junior high education reported being very or extremely influenced by the opportunity to have a positive impact on the current education system. Participants whose mothers had a high school diploma or GED reported being very or extremely influenced by this factor at 78.7%. Participants whose mothers had some college education reported being very or extremely influenced at 68.4%, and those with a college degree reported being very or extremely influenced at 85.3%. Individuals who were unable to provide information regarding their mother's education reported being very or extremely influenced by this factor at 42.9%.

Table 30

Cross Tabulation: Social Justice, Maternal Level of Education, and Opportunity to Address

Negative Issues that Impact the Community

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	2 (18.2%)	3 (27.3%)	2 (18.2%)	1 (9.1%)	3 (27.3%)	11 (100%)
High School or GED	1 (2.1%)	3 (6.4%)	7 (14.9%)	19 (40.4%)	17 (36.2%)	47 (100%)
Some College	4 (10.5%)	0 (0.0%)	7 (18.4%)	14 (36.8%)	13 (34.2%)	38 (100%)
College Degree	1 (1.2%)	5 (6.1%)	11 (13.4%)	26 (31.7%)	39 (47.6%)	82 (100%)
Not Available	0 (0.0%)	0 (0.0%)	4 (57.1%)	2 (28.6%)	1 (14.3%)	7 (100%)
Total	8 (4.3%)	11 (5.9%)	31 (16.8%)	62 (33.5%)	73 (39.5%)	185 (100%)

$p = .003$, **Cramer's V = .220**

Forty-five percent of participants whose mothers had a junior high education reported being not at all or slightly influenced by the opportunity to have a positive impact on the current education system. Participants whose mothers had a high school diploma or GED reported being very or extremely influenced by this factor at 76.6%. Participants whose mothers had some college education reported being very or extremely influenced at 71%, and those with a college degree reported being very or extremely influenced at 79.3%. Individuals who were unable to provide information regarding their mother's education reported being very or extremely influenced by this factor at 42.9%, and 57.1% were moderately influenced.

Paternal level of education. One item showed a significant difference among the paternal level of education demographic: the opportunity to have a positive impact on the current education system ($p = .030$, Cramer's V = .195). Table 28 provides the cross tabulation for this item. Refer to the cross-tabulation tables in Appendix J for additional information regarding frequencies and percentiles.

Table 31

Cross Tabulation: Social Justice, Paternal Level of Education, and Desire to have a Positive

Impact on the Current Educational System

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	0 (0.0%)	0 (0.0%)	3 (25.0%)	2 (16.7%)	7 (58.3%)	12 (100%)
High School or GED	6 (9.1%)	4 (6.1%)	9 (13.6%)	24 (36.4%)	23 (34.8%)	66 (100%)
Some College	1 (2.7%)	1 (2.7%)	4 (10.8%)	14 (37.8%)	17 (45.9%)	37 (100%)
College Degree	3 (6.4%)	1 (2.1%)	2 (4.3%)	18 (38.3%)	23 (48.9%)	47 (100%)
Not Available	0 (0.0%)	0 (0.0%)	9 (39.1%)	3 (13.0%)	11 (47.8%)	23 (100%)
Total	10 (5.4%)	6 (3.2%)	27 (14.6%)	61 (33.0%)	81 (43.8%)	185 (100%)

$p = .030$, Cramer's V $= .195$

Seventy-five percent of participants whose father had a junior high education reported being very or extremely influenced by the opportunity to have a positive impact on the current education system. Participants whose father had a high school diploma or GED reported being very or extremely influenced by this factor at 71.2%. Participants whose fathers had some college education reported being very or extremely influenced at 71%, and those with a college degree reported being very or extremely influenced at 83.7%. Individuals who were unable to provide information regarding their father's education reported being very or extremely influenced by this factor at 60.8%, and 39.1% were moderately influenced.

Table 32

Peer Influence Items and Demographics: Chi-Square, p-values

Instrument Items	Age	Years Teaching	Grade Level	Primary Caregiver	Level of Education Maternal	Level of Education Paternal
Peer Influence						
Inspiration from a former teacher	.635	.550	.400	.770	.134	.987
Parents/Family	.714	.192	.785	.940	.103	.156
Friend	.319	.274	.609	.354	.764	.409
Influence of principal/coach/administrator	.110	.130	.729	**.026**	.177	.506
Faculty	**.048**	.872	.205	.354	.347	.771
Community leader	.242	.201	.813	.848	.158	.611

Age. One item showed a significant difference among the age demographic: Influenced by a

college faculty member (*p* = .048, Cramer's V = .206). Table 30 shows the cross tabulation for

the item. Refer to the cross-tabulation tables in Appendix E for additional information regarding

frequencies and percentiles.

Table 33

Cross Tabulation: Peer Influence, Age, and College Faculty

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	39 (65.0%)	9 (15.0%)	6 (10.0%)	3 (5.0%)	3 (5.0%)	60 (100%)
31-45	66 (75.0%)	5 (5.7%)	5 (5.7%)	9 (10.2%)	3 (3.4%)	88 (100%)
46+	26 (70.3%)	9 (24.3%)	2 (5.4%)	0 (0.0%)	0 (0.0%)	37 (100%)
Total	131 (70.8%)	23 (12.4%)	13 (7.0%)	12 (6.5%)	6 (3.2%)	185 (100%)

p = .048, Cramer's V = .206

Sixty-five percent of participants ages 21-30 reported being not at all influenced by a

college faculty member. Seventy-five percent of those 31-45 years of age reported being not at

all influenced by a faculty member, and 70.3% of those 46+ years of age also reported being not

at all influenced by this factor.

Years teaching. There were no significant differences among groups regarding years teaching and the peer influence items. Refer to the cross-tabulation tables in Appendix F for additional information regarding frequencies and percentiles.

Grade level. There were no significant differences for grade level taught and items measuring peer influence. Refer to the cross-tabulation tables in Appendix G for additional information regarding frequencies and percentiles.

Primary caregiver. One item showed a significant difference among the primary caregiver demographic: Influenced by a principal/coach/administrator (p = .026, Cramer's V = .205). Table 31 provides the cross tabulation for this item. Refer to the cross-tabulation tables in Appendix H for additional information regarding frequencies and percentiles.

Table 34

Cross Tabulation: Peer Influence, Primary Caregiver, and Principal, Coach or Administrator

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	30 (41.7%)	7 (9.7%)	8 (11.1%)	14 (19.4%)	13 (18.1%)	72 (100%)
Father	6 (54.5%)	4 (36.4%)	1 (9.1%)	0 (0.0%)	0 (0.0%)	11 (100%)
Mother and Father	41 (47.7%)	16 (18.6%)	8 (9.3%)	13 (15.1%)	8 (9.3%)	86 (100%)
Other	3 (18.8%)	1 (6.3%)	1 (6.3%)	5 (31.3%)	6 (37.5%)	16 (100%)
Total	80 (43.2%)	28 (15.1%)	18 (9.7%)	32 (17.3%)	27 (14.6%)	185 (100%)

p = .026, Cramer's V .205

Fifty-one percent of participants who were primarily raised by their mother reported being not at all or slightly influenced by a principal, coach, or administrator, and 37.5% of these participants reported being very or extremely influenced by a principal, coach, or administrator. Ninety percent of those raised by their father were not at all or slightly influenced by this factor, and 66.3% of those raised by both their mother and father were not at all or slightly influenced

by this factor. Sixty-nine percent of those who reported other as their primary caregiver reported being very or extremely influenced by a principle, coach, or administrator.

Maternal level of education. There were no significant differences among groups regarding maternal parent's level of education and the peer influence items. Refer to the cross-tabulation tables in Appendix I for additional information regarding frequencies and percentiles.

Paternal level of education. There were no significant differences among groups regarding paternal parent's level of education and the peer influence items. Refer to the cross-tabulation tables in Appendix J for additional information regarding frequencies and percentiles.

Table 35

Desire to be a Role Model Items and Demographics: Chi-Square, p-values

Instrument Items	Age	Years Teaching	Grade Level	Primary Caregiver	Level of Education Maternal	Level of Education Paternal
Desire to be a Role Model						
Role model for African American boys	.096	**.046**	.567	.389	.221	.156
Role model for all students	.644	.094	.339	.056	.406	.652
Opportunity to be leader in community	.212	**.023**	.448	**.014**	**.037**	.116
Inspire a love of learning in others	.994	.644	.661	.221	.361	.788
Desire to mentor young people	.483	**.021**	.736	.715	.238	.874
Opportunity to work in a noble profession	.063	.638	.164	**.024**	**.019**	.066

Age. There were no significant differences among groups regarding age and items measuring a desire to be a role model. Refer to the cross-tabulation tables in Appendix E for additional information regarding frequencies and percentiles.

Years Teaching. Three items showed a significant difference among the years teaching demographic: a) a desire to be a role model for African American boys (*p* = .046, Cramer's V =

.206), b) the opportunity to be a leader in the community ($p = .023$, Cramer's V = .219), and c) a

desire to mentor young people ($p = .021$, Cramer's V = .221). Tables 32-34 include the cross

tabulation for the items that showed a significant difference among the years teaching

demographic. Refer to the cross-tabulation tables in Appendix F for additional information

regarding frequencies and percentiles.

Table 36

Cross Tabulation: Desire to be a Role Model, Years Teaching, and Chance to be a Role Model

for African American Boys

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	0 (0.0%)	1 (1.4%)	1 (1.4%)	12 (17.1 %)	56 (80.0%)	70 (100%)
6-15	3 (5.3%)	2 (3.5%)	4 (7.0%)	12 (21.1%)	36 (63.2%)	57 (100%)
15+	2 (3.4%)	2 (3.4%)	7 (12.1%)	17 (29.3%)	30 (51.7%)	58 (100%)
Total	5 (2.7%)	5 (2.7%)	12 (6.5%)	41 (22.2%)	122 (65.9%)	185 (100%)

$p = .046$, Cramer's V .206

Eighty percent of participants who have been teaching 1-5 years reported being extremely

influenced by the chance to be a role model for African American boys. Those who have been

teaching 6-15 years reported being extremely influenced by this factor at 63.2% and those who

have been teaching for 15+ years reported being extremely influenced by this factor at 51.7%.

Table 37

Cross Tabulation: Desire to be a Role Model, Years Teaching, and Opportunity to be a Leader

in One's Own Community

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	1 (1.4%)	6 (8.6%)	10 (14.3%)	17 (24.3 %)	36 (51.4%)	70 (100%)
6-15	3 (5.3%)	5 (8.8%)	9 (15.8%)	16 (28.1%)	24 (42.1%)	57 (100%)
15+	6 (10.3%)	3 (5.2%)	13 (22.4%)	24 (41.4%)	12 (20.7%)	58 (100%)
Total	10 (5.4%)	14 (7.6%)	32 (17.3%)	57 (30.8%)	72 (38.9%)	185 (100%)

p = .023, Creamer's V .219

Seventy-five percent of those teaching 1-5 years reported the opportunity to be a leader in one's own community as very or extremely influential. Seventy percent of those teaching 6-15 years reported being very or extremely influenced by this factor, and 62.1% of those teaching 15+ years reported being very or extremely influenced by the opportunity to be a leader in one's own community.

Table 38

Cross Tabulation: Desire to be a Role Model, Years Teaching, and Desire to Mentor Young

People

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	1 (1.4%)	3 (4.3%)	6 (8.6%)	19 (27.1%)	41 (58.6%)	70 (100%)
6-15	0 (0.0%)	1(1.8%)	5 (8.8%)	17 (29.8%)	34 (59.6%)	57 (100%)
15+	2 (3.4%)	2 (3.4%)	17 (29.3%)	16 (27.6%)	21 (36.2%)	58 (100%)
Total	3 (1.6%)	6 (3.2%)	28 (15.1%)	52 (28.1%)	96 (51.9%)	185 (100%)

p = .021, Cramer's V .221

Eighty-five percent of those teaching 1-5 years reported being very or extremely influenced by a desire to mentor young people. Eight-nine percent of those teaching 6-15 years reported being very or extremely influenced by this factor, and 63.8% of those teaching 15+ years reported being very or extremely influenced by a desire to mentor young people.

Grade level. There were no significant differences for grade level taught and items measuring a desire to be a role model. Refer to the cross-tabulation tables in Appendix G for additional information regarding frequencies and percentiles.

Primary caregiver. Two items showed a significant difference among the primary caregiver demographic: a) the opportunity to be a leader in the community ($p = .014$, Cramer's V $= .213$) and b) the opportunity to work in a noble profession ($p = .024$, Cramer's V $= .206$). Tables 35-36 include the cross tabulation for the significant items. Refer to the cross-tabulation tables in Appendix H for additional information regarding frequencies and percentiles.

Table 39

Cross Tabulation: Desire to be a Role Model, Primary Caregiver, and Opportunity to be a

Leader in One's Own Community

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	2 (2.8%)	6 (8.3%)	6 (8.3%)	19 (26.4%)	39 (54.2%)	72 (100%)
Father	0 (0.0%)	0 (0.0%)	1 (9.1%)	4 (36.4%)	6 (54.5%)	11 (100%)
Mother and Father	7 (8.1%)	8 (9.3%)	20 (23.3%)	31 (36.0%)	20 (23.3%)	86 (100%)
Other	1 (6.3%)	0 (0.0%)	5 (31.3%)	3 (18.8%)	7 (43.8%)	16 (100%)
Total	10 (5.4%)	14 (7.6%)	32 (17.3%)	57 (30.8%)	72 (38.9%)	185 (100%)

p = .014, **Cramer's V .213**

Eighty percent of those who were raised primarily by their mother reported being very or extremely influenced by the opportunity to be a leader in one's own community. Ninety percent of those raised by their father reported being very or extremely influenced by this factor, and those raised by their mother and father endorsed being very or extremely influenced at 59.3%. Participants who reported other as their primary caregiver endorsed being very or extremely influenced by this factor at 62.6%.

Table 40

Cross-Tabulation: Desire to be a Role Model, Primary Caregiver, and Opportunity to Work in a

Noble Profession

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	12 (16.7%)	2 (2.8%)	13 (18.1%)	21 (29.2%)	24 (33.3%)	72 (100%)
Father	0 (0.0%)	1 (9.1%)	5 (45.5%)	1 (9.1%)	4 (36.4%)	11 (100%)
Mother and Father	15 (17.4%)	7 (8.1%)	15 (17.4%)	30 (34.9%)	19 (22.1%)	86 (100%)
Other	3(18.8%)	4 (25.0%)	5 (31.3%)	1 (6.3%)	3 (18.8%)	16 (100%)
Total	30 (16.2%)	14 (7.6%)	38 (20.5%)	53 (28.6%)	50 (27.0%)	185 (100%)

p = .024, Cramer's V .206

Sixty-two percent of those who were raised primarily by their mother reported being very

or extremely influenced by the opportunity to be a leader in one's own community. Forty-five

percent of those raised by their father reported being very or extremely influenced by this factor,

and those raised by their mother and father endorsed being very or extremely influenced at 57%.

Participants who reported other as their primary caregiver endorsed being very or extremely

influenced by this factor at 25.1%.

Maternal level of education: Two items showed significant differences among groups

regarding maternal parent's level of education: a) the opportunity to be a leader in the

community (*p* = .037, Cramer's V = .193) and b) the opportunity to work in a noble profession (*p*

= .019, Cramer's V = .201). Tables 37-38 include the cross tabulation for the items that showed a

significant difference among this demographic. Refer to the cross-tabulation tables in Appendix I

for additional information regarding frequencies and percentiles.

Table 41

Cross Tabulation: Desire to be a Role Model, Maternal Level of Education, and Opportunity to

be a Leader in One's Own Community

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (9.1%)	0 (0.0%)	3 (27.3%)	4 (36.4%)	3 (27.3%)	11 (100%)
High School or GED	0 (0.0%)	1 (2.1%)	9 (19.1%)	15 (31.9%)	22 (46.8%)	47 (100%)
Some College	2 (5.3%)	5 (13.2%)	8 (21.1%)	12 (31.6%)	11 (28.9%)	38 (100%)
College Degree	6 (7.3%)	5 (6.1%)	12 (14.6%)	26 (31.7%)	33 (40.2%)	82 (100%)
Not Available	1 (14.3%)	3 (42.9%)	0 (0.0%)	0 (0.0%)	3 (42.9%)	7 (100%)
Total	10 (5.4%)	14 (7.6%)	32 (17.3%)	57 (30.8%)	72 (38.9%)	185 (100%)

p = .037, Cramer's V = .193

Sixty-three percent of participants whose mothers had a junior high education reported being very or extremely influenced by the opportunity to be a leader in one's own community. Participants whose mothers had a high school diploma or GED reported being very or extremely influenced by this factor at 78.7%. Participants whose mothers had some college education reported being very or extremely influenced at 60.5%, and those with a college degree reported being very or extremely influenced at 71.9%. Individuals who were unable to provide information regarding their mother's education reported being extremely influenced by this factor at 42.9%

Table 42

Cross Tabulation: Desire to be a Role Model, Maternal Level of Education, and Opportunity to

Work in a Noble Profession

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	5 (45.5%)	1 (9.1%)	3 (27.3%)	1 (9.1%)	1 (9.1%)	11 (100%)
High School or GED	6 (12.8%)	6 (12.8%)	12 (25.5%)	13 (27.7%)	10 (21.3%)	47 (100%)
Some College	9 (23.7%)	3 (7.9%)	8 (21.1%)	8 (21.1%)	10 (26.3%)	38 (100%)
College Degree	10 (12.2%)	2 (2.4%)	13 (15.9%)	31 (37.8%)	26 (31.7%)	82 (100%)
Not Available	0 (0.0%)	2 (28.6%)	2 (28.6%)	0 (0.0%)	3 (42.9%)	7 (100%)
Total	30 (16.2%)	14 (7.6%)	38 (20.5%)	53 (28.6%)	50 (27.0%)	185 (100%)

p **= .019, Cramer's V = .201**

Fifty-four percent of participants whose mothers had a junior high education reported

being not at all or slightly influenced by the opportunity to be work in a noble profession.

Participants whose mothers had a high school diploma or GED reported being very or extremely

influenced by this factor at 49%. Participants whose mothers had some college education

reported being very or extremely influenced at 47.4%, and those with a college degree reported

being very or extremely influenced at 69.5%. Individuals who were unable to provide

information regarding their mother's education reported being extremely influenced by this

factor at 42.9%

Paternal level of education. There were no significant differences among groups

regarding paternal parent's level of education and items measuring a desire to be a role model.

Refer to the cross-tabulation tables in Appendix J for additional information regarding

frequencies and percentiles.

Table 43

Job Benefits Items and Demographics: Chi-Square, p-values

Instrument Items	Age	Years Teaching	Grade Level	Primary Caregiver	Level of Education Maternal	Level of Education Paternal
Job benefits						
Summers off	.429	.564	.691	.198	.734	.611
Salary	.709	.464	.944	.715	.591	.608
Good teacher's pension	.184	.090	.897	.592	.082	.620
Opportunity to work in a learning organization	.070	**.049**	.803	.266	.566	.640
Flexible work hours	.791	.388	.994	.622	.787	.887
Teach a subject I love	.894	.471	.514	.174	.968	.878

Age. There were no significant differences among groups regarding age and items

measuring job benefits. Refer to the cross-tabulation tables in Appendix E for additional

information regarding frequencies and percentiles.

Years teaching. One item showed a significant difference among the years teaching

demographic: the opportunity to work in a learning organization (p = .049, Cramer's V = .205).

Table 40 includes the cross tabulation for this item. Refer to the cross-tabulation tables in

Appendix F for additional information regarding frequencies and percentiles.

Table 44

Cross Tabulation: Job Benefits, Years Teaching, and Opportunity to Work in a Learning

Organization

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	11 (15.7%)	8 (11.4%)	9 (12.9%)	20 (28.6 %)	22 (31.4%)	70 (100%)
6-15	11 (19.3%)	8 (14.0%)	15 (26.3%)	18 (31.6%)	5 (8.8%)	57 (100%)
15+	9 (15.5%)	7 (12.1%)	19 (32.8%)	13 (22.4%)	10 (17.2%)	58 (100%)
Total	31 (16.8%)	23 (12.4%)	43 (23.2%)	51 (27.6%)	37 (20.0%)	185 (100%)

p **=.049, Cramer's V .205**

Sixty percent of participants who have been teaching 1-5 years reported being very or extremely influenced by the opportunity to work in a learning organization. Forty percent of those teaching 6-15 years reported being very or extremely influenced by this factor, and 39.6% of those teaching 15+ years reported being very or extremely influenced by the opportunity to work in a learning organization.

Grade level. There were no significant differences for grade level taught and items measuring job benefits. Refer to the cross-tabulation tables in Appendix G for additional information regarding frequencies and percentiles.

Primary caregiver. There were no significant differences for primary caregiver groups and items measuring job benefits. Refer to the cross-tabulation tables in Appendix H for additional information regarding frequencies and percentiles.

Maternal level of education. There were no significant differences for maternal parent's level of education and items measuring job benefits. Refer to the cross-tabulation tables in Appendix I for additional information regarding frequencies and percentiles.

Paternal level of education. There were no significant differences among groups regarding maternal parent's level of education and items measuring job benefits. Refer to the cross-tabulation tables in Appendix J for additional information regarding frequencies and percentiles.

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Qualitative Data Analysis

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Open-Ended Responses

An open-ended question was used to further understand what motivated African American male participants to choose a career in teaching. The responses to the following question, "In your own words, please share your primary reason for becoming a teacher", were

coded by the researcher and placed in thematic categories (see Appendix D). Of the185

participants, 174 completed the open-ended question. Nine themes emerged from these

responses: social justice, peer influence, desire to be a role model, job benefits, a desire to help

others, a calling, enjoyment working with children, career change, and miscellaneous. The

following tables provide examples of responses per theme.

Table 45

Social Justice Theme: Open-Ended Responses

Social Justice
E.g. "I became a teacher to teach in public schools in particular to address the "Opportunity" and "Aspiration" gaps that exist in our community. I also teach to help build bridges between our very divided and segregated communities so that we can increase empathy and curiosity for others."
E.g. "I look to dismantle systemic racism."
E.g. "I grew up in a low income area of Baltimore City. After returning back to Baltimore service I was saddened by the plight of my community. Becoming a teacher, activist, and social reformer allows me to promote critical thought and change in my community."
E.g. "I wanted to impact and revolutionize the African American community. Moreover, I wanted to influence white student counterparts, so they can see positivity in African American men. Most of white counterparts are taught to think negatively toward black males. My teaching serves as a two-fold purpose: to inspire blacks to reach their highest potential and to change the mindsets of white counterparts."
E.g. "During my college experience it was crystal clear that I was under serviced, as a student. I felt my elementary and secondary teachers didn't do enough to engage me as a student or tap into my potential. I felt that I needed to do what I could to change that."

Note: Total N= 24

A total of 24 or 13.8% of responses suggest the participants entered into the profession

for reasons related to social justice factors. Some of these reasons included a desire to dismantle

systemic racism, a desire to build stronger communities, and help those who are underserved.

Please refer to Appendix D for a complete list of social justice related responses.

Table 46

Peer Influence Theme: Open-Ended Responses

Peer Influence
E.g. "I was inspired by my middle school band director. He impacted my life tremendously."
E.g. "My mother was a high school teacher, assistant principal, and a principal. Her love for her job and the impact that she had on so many students was a significant factor in inspiring me to become a teacher. Once I completed my undergrad degree in Math and economics I was not able to find a job in the field so I ended up taking a teaching job at my Alma Mater. After 18 years I am fully confident that I did not choose the position but the position chose me. I was born to be a teacher."
E.g. "I come from a family of teachers. From my great grandparents down to recent college grads. From daycare owners to a past superintendent. It's in my blood."
E.g. "To give back to young African American men the same way that a coach in junior high did for me!! He was the only black teacher I ever had and he helped many of us realize that our lives mattered and we could be like him!"
E.g. "My 5th and 6th teacher had a significant impact on me in becoming a teacher. She looked past the fact that I was raised in a foster home and treated me the same as the other students in class. Her influences encouraged me to strive towards success in life no matter how poor of a home life I was raised in"

Note: Total N= 27

Twenty-seven (15.5%) of the responses were related to the theme, peer influence. Seven individuals stated that their parents and/or other family members were educators, and 11 individuals reported they were inspired by a principal/coach/administrator. Other responses indicated the exposure to African American teachers was their primary influence. Please refer to Appendix D for a complete list of peer influence responses.

Table 47

Desire to be a Role Model: Open-Ended Responses

Desire to be a Role Model
E.g. "To become a positive role model in my community. I wanted to show my young men and women that all things are possible."
E.g. "After working as a substitute for a year I saw a chance to become the encouraging male teacher/role model that I never had as a young boy. I just wanted to show children at an early age just what they are capable of so they can reach their full potential."
E.g. "I desired to become a teacher because I wanted to be a good role model for African American Males. I saw far too many African American Males going to jail and felt the need to lend my support at the early ages of being a male to help deter them from crime Good luck on your studies!"
E.g. "To pass on the skills, knowledge and opportunities to those who normally would not have that opportunity! To be a positive role model and figure African Americans and specifically AFRICAN AMERICAN males."
E.g. "I just wanted to make a difference among our kids and I also wanted to show our African American kids that you can make a difference and be someone other than a rapper and basketball player but a positive role model."

Note: Total N= 47

Forty-seven (27%) of responses indicated a desire to be a role model as the primary

influential factor. A desire to be a role model was the most reported factor among the responses.

The participants indicated reasons such as a desire to pass on knowledge and skills, to be a

positive role model in the community, and several mentioned a desire to be a role model for

African American males. Please refer to Appendix D for a complete list of responses related to a

desire to be a role model.

Table 48

Job Benefits Theme: Open-Ended Responses

Job Benefits
E.g. "After graduation with my Masters I simply needed immediate income. Teaching was the faster way to solve my then current financial situation. I like teaching music and connecting with students."
E.g. "Teaching allows me to have creative flexibility to achieve a task. Teaching also allows me to have a positive (hopefully) lifelong Impact on my students."
E.g. "I am a fourth generation educator and this is one of the most noble professions on earth."
E.g. "I became a teacher to make money to invest in going to medical school. Coming from the background I come from, I did not have the resources in order to continue on my God given path, so in order to do that, I became an educator to do that as well as help he community in which I grew up in. I had two black male teachers growing up and both were homosexual which did not help with my upbringing as a heterosexual man. I did gain understanding and empathy for the LGBT community through meeting them."
E.g. "Job stability in doing something I love!"

Note: Total N= 21

Twenty-one (12%) of responses were related to the job benefits theme. Participants

reported job stability, salary, and job creativity and flexibility were important reasons. Twelve of

these responses indicated that the opportunity to teach a subject they love was the primary

reasons for becoming a teacher. Please refer to Appendix D for a complete list of the responses

to the job benefits theme.

Table 49

Desire to Help Others: Open-Ended Responses

Desire to Helps Others
E.g. "Just to help someone like someone helped me and pass it on."
E.g. "I love science, helping people, and problem solving. Teaching summed all of those up for me."
E.g. "It is my way of doing my part and giving back to my children."
E.g. "Pretty much wanted to be in a position to better myself and help others. Race doesn't matter to me."
E.g. "I became a teacher to help students with special needs achieve academic success."

Note: Total N= 16

Sixteen (9.2%) individuals reported responses that indicated a desire to help others as their primary reason for becoming a teacher. Participants reported the opportunity to give back to the community and children, a natural desire to be a helper, and the opportunity to make a difference/provide hope in the lives of children as a primary reason. Please refer to Appendix D for a complete list of responses related to a desire to help others.

Table 50

A Calling/Devine Intervention Theme: Open-Ended Responses

A Calling
E.g. "For me, the decision to become a teacher wasn't a decision at all, but it was a calling by God to minister and bring the peace of knowledge to others."
E.g. "A teacher is who I am not what I do. God gave me a talent to teach."
E.g. "I was born to teach. It is as natural to me as breathing. When I was nine years old, my friends to play with my basketball. The deal was that they had to sit in my make-shift classroom on the front porch for math class. No one could leave with the ball until everyone had passed the math test. Wow! Mastery learning in the sixties. I was born to teach. My calling, my life!"
E.g. "I truly believe that the gift of teaching is a God-given talent. One that is nurtured by good role models and by students who catch the bug and love for learning."
E.g. "I have always known that being a teacher or educator in some way was the purpose of my existence. I always ran from it though. It was not until I actually stepped into the classroom that I fully embraced that calling and have fallen in love with my work."

Note: Total N= 12

Twelve (7%) of responses indicated the participant felt teaching was a calling. For example, some cited teaching was a "God given talent" or they were "born to teach." Participants also reported that teaching was their "purpose" in life. Please refer to Appendix D for a complete list of responses related to a calling/divine intervention.

Table 51

Enjoyment Working with Children: Open-Ended Responses

Enjoyment Working With Children
E.g. "I volunteered in my baby brother's elementary school when I was in college. I really enjoyed interacting with young people and seeing their eyes light up as they were learning."
E.g. "I love working with kids."
E.g. "I became a teacher after finding how much I liked tutoring math to others. I figured by teaching, I could help many people at once."
E.g. "I possess a passion and a sincere love for children. Consequently, I enjoy the experience of watching them excel. I am elated when our youth elevate to higher academic, emotional, and social growth. It is my contention that it takes a special person with a dynamic caliber to work with children, as well as teach students."
E.g. "I simply enjoy working with children. They keep me young with their imaginations and different experiences. There nothing else I'd rather do."

Note: Total N= 15

Fifteen (8.6%) of responses were related to an enjoyment of working with children. Five of these individuals mentioned working with children before becoming a teacher and the remainder expressed a love or enjoyment for working with children. Please refer to Appendix D for a complete list of responses related to the enjoyment of working with children.

Table 52

Career Change: Open-Ended Responses

Career Change
E.g. "I originally was not going to become a teacher, however I came into the profession and fell in love with what I do. I learned a lot from the kids, and each year I work to try to become a better instructor. I did not realize the impact that I could have on my own community. I had a student in my chemistry class who acted out all year long. The last day of school I was highly upset with him because he was so intelligent but he constantly goofed off. I let into him for a good 15 minutes. I told him how he was too smart to be acting the way that he does and other things. The following school year he came back and told me that was the first time that any of his teachers had ever talked to him like that. Then he asked me why I didn't do it sooner. See what I didn't know until that moment was that he didn't think anybody cared about him until I had done that. Those are the moments that make this job worthwhile."
E.g. "Becoming an educator was something I fell in to after years of trying to find my place in the professional world. I am glad that I gave this profession a try. I am where I'm supposed to be."
E.g. "Honestly, I did not know what I wanted to do, so I was on the verge to quit college. Soon I began to evaluate what I enjoyed in life and I was always pretty happy working with children; therefore, I pursued the degree. Through the courses, I was inspired y other things that are not as shallow such as being an inspiration to students of African descent. Before my coursework, I did not know there was such an achievement gap."
E.g. "A long term goal of mine is to be a family counselor. Teaching is a stepping stone for me to be around the system that indoctrinates our students for me to get a deeper understanding of what they go through."
E.g. "Becoming a teacher landed on my feet by accident."

Note: Total N= 5

Five (3%) responses were related to a career change. Many individuals reported that

teaching was not their original career choice; some described it as an "accident" or reported that

they became a teacher after exploring other career opportunities. One individual referred to

teaching as a "stepping stone to another career in counseling."

Table 53

Miscellaneous Theme: Open-Ended Responses

Miscellaneous
E.g. "When I first enter the profession I want to just teach art. As I got farther in my career I saw a need for my presence in my community."
E.g. "I am passionate about educating our youth. With a proper education, the possibilities are endless. It also important to note that I had a great school experience. This experience has also inspired me to become a teacher."
E.g. "To educate and help produce positive citizens in our world."
E.g. "I believe in what Teach For America stands for."
E.g. "So many young people get caught up in life that there seems to be little room for learning anymore. Yes they maybe learning everyday but what they are learning and by whom is the question that's rattles me. I want to bring education back to the surface. I want education to be a priority in not only my community but in all communities. I want parents to take school as seriously as they want their children too. We need to empower children to learn and grow so that they can see more than just the west side of Baltimore for the rest of their lives."

Note: Total N= 7

Seven (4%) of the responses were considered miscellaneous. These responses did not fit well with any of the previously mentioned themes due to thematically different influential factors mentioned. For example, one participant mentioned "I believe in what Teach for American stands for" and another stated that they wanted to "educate and help produce positive citizens in our world." Please refer to Appendix D for a complete list of miscellaneous responses.

CHAPTER FIVE

DISCUSSION

Summary

There is a serious shortage of African American male teachers in the United States. This shortage is due to a variety of reasons, including a long history of oppression, discrimination, lack of money for college, college recruitment, etc. In order to increase the population of African American male teachers, it is important to understand what factors motivated current African American male teachers to pursue this career. The purpose of this study was to survey African American male teachers to discover why they were attracted to teaching. The survey was distributed to a total of 1,242 teachers. Two hundred individuals responded and 185 surveys were completed and used to analyze the data. Their answers should help to develop ideas for recruiting more African American males into teaching.

Chapter one provides an introduction to the research, including the statement of the problem and the following research questions: a) How does the desire to address issues of social justice impact an African American males' decision to become a teacher?, b) How does motivation from peers, such as teachers or family members influence African American males' decision to become a teacher?, c) How does the desire to be a role model impact African American males' decision to become a teacher?, and d) How do job benefits, such as summers off and job stability impact African American males' decision to become a teacher? Chapter one also includes a description of the theoretical framework which provides the reader with information for how the study's themes were developed.

Chapter two is a review of relevant literature. This chapter begins with an overview of African American's experience with education throughout history. It continues to explore

challenges African Americans face in the education system, the impact of the hidden curriculum, factors that influence African American males' career choices, and current African American male teacher recruitment programs. The chapter ends with an examination of the current literature findings for African American male teacher motivations.

Chapter three provides a description of the methods used to conduct the study. It includes details regarding the development of the instrument, piloting procedures, and procedures for the final survey and study. Chapter three also includes information for participant recruitment procedures and number of survey responses.

Chapter four presents the analyses of data. The quantitative results were analyzed using descriptive and Chi-Square statistics. Means and standard deviations were calculated in order to determine thematic trends that were associated with choosing a career in teaching. Each demographic variable was cross-tabulated with each instrument item and p-values were used to determine if there were any significant differences among the demographic categories. Qualitative data was also obtained; the open ended question was analyzed by the researcher and each response was thematically coded.

Chapter five includes the conclusions for the study. Major findings are highlighted and the researcher provides suggestions for ways to increase recruitment of African American male teachers. And finally, limitations of the study are observed and recommendations for future research are provided.

Discussion of Research Questions

Research Question 1

How does the desire to address issues of social justice impact an African American male's decision to become a teacher? Social justice was an important motivational factor. The mean for items measuring social justice produced a positive score of 3.76 which made the concept of social justice a very influential factor. Over half of the teachers reported the opportunity to be an advocate for African American students and the opportunity to serve underprivileged populations were extremely influential in their decision. Individuals who had been teaching for 1-5 years and participants ages 21-30 were more likely to report that issues of social justice were important reasons for choosing a career in teaching. This trend may be due to more recent emphasis in the media on social justice issues, such as continued discrimination against poor, minority communities. Chen (2016) suggests that millennials are the most active group with philanthropy and social justice issues than any other previous generation. There have been a number of organized events across universities that address social injustice. For example, in 2015, students at the University of Missouri protested in order to push for the president's resignation after failing to address student concerns of campus discrimination against African American students (Wong & Green, 2016).

Research Question 2

How does motivation from peers, such as teachers or family members influence African American males' decision to become a teacher? Over half of the participants indicated they were very or extremely influenced by a former teacher. The impact of a former teacher was also emphasized in several of the open-ended responses. For example, one teacher wrote, "My 5th and 6th grade teacher had a significant impact on me in becoming a teacher. She looked past the

fact that I was raised in a foster home and treated me the same as the other students in class. Her influence encouraged me to strive towards success in life no matter how poor of a home life I was raised in."

African American teachers wrote about the importance of role models and mentors, suggesting that students who had positive experiences with teachers are more likely to pursue a teaching career. For example, one participant wrote that he wanted, "To give back to young African American men the same way that a coach in junior high did for me!! He was the only black teacher I ever had and he helped many of us realize that our lives mattered and we could be like him!" Another participant wrote, "My high school counselor impressed upon me that she thought that I would make a great teacher in school. Those words have had a lasting impression upon me!"

Forty-four percent of the teachers also had parents who had a college degree. This may suggest that individuals whose parents hold higher levels of education may be more likely to pursue a career in teaching. It may suggest that parents who "push" the importance of a college education with their children will have a positive impact on them eventually going to college. One teacher wrote, "My mother was a high school teacher, assistant principal, and a principal. Her love for her job and the impact that she had on so many students was a significant factor in inspiring me to become a teacher…" Another teacher talked about the influence of family, especially when members of their family were also teachers, "I come from a family of teachers. From my great grandparents down to recent college grads. From daycare owners to a past superintendent. It's in my blood."

Research Question 3

How does the desire to be a role model impact an African American males' decision to become a teacher? The desire to be a role model was the number one reason for becoming a teacher. The overall mean for desire to be a role model item was 4.09 which was in the very to extremely influential range. Over half of the African American teachers agreed that being a role model and a mentor to young students played an important role in their decision to be a teacher.

An analysis of the open-ended responses revealed several themes. One important theme focused on teachers who aspired to help young African American men avoid negative life paths and instead, to help them reach their fullest potential. For example, one man stated "I decided to become a teacher because I wanted to be a good role model for African American Males. I saw far too many African American Males going to jail and felt the need to lend my support at the early ages of being a male to help deter them from crime…" Another teacher reported, "I became a teacher because I noticed through my 12 years of elementary and high school, I only had TWO black male teachers and I wanted to show that not all black males are drug dealers or bums. I wanted to show them that you can be you and still take care of yourself."

Research Question 4

How do job benefits, such as summers off and job stability impact African American males' decision to become a teacher? Job benefits had less of an influence on teacher's decisions. The mean for items measuring job benefits was 2.67. More than half of all participants indicated that salary, the security of a good teacher's pension, flexible work hours, and not working during the summer was only slightly influential in choosing a teaching career. This suggests that teachers are not going into the profession for monetary gains or extrinsic factors. Salary seemed

to be the least important factor with a mean of only 1.95 even though the median income for teachers in the United States is $54,000.00-$57,000.00 dollars (Bureau of Labor Statistics, 2016).

How Can We Increase the Number of African American Male Teachers?

Our country has just elected a new president and all signs indicate the need to address issues of social justice and individual freedoms. Based on the quantitative results, newer African American male teachers are undoubtedly more influenced by issues of social justice. Those recruiting African American male teachers can capitalize on this yearning to make a difference in the lives of the underserved and underprivileged. But in order to do this, young African American men need to have more positive experiences in the classroom. Good role models and mentors are essential as well as up-to-date technology and guidance counselors who will help African American students sign-up for strong academic tracks in middle and high school. In addition, the school must provide a safe and nurturing environment. Students need to have challenging experiences so they can see how education can make a difference in their lives.

Second, there needs to be more college faculty involvement with students when they arrive on campus. Many African Americans are often undecided about an academic major at the start of their freshman year (Dickson, 2010). This is an opportunity for education faculty to promote careers in teaching. Education departments need to be more active in recruiting African American males into teaching. Education faculty can form mentoring meetings for African American males and encourage them to begin thinking about a teaching career.

Upper classman who are enrolled in education majors should also create peer mentoring programs. For example, at Indiana University of Pennsylvania three undergraduate students came together to create a mentoring program called Creating Higher Standards (CHS). This program aimed to help students stay on track academically and succeed in their first year of

college. Over three years, this program has served over 100 students and has been monumental in the lives of many African American and first generation college students.

Third, individuals who are already in teaching-like roles, such as tutors, teacher's aides, after school program assistants, and paraprofessionals should be encouraged to pursue a degree in education. There should also be more opportunities for African American males who hold college degrees in other areas to obtain teaching certifications. This leads to the fourth consideration, such that funding and scholarships for education should be provided for individuals interested in teaching. In the researcher's experience with recruitment programs, one of the main questions asked by parents and students is getting funding for their education. The cost of education continues to rise each year and limited financial resources can be a major barrier to pursing a degree.

Finally, it would be helpful to enhance job benefits for educators. Some working conditions could be improved to help teachers to enhance student learning. Making loan forgiveness programs more available would also make a difference. In addition, educators need to feel valued by school administrators and have more input in school-wide decisions that impact their jobs (Flannery, 2016). For instance, African American males are often delegated to disciplinary roles (Brown, 2012; Bryn & Ford, 2014) when in fact, these men have more to offer including, warmth, intellect, and a love for the subjects they teach.

Limitations

The response rate for the pilot and final survey was relatively low. This may have been impacted by the barriers in gathering eligible participants for the study. Ideally, the researcher would have wanted a local school principal to distribute the survey through email to all African American male teachers within the school. However, many districts required an extensive review

process which would have been cumbersome and delayed data collection. Therefore, the researcher utilized social media websites and school websites that provided a staff database. On social media, the researcher sent out the invitation via FaceBook Messenger. However, because the researcher was not "friends" with these individuals, the invitation to participate would often filter to an "other" inbox which was not easily visible for potential participants.

Additionally, there may have been other motivational factors that were not being measured in this study. There is limited research available in this area and the majority of research is qualitative. The open-ended responses suggest there were other variables that impacted teacher motivations, including an enjoyment working with children, a calling, or a desire to help others.

Finally, a question asking participants to suggest ways that may be helpful in recruiting African American males into teaching careers would have been useful. Participants would have been given the opportunity to share more about their own experience in recruitment or areas they feel are important to target in achieving a higher number of African American male teachers.

<div align="center">**Recommendations**</div>

There is an impending teacher shortage in the United States (Flannery, 2016). Fewer students are majoring in education, and teachers are retiring or leaving the profession. Therefore, it is essential that people, including African American men are being recruited into the field. Future research should continue to explore what factors influence people, especially African Americans to choose a career in teaching. As noted, there may be other factors beyond social justice, role modeling, peer influence, and job benefits that are contributing to one's decision. Additional qualitative and quantitative studies need to be conducted in order to better understand these variables.

Future research should also focus on the impact African American teachers have in the classroom. As the number of minority students increases, it will be important for these young individuals to have role models that look like them. There is little empirical research that examines the effect of African American men in the classroom on both minority and non-minority students (Villegas & Irvin, 2010). One might wonder if African American male teachers would help to decrease prejudice and enhance student's worldviews by exposing them to different cultures and ideas.

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Appendix A

Pilot Survey

Please complete demographic information.

What is your age?

_____ 21-30

_____ 31- 45

_____ 46 +

How many years have you been a teacher?

_____ 1-5

_____ 6- 15

_____ 15+

What grade level are you currently teaching?

_____ Elementary

_____ Middle School/Jr. High

_____ High School

Who was the primary caregiver in your household while growing up?

_____ Mother

_____ Father

_____ Mother and Father

_____ Other

Please indicate the highest level of education completed by your maternal parent figure.

_____ Junior high

_____ High school or GED

_____ Some college

_____ College degree

_____ Not available

Please indicate the highest level of education completed by your paternal parent figure.

_____ Junior high

_____ High school or GED

_____ Some college

_____ College degree

_____ Not available

Please indicate how the following factors influenced you to become a teacher:

1= not at all influential
2= slightly influential
3= moderately influential
4= very influential
5= extremely influential

The shortage of African American teachers in United States _____ 1 2 3 4 5

A former teacher inspired me to become a teacher _____ 1 2 3 4 5

The opportunity to make a difference in the lives of students _____ 1 2 3 4 5

Having time off during the summer _____ 1 2 3 4 5

A desire to close the so called achievement gap among African Americans _____ 1 2 3 4 5

My parents/family members encouraged me to become a teacher _____ 1 2 3 4 5

The chance to be a good role model for African American boys 1 2 3 4 5

Teacher salary 1 2 3 4 5

To be an advocate for African American students 1 2 3 4 5

I was encouraged by a friend to become a teacher 1 2 3 4 5

The opportunity to serve underprivileged populations 1 2 3 4 5

I was encouraged by a religious leader/faith based group 1 2 3 4 5

The opportunity to be a positive male role model for all students 1 2 3 4 5

Reliable income 1 2 3 4 5

The opportunity to be a leader in my own community 1 2 3 4 5

The security of a good teacher's pension 1 2 3 4 5

The desire to enhance educational opportunities in my community 1 2 3 4 5

I was encouraged by a principal/coach/ admin to become a teacher 1 2 3 4 5

The opportunity to inspire a love for learning in others 1 2 3 4 5

Having the opportunity to work in a learning organization 1 2 3 4 5

A desire to have a positive impact on the current education system 1 2 3 4 5

I was recruited by a faculty member to become a teacher 1 2 3 4 5

A desire to mentor young people 1 2 3 4 5

Flexible work hours 1 2 3 4 5

The opportunity to address issues that negatively impact the community 1 2 3 4 5

I was encouraged by a community leader to become a teacher 1 2 3 4 5

Opportunity to work in a noble profession 1 2 3 4 5

The opportunity to teach a subject I love 1 2 3 4 5

In your own words, please share your primary reason for becoming a teacher!

Final Survey

Please complete demographic information.

What is your age?

____ 21-30

____ 31- 45

____ 46 +

How many years have you been a teacher?

_____ 1-5

_____ 6- 15

_____ 15+

What grade level are you currently teaching?

_____ Elementary

_____Middle School/Jr. High

_____High School

Who was the primary caregiver in your household while growing up?

_____Mother

_____Father

_____Mother and Father

_____Other

Please indicate the highest level of education completed by your maternal parent figure.

_____Junior high

_____High school or GED

_____Some college

_____College degree

_____Not available

Please indicate the highest level of education completed by your paternal parent figure.

_____Junior high

_____High school or GED

_____Some college

_____College degree

_____Not available

Please indicate how the following factors influenced you to become a teacher:

1= not at all influential
2= slightly influential
3= moderately influential
4= very influential
5= extremely influential

The shortage of African American teachers in United States 1 2 3 4 5

A former teacher inspired me to become a teacher 1 2 3 4 5

Having time off during the summer 1 2 3 4 5

A desire to close the so called achievement gap among African Americans 1 2 3 4 5

My parents/family members encouraged me to become a teacher 1 2 3 4 5

The chance to be a good role model for African American boys 1 2 3 4 5

Teacher salary _____ 1 2 3 4 5

To be an advocate for African American students _____ 1 2 3 4 5

I was encouraged by a friend to become a teacher _____ 1 2 3 4 5

The opportunity to serve underprivileged populations _____ 1 2 3 4 5

The opportunity to be a positive role model for all students _____ 1 2 3 4 5

The opportunity to be a leader in my own community _____ 1 2 3 4 5

The security of a good teacher's pension _____ 1 2 3 4 5

I was encouraged by a principal/coach/ admin to become a teacher ___ 1 2 3 4 5

The opportunity to inspire a love for learning in others _____ 1 2 3 4 5

Having the opportunity to work in a learning organization _____ 1 2 3 4 5

A desire to have a positive impact on the current education system ___ 1 2 3 4 5

I was recruited by a college faculty member _____ 1 2 3 4 5

Desire to mentor young people _____ 1 2 3 4 5

Flexible work hours _____ 1 2 3 4 5

The opportunity to address issues that negatively impact the community ___ 1 2 3 4 5

I was encouraged by a community leader to become a teacher _____ 1 2 3 4 5

Opportunity to work in a noble profession _____ 1 2 3 4 5

The opportunity to teach a subject I love _____ 1 2 3 4 5

Final Question: In your own words, please share your primary reason for becoming a teacher!

Appendix C

Invitation to Participate

Hello,

Currently, less than 2% of teachers are African American men and this research will provide valuable information to help recruiters understand what attracts African American males into a career in teaching.

I have created a survey that will examine the reasons why African American men, currently teaching grades K-12, choose a career in teaching. I have provided a link in this email that will send you directly to the survey. This survey is anonymous and will take only 10-15 minutes to complete. You will be asked to provide basic demographic information and answer 24 questions.

If you know an African American male K-12 teacher who may be interested in completing the survey, I encourage you to forward this email to that person.

Thank you for your time and participation.

Sincerely,

Terrance Hudson, M.S.

Administration and Leadership Studies

Indiana University of Pennsylvania

Appendix D

Open-Ended Responses by Theme

Social Justice

"I wanted to make a difference in the lives of children who grew up like in a single parent home like myself."

"I became a teacher to share knowledge, be an influence to all people, serve as a sounding board for those who are silenced, and make a positive impact to the world."

"I became a teacher to teach in public schools in particular to address the "Opportunity" and "Aspiration" gaps that exist in our community. I also teach to help build bridges between our very divided and segregated communities so that we can increase empathy and curiosity for others."

"I personally come from a dysfunctional home adequate education was never seen as a community goal. After many leadership opportunities in my higher education career, I seen that many students of color still are underdeveloped in their personal, social, an educational journey due to the conditions within their neighborhoods. I was inspired to be a teacher in order to serve as a catalyst of change that stands in the threshold to mentor and inspire all students but more specifically students who come from similar conditions such as myself."

"I grew up in a low income area of Baltimore City. After returning back to Baltimore service I was saddened by the plight of my community. Becoming a teacher, activist, and social reformer allows me to promote critical thought and change in my community"

"To promote better communities."

"I look to dismantle systemic racism."

"My primary reason for becoming a teacher is to bridge the gap between the miscommunicated education system and unsuccessful individuals."

"I wanted to impact and revolutionize the African American community. Moreover, I wanted to influence white student counterparts, so they can see positivity in African American men. Most of white counterparts are taught to think negatively toward black males. My teaching serves as a two-fold purpose: to inspire blacks to reach their highest potential and to change the mindsets of white counterparts."

"During my college experience it was crystal clear that I was under serviced, as a student. I felt my elementary and secondary teachers didn't do enough to engage me as a student or tap into my potential. I felt that I needed to do what I could to change that."

"I became a teacher because I did not see anybody that look like me when I was in high school. We I attend a historical black institution then I saw men that I could identify with. As a teacher I take proud in how I represent myself daily. I want students to see a well educated and well dress, passionate teacher. I realize the shortage of black males in this profession and I know some of the reasons. As an African American teacher my number one goal is to make sure that young people that have the same background that I have, will see the value of education in their future. Knowledge is power!!"

"I am firstly a writer, and my muse doesn't speak when I'm not giving back to the community in which I live."

"I honestly had 3 reasons for becoming a teacher: 1) the merciless shootings of the African American children in our communities. 2) The need to better prepare special needs students that came out of school ill prepared to navigate the world. 3) I needed to feel like I was contributing more to my society. Teaching has afforded me the opportunity to work on other endeavors for my community, to the crises that I confront daily, to better my surroundings."

"To dispel the research which states that you can determine in the 3rd grade where African Males will end up...in prison or not. I'm living witness that I didn't fall in that trap and am determine to see to it that our young brothers are successful as well!!!"

"As a young Black man living in a country that continues to target black bodies, I saw an opportunity to support Black Children develop survival skills and the advocacy skills to determine how they will be treated outside the world of academia."

"To inspire the future and give black kids the same opportunity for a great education that I had. However, I left education because of the corruption, incompetence, low pay, and lack of appreciation"

"I want to help African Americans children particularly African American males. I want to stop the school to prison pipeline and make sure no more of our little Black boys go invisible in the educational setting."

"To have an impact and make differences in the future of my culture."

"I have a bachelors in chemistry and a masters in math. African American youth struggle hard in those subjects. Those are the fields that pay good money. It is important for them to get a fair opportunity just everyone else."

"I want to give students the opportunities I wasn't granted as a young musician."

"I never went to college for a degree. I simply needed to escape the hood and my family. I had a band scholarship. I picked music education because music was the only thing that I thought that I was good at. As I continued through college I grew personally I wanted to be a professional

musician but had to change my plans as I impregnated a young lady during my senior year of college. The local school district recruited me and after much deliberation I decided to give teaching a shot. Upon starting the profession, I started to notice a lot of the disparities and equity issues that are so frequently discussed among many blacks. So I decided to try to help close the gaps."

"Desire to empower Black communities and to help uplift my people."

"To help my community especially African American boys"

"I wanted to give back to the urban community. When there are those who are not willing to give back to this specific group of students, I wanted to take on this challenge. Also I felt the need to go back to the district that I came from."

Peer Influence

"I was inspired by my middle school band director. He impacted my life tremendously."

"My mother was a teacher. I wanted to give back to the community. I also wanted to coach football. No better way to help the community than by giving my knowledge to the kids."

"I am the son a history middle school teacher. When I would see how kids would react to my mom, respect her and always wanted to please her. She was happy and really enjoyed teaching. We played school at home and mom was no joke and didn't play when it came time to get school work done and we were always expected to be prepared for class every day. I received a letter from the NYC Department of Education instructing me to come to a hiring event. I went, and I've been teaching in the South Bronx for the past 23 years."

"Teaching makes me happy" - The decline of humanity has always concerned me to the point of all but a state of depression as a child. One day while sitting alone outside a federal housing authority apartment in with a posture of fearlessness which was required to survive in my surroundings, I promised God to do well if He would liberate me from poverty and the circumstances of such a social reality. So, in return I believe wholeheartedly that He gave me experiences that built me up as a human being. At the end of the day, I questioned what I would do with all of the knowledge that had been bestowed upon me a number of years later as a specialist in languages. My own teacher, Dr. Jane Paige, encouraged me to teach, because I WAS and AM a great learner of the target language: Spanish. (LOL - I never stopped believing in me after she came into my life). So, heeding the call to care for other children, I've been in love spiritually with teaching in a learning community that validates my worth ever since."

"My mother was a high school teacher, assistant principal, and a principal. Her love for her job and the impact that she had on so many students was a significant factor in inspiring me to become a teacher. Once I completed my undergrad degree in Math and economics I want able to find a job in the field so I ended up taking a teaching job at my Alma Mater. After 18 years I am

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fully confident that I did not choose the position but the position chose me. I was born to be a teacher."

"I always wanted to be a teacher. My family is educators so it was kind of inevitable."

"Both of my parents and several of my uncle and aunts on both sides of my family were teachers. I wanted to go into medicine and only took the education courses as a backup plan. However after teaching a couple of weeks, I realized I was good at it and there was a need. I have been in education working primarily with inner city children ever since."

"I come from a family of teachers. From my great grandparents down to recent college grads. From daycare owners to a past superintendent. It's in my blood."

"I was asked by a counselor other than my parents who had the largest influence on my life. The answer was my music teachers and so this is me today teaching instrumental music and being the influence of my students in my band directors Word to me."

"As both a high school and college student, I was greatly influenced by the power of effective teaching. Coupled with my love of literature, I was inspired to become a high school English teacher."

"I was a coach on the high school level. My athletic director request all head coached become teachers. So I took the praxis."

"The primary reason for my becoming a teacher was the excellent foundation and love and learning that my mother provided me before I entered formal schooling in pre-kindergarten."

"My mother and my grandfather always told me that I was getting a college education not just for my own benefit, but to help make my community better. As my college alma mater states, "Enter to Learn, Depart to Serve"."

"My primary reason for becoming a teacher is simple. I feel it is my mandate to teach. I ran from acceptance of this notable calling for several reasons. Reasons such as: lack of respect given to teachers, lack of pay, and the low regard of the value of an education amongst the impoverished. However, I had a black principal and black teacher who changed my life! I honestly don't know what else I would be doing at this point in my life!"

"To give back to young African American men the same way that a coach in junior high did for me!! He was the only black teacher I ever had and he helped many of us realize that our lives mattered and we could be like him!"

"My 5th and 6th grade teacher had a significant impact on me in becoming a teacher. She looked past the fact that I was raised in a foster home and treated me the same as the other students in class. Her influences encouraged me to strive towards success in life no matter how poor of a home life I was raised in."

"I love giving back knowledge that I obtained as a kid. So to educate young minority's was a no brainier for me due to the fact that in my family. There were abundance of teachers. So it's a family thing to give back to those who are less fortunate."

"I was inspired by my college professor/mentor to become a teacher."

"As an African American make growing up on the south side of Chicago, I was exposed to black male teachers from as early on as middle school and into high school. In fact, the most influential teacher in my life, my high school chorus teacher Mr. Wilson, a African American male, was the person who sparked my love for music and the idea of providing children of color with a world class education."

"I was privileged as a young student to have an African American female teacher as a mentor in participating in oratorical contests which involved not only committing to learning a speech but publicly presenting it using the best of speaking skills. Time after time I was awarded 1st place or runner-up. Her influence was a strong motivation for me to join the profession in hopes of giving back especially after moving to SC and discovering the numbers of underprivileged youths who seemed to have lost direction and hopes of acquiring academic excellence. Far too many were sacrificing themselves to the penal system hinged on past examples in their families' history. Chains needed to be broken! I needed to participate in bringing a message of hope in combining Go's word and academic challenge to step up and be the change."

"I became a teacher because I saw my dad as a role model. He is a teacher and a football coach and I was inspired to do the same thing. The reason why is because my dad inspired so many people in our community. He is well known and well receptive and his former students speak highly of him. I wanted to inspire an entire community like he did. I also, want to see my people become more educated. I think it is no coincidence that more funds and resources are not put in our education system. I think people in the "higher hierarchies" want the masses of people to stay uneducated as a means of control. So I feel like it is my duty as an educated person see fit to all people, especially those who don't have access, be as educated in all aspects of life."

"I became an educator because I simply wanted to make a difference. When I was in high school, starting my sophomore year, our school had an influx of young new teachers hired. I along with many of my friends naturally gravitated towards these young teachers. These teachers allowed us to see into their worlds. We got to see them work in graduate school, earn those degrees, but most of all, they were good mentors who encouraged and inspired us. That's when I knew teaching was for me. Not only did I learn content academically from them, but I learned about life from them. These teachers showed us that you can rise over any adversity if you put your mind to it."

"I wanted to become a teacher because I want to give my students either a similar or a better experience than what I had when I was in high school. I had some very influential teachers

coming up and I thank God for them being in my life. I only hope and pray that I can be as influential to my students some day."

"My high school football coach saved me from becoming a street guy. I admire him and wanted to be just like him."

"As a student, I was always in trouble and told that I was so bad. Only a few of my core teachers really connected with me but my music teachers are the ones that really gave me hope. Music gave me a release to express myself and not feel like that "bad kid" people said I was. By high school I joined the band, became section leader, and received a full music scholarship to the University of Arkansas-Pine Bluff. It was then when I knew I wanted to come back to Detroit and give those "bad students" the same opportunities I had through music education. I now teach my students what I call "DREO" to understand the importance of discipline, respect, effort, and organization. I created what I call the "DREO song" to help it stick with the youth. Now all of my students understand the importance of life skills and how music can affect behavior and make changes for the better instead of promoting sex, guns, drugs, and violence."

"My high school counselor impressed upon me that she thought that I would make a great teacher in school. Those words have had a lasting impression upon me!"

"I teach music. My band director was and still is a major male figure in my life. I have always enjoyed and excelled in music, and I teach to give back."

Desire to be a Role Model

"Because I wanted to reach children who grew up the way I did."

"I wanted to have a direct influence in the lives of young people."

"To become a positive role model in my community. I wanted to show my young men and women that all things are possible."

"I was a very smart but unfocused student. I did a lot of illegal and stupid things that ultimately landed me in a lot of trouble in high school. So I now teach in a high school to try to steer students away from the path I was going down."

"To affect the lives of African American boys especially since I am a young EDUCATED black man."

"It is necessary that all students, not just students of color, see Black men as educators."

"I became a teacher because I notice through my 12 years elementary and high school I had TWO black male teachers and I wanted to show that not only black males are drug dealers or bums I wanted to show them that hey you can be you and still take care of yourself."

"After working as a substitute for a year I saw a chance to become the encouraging male teacher/role model that I never had as a young boy. I just wanted to show children at an early age just what they are capable of so they can reach their full potential."

"To foster the love of music in the black community."

"Primarily, I became a teacher because teaching allows me an opportunity to share my passion for learning with children of all ages. Children, especially in the African American community, deserve to have strong role models who resemble them. Although race has no direct influence on the level of instruction one can provide, diversity is a must in today's society. Children, in my experiences, are more receptive to teachers who look like them and share similar backgrounds."

"It gives me an opportunity to develop and influence young minds."

"I desired to become a teacher because I wanted to be a good role model for African American Males. I saw far too many African American Males going to jail and felt the need to lend my support at the early ages of being a male to help deter them from crime Good luck on your studies!"

"To make a difference in all young lives and be a role model to our African American young men."

"To be the example that our children need to see in strong men. To show our boys that you can be successful without sell drugs and being violent."

"To change the lives of young children and be a positive influence. Especially African American boys."

"To be a positive impact in the lives of people."

"To share knowledge & love of learning with others."

"To pass on the skills, knowledge and opportunities to those who normally would not have that opportunity! To be a positive role model and figure African Americans and specifically African American males."

"To impact those who are lagging behind the most in the most important choices they can make...to be educated!"

"My enthusiasm for people to learn through me motivated my option to become a teacher. I saw that   I could much happier when I impact knowledge to the young ones."

"I just wanted to make a difference among our kids and I also wanted to show our African American kids that you can make a difference and be someone other than a rapper and basketball player but a positive role model."

"Growing up with some many barriers, I knew that I could share my experiences to help young people reach their full potential."

"To help encourage and provide direction to young African-American males through teaching and coaching football."

"I chose to become a teacher to have the opportunity to shape and mold the minds of young people. My focus for the last 13 years has been the 8th students I've worked with in Camden NJ. They are faced with obstacles that the average American would never experience, but each day I have the chance to work with young people eager to learn. They know that their only way out of the current situation is through the foundation of an education. I am Blessed to have some influence on their path for 180 days of each ear."

"I became a teacher to bring change and impact lives for success."

"To educate students so they may understand and make good decisions as they go out into the real world to pursue an honest and productive life."

"I wanted to hive back and. Inspire children who look like me. I teach them that they can and they will achieve at high levels."

"My primary reason for becoming a teacher was for the opportunity to serve our children and communities by being positive role model. My own parents and grandparent were teachers and they allowed me to see firsthand the challenges and rewards of being a teacher. I also wanted to serve in an school that primarily served elementary school aged African Americans, since male elementary teachers were not a part of my own experience and I feel that it is important that men who are genuinely committed and have personal interest in the community be involved in elementary education."

"To engage more students of color in STEM"

"My reason for becoming a teacher was to give back to my community and to make a difference in children lives. It's an amazing feeling to go home at the end of the day knowing that I have made an impact on someone's life."

"African American students do not see enough positive African American male role models, especially masculine African American men. Along with representation, research and history shows that African American students perform better academically when they hve teachers that look like them and can relate to their experiences. I want better for the African American community, so teaching is a way to contribute to the solutions."

"To inspire the next generation. To tell the truth. To prepare our children for the world."

"To become a mentor to males like myself who was told they would not achieve but ultimately overcame obstacles to reach success."

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"I chose to become a teacher because I wanted to be in a position to change lives daily. I wanted to be a role model for my students."

"Black males need positive influences and role models in their lives. If they aren't receiving that positive re-enforcement in the home then I will be that instrument to provide guidance, support, and care within the over looked black youth."

"I wanted more African Americans males to see someone that looked like them achieving and making it."

"I wanted to have a positive influence in not only the African American population but the African American male population as well. There aren't many well known positive African American males in society as there should be, and I wanted to be that for them."

"Working in an urban community, I provide a positive male presence and perspective to a generation in a focused area."

"The feeling of giving back to those like me, and being able to be a positive role model for those that I come across in the school setting."

"Mentorship"

"To be a figure of hope to young black children"

-The opportunity to influence and help frame young lives

"I wanted to empower young people by teaching them about history and provide a positive example to them, particularly African-American children."

"To show young black and non black kids that you can come from nothing and become something."

"Mentoring black males to be intelligent and successful."

"Short version: I grew up watching all of my friends fall between the cracks. They all spent all of their time purposely defying adults that looked the exact opposite of them. No one at school seemed to care, and neither did they. I became a teacher to be "hat person" for those kids that never have had "that person" to look up to and learn from, both academically and socially. It's working pretty well for me so far."

"I always wanted to coach and influence students!"

Job Benefits

"As an early age, I developed a love for music. I began taking private piano lessons at the age of eight. During my years attending the public schools, I never had a consistent music teacher. I played in the high school marching band three years and experienced three band directors. I became an educator to offer some stability for students in the area of music. I have served in my current school 10 years. Consistency in one element that is lacking is a lot of students' lives. I wanted to be an example of stability in the area of music education."

"The main reason I became a teacher was to coach and I was told most teachers coach. I firmly believe that a coach is a teacher. Most of the best teachers out there are coaches."

"After graduation with my Masters I simply needed immediate income. Teaching was the faster way to solve my then current financial situation. I life teaching music and connecting with students"

"Teaching allows me to have creative flexibility to achieve a task. Teaching also allows me to have a positive (hopefully) lifelong Impact on my students."

"To foster the love of music in the black community."

"I became a teacher because I love using music as a medium to teach people!!"

"I love school and watching people interact and learn together"

"So glad you asked this question! As a professional dancer/choreographer I grew increasingly weary of young African American Artists lacking discipline, etiquette and self-esteem in dance. I left the professional company that I was with because I saw the greater need: ARTS FOR SOCIAL CHANGE. As an African American male one of my greatest influences was my first Black male teacher in 5th grade and therefore have a huge respect for Black male teachers and the lives WE affect."

"I chose the education profession out of love for the subject of music. I was inspired by my high school band director. I was amazed that you could earn a financial living by doing something you absolutely loved. In addition, I saw an opportunity to teach and work toward my dream of becoming a world class performer/musician."

"I was fortunate enough to small schools with dedicated teachers. In HS, my graduating class had some 80 students and an undergraduate school with fewer than 2,700 students. So, for me, there was no such thing as the back of a classroom and teachers set high expectations for me. Being in a school community was, and still is, such an enjoyable daily experience. I never considered pursuing anything else as a profession."

"I wanted to impact the youth thru my passion of music"

"To teach the art of music to students who may not be afforded the opportunity to take private lessons. Music in school affords us the opportunity to keep more kids off the streets where they can easily access trouble, by giving them and outlet and using it as outreach. Also, to teach life situations to student who come from the same life situations that I came from and let them know, just because you're in a situation now doesn't mean you can't overcome that and be a positive citizen in their community."

"I am a fourth generation educator and this is one of the most noble professions on earth."

"I wanted to find away to stay in my art form that would make me happy, so teaching became an option. After teaching for a while, I began to see the impact I could make on urban youth. Especially in an art form that Newark children had lose due to the closing of two Dance Companies. It became important that I give them an opportunity to make Dance an option for their career path."

"I became a teacher to make money to invest in going to medical school. Coming from the background I come from, I did not have the resources in order to continue on my God given path, so in order to do that, I became an educator to do that as well as help he community in which I grew up in. I two black male teachers growing up and both were homosexual which did not help with my upbringing as a heterosexual man. I did gain understanding and empathy for the LGBT community through meeting them."

"I have two major reasons for wanting to become a teacher. First, I thought social studies was a fantastic subject, but it got a Bad rap because it was taught wrong. Secondly, I graduated from a very low performing high school, and I thought that if people who went through those types of schools don't care to be a part of the change, who could we be expect to care."

"I majored in Music Education-Instrumental. I loved band and wanted to spend my life doing what I loved. I became passionate about the needs of my people once in the system."

"I wanted to be a music educator because I want to give people the opportunity to create beautiful music. It change my whole perspective on life and hopefully it will do the same for someone else"

"As a music educator, I understand that I teach people through music. With that said, I believe that the same love, drive and passion for the arts that I possess can be transferred to another of younger age. Music is a lifestyle that saved me from possible failing and not passing high school. My high school and middle school band directors had high expectations for me that did not waiver. They respected me as a musician and my potential to become great. I passed my state standardized tests because I knew without it, I wouldn't have a chance at getting into college and pursuing my life long dream of marching in an HBCU Band. In addition, earning my bachelors degree was a goal set forth by my family since I was the first male to receive a bachelor's degree.

Now I am also able to say I am the first individual and male in my family to earn a Master's degree. Never doubt what a music educator can do for one person."

"I enjoy my subject area and have an admiration for seeing students enjoy the learning process."

"Job stability in doing something I love!"

Desire to Help Others

"Just to help someone like someone helped me and pass it on."

"I knew that those who are blessed to receive an education are bestowed with the duty to reach back and serve. I believe that personal achievement does not outweigh duty and service."

"To help young men. Grow"

"I love helping people, it is my calling."

"I have always been a helper and good at working with people."

"It is my way of doing my part and giving back to my children."

"I love science, helping people, and problem solving. Teaching summed all of those up for me"

"To help others succeed!!!"

"Pretty much wanted to be in a position to better myself and help others. Race doesn't matter to me."

"I became a teacher to help students with special needs achieve academic success."

"I wanted to make a positive difference in the lives of young people both socially and academically."

"The opportunity to provide hope."

"To make a difference"

"To change the world one student at a time"

"I became a teacher to give back to the community. I have always aspired to give children the gift of learning. Education has done so much for my life and I feel that it's a civic responsibility for me to share the power of education."

"I felt that I wanted to give back to the students what was given to me. A sound education and the ability to reach for the stars as well as help someone achieve their dream."

A Calling

"For me, the decision to become a teacher wasn't a decision at all, but it was a calling by God to minister and bring the peace of knowledge to others."

"It believed it was my purpose in life to teach high school students."

"I was born to teach. It is as natural to me as breathing. When I was nine years old, my friends to play with my basketball. The deal was that they had to sit in my make-shift classroom on the front porch for math class. No one could leave with the ball until everyone had passed the math test. Wow! Mastery learning in the sixties. I was born to teach. My calling, my life!"

"A teacher is who I am not what I do. God gave me a talent to teach"

"It was a calling from God. I was working as a treatment and rehabilitation therapist in Florida State Hospital in the Mental Retardation Detention Program and I was assigned a group of young black and Latino males with suspected gang ties since they were difficult and I was 6'2 326 lbs . I discovered that a majority of them couldn't read or write so I began teaching them to write letters home and read the letters . The better they got at it , their behavior improved as well as their treatment. I knew right then I had to become a teacher. I had to teach in communities most people were scared of. I've taught on the south side of Tallahassee, the Westside of Jacksonville, the Rivera beach section of Palm Beach and I just accepted a position to teach in Brward County Schools in a hard to staff school. I go where God sends me and my mentoring programs are just as important as what I do inside the classroom."

"I truly believe that the gift of teaching is a God-given talent. One that is nurtured by good role models and by students who catch the bug and love for learning"

"I have always known that being a teacher or educator in some way was the purpose of my existence. I always ran from it though. It was not until I actually stepped into the classroom that I fully embraced that calling and have fallen in love with my work."

"To give students the chance to have an African American male English Teacher and the chance to help find myself and figure out what I love to do."

"I just know that as a black male I owe a particular blood tax that I am obligated to fulfill. All of our problems in education have been about race, but all of our solutions have been about poverty. I want to work to improve my craft and grow as an educator!"

"Growing up in a single parent family with younger siblings, education was the way to ensure that I had opportunities just like everyone else. I vowed that I would educate children so that they could also have the same opportunities."

"Sankofa"

"I wanted to make an impact in my community with the gifts God gave me."

Enjoy working with Children

"I volunteered in my baby brothers elementary school when I was in college. I really enjoyed interacting with young people and seeing their eyes light up as they were learning."

"Ironically, I wrote about this today. I became a teacher because I worked in afterschool programs and realized that students were struggling with things that were basic at their respect grade levels. This made me curious as to what was going in the classroom posing the question to myself, "Am I more impactful in an hour and a half than people who are with them 8 hours out the day?" An opportunity was sent my way and I took it."

"I became a teacher after finding how much I liked tutoring math to others. I figured by teaching, I could help many people at once."

"After tutoring part time in college, I realized a lot of students who graduated high school were lacking. I then thought let me nip this dearth in the bud before they become college students. Let me educate kids who look like me..."

"At the time, I didn't know what else to do with my undergrad degree in psychology. I started working as a teacher aide and realized that I really liked it, so I went to graduate school for special education."

"I love working with kids."

"I possess a passion and a sincere love for children. Consequently, I enjoy the experience of watching them excel. I am elated when our youth elevate to higher academic, emotional, and social growth. It is my contention that it takes a special person with a dynamic caliber to work with children, as well as teach students."

"The joy of seeing the faces of my students when they finally grasp a concept."

"I love children and I love seeing them learn."

"I like working with young children."

"I simply enjoy working with children. They keep me young with their imaginations and different experiences. There nothing else I'd rather do."

"I literally fell in love with children and the sight of them learning after a summer job during college."

"I love music and I love children. Nothing can beat the connections and relationships built in my classroom."

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Career Change

"I originally was not going to become a teacher, however I came into the profession and fell in love with what I do. I learned a lot from the kids, and each year I work to try to become a better instructor. I did not realize the impact that I could have on my own community. I had a student in my chemistry class who acted out all year long. The last day of school I was highly upset with him because he was so intelligent but he constantly goofed off. I let into him for a good 15 minutes. I told him how he was too smart to be acting the way that he does and other things. The following school year he came back and told me that was the first time that any of his teachers had ever talked to him like that. Then he asked me why I didn't do it sooner. See what I didn't know until that moment was that he didn't think anybody cared about him until I had done that. Those are the moments that make this job worthwhile."

"Becoming an educator was something I fell in to after years of trying to find my place in the professional world. I am glad that I gave this profession a try. I am where I'm supposed to be."

"Honestly, I did not know what I wanted to do, so I was on the verge to quit college. Soon I began to evaluate what I enjoyed in life and I was always pretty happy working with children; therefore, I pursued the degree. Through the courses, I was inspired y other things that are not as shallow such as being an inspiration to students of African descent. Before my coursework, I did not know there was such an achievement gap."

"A long term goal of mine is to be a family counselor. Teaching is a stepping stone for me to be around the system that indoctrinates our students for me to get a deeper understanding of what they go through."

"Becoming a teacher landed on my feet by accident."

Miscellaneous

"I am passionate about educating our youth. With a proper education, the possibilities are endless. It's also important to note that I had a great school experience. This experience has also inspired me to become a teacher."

"Added Bonus... Thus the Benefits of Teaching and why Along with being a Professional Musician with emphasis in Jazz, I have also chosen to be an Educator...Take a look see; (This just in Today)   Ok Ladies and Gents this request to interview me came toddy and as I prepare to insert my input and submitted my answers to Questions asked of me regarding black males in education and why I chose this profession and what attracted me to it, I'd like to share A little with you all, my listening Audience as well. I have realized over the past 26 years of playing my Trumpet On Stage, on several Stages, ranging from Street Performing in Ginza and Raping in Tokyo Japan, to Busking and Tap dancing in Underground Atlanta and New Orleans Louisiana, Thousand Oaks California, and Denton, Austin, San Antonio, And Port Arthur Texas, that Every

time I perform in any way expressing my God given Talents and Natural Abilities, I am also Simultaneously Educating my Audience . It was Krs One which of whom coined the Phrase Edutainment, which allows one to become deeply informed and educated while entertaining them. This being said, I wanted to be able to this on a Local scale in a classroom teaching environment where my direct impact serves as a catalyst to children in my class o strive in their scholarly endeavors and rise and shine in the completion of their true potential."

"To educate and help produce positive citizens in our world."

"I never thought I would have become a teacher until my college pathway sifted in that direction. I came to college thinking I wanted to become a pharmacist but realize that wasn't the best option for me. I started going through the education program at Teas Southern University and enjoyed my professors, my student teaching experience in Alief-ISD and Houston-ISD, and the fact that Texas Southern prepared me for my certification exams. Our professors at TSU really motivated and encouraged us to be the best professionals we could be. I then realized this was the best profession for me. I knew I could make a positive impact in several young lives if I pursed a career in education. I am going on my fifth year in education and I love every moment of it!"
Educators Rock Justin Dorsey

"So many young people get caught up in life that there seems to be little room for learning anymore. Yes they maybe learning everyday but what they are learning and by whom is the question that's rattles me. I want to bring education back to the surface. I want education to be a priority in not only my community but in all communities. I want parents to take school as seriously as they want their children too. We need to empower children to learn and grow so that they can see more than just the west side of Baltimore for the rest of their lives."

"When I first enter the profession I want to just teach art. As I got farther in my career I saw a need for my present in my community."

"I believe in what Teach For America stands for"

Appendix E

Age Cross Tabulation Tables

Age: How did the shortage of African American teachers in the United States influence an

African American male's decision to be a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	9 (15.0%)	8 (13.3%)	8 (13.3%)	19 (31.7%)	16 (26.7%)	60 (100%)
31-45	32 (36.4%)	11 (12.5%)	10 (11.4%)	16 (18.2%)	19 (21.6%)	88 (100%)
46+	17 (45.9%)	3 (8.1%)	7 (18.9%)	6 (16.2%)	4 (10.8%)	37 (100%)
Total	58 (31.4%)	22 (11.9%)	25 (13.5%)	41 (22.2%)	39 (21.1%)	185 (100%)

p = .037, Cramer's V= .211

Age: How did the inspiration of a former teacher influence you to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	5 (8.3%)	4 (6.7%)	8 (13.3%)	17 (28.3%)	26 (43.7%)	60 (100%)
31-45	14 (15.9%)	8 (9.1%)	16 (18.2%)	22 (25.0%)	28 (31.8%)	88 (100%)
46+	4 (10.8%)	5 (13.5%)	6 (16.2%)	12 (32.4%)	10 (27.0%)	37 (100%)
Total	23 (12.4%)	17 (9.2%)	30 (16.2%)	51 (27.6%)	64 (34.6%)	185 (100%)

p = .635

Age: How did summers off influence an African American male's decision to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	21 (35.0%)	8 (13.3%)	15 (25.0%)	8 (13.30%)	8 (13.3%)	60 (100%)
31-45	31 (35.2%)	18 (20.5%)	17 (19.3%)	10 (11.4%)	12 (13.6%)	88 (100%)
46+	15 (40.5%)	12 (32.4%)	5 (13.5%)	3 (8.1%)	2 (5.4%)	37 (100%)
Total	67 (36.2%)	38 (20.5%)	37 (20.0%)	21 (11.4%)	22 (11.9%)	185 (100%)

p = .429

Age: How did a desire to close the so called achievement gap influence African American males

to become teachers?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	3 (5.0%)	6 (10.0%)	6 (10.0%)	16 (26.7%)	8 (48.3%)	60 (100%)
31-45	13 (14.8%)	8 (9.1%)	11 (12.5%)	20 (22.7%)	36 (40.9%)	88 (100%)
46+	7 (18.9%)	4 (10.8%)	9 (24.3%)	10 (27.0%)	7 (18.9%)	37 (100%)
Total	23 (12.4%)	18 (9.7%)	26 (14.1%)	46 (24.9%)	72 (38.9%)	185 (100%)

p = **.093**

Age: How did Parents/ Family member influence an African American male to become a

teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	22 (36.7%)	9 (15.0%)	13 (21.7%)	7 (11.7%)	9 (15.0%)	60 (100%)
31-45	41 (46.6%)	15 (17.0%)	14 (15.9%)	9 (10.2%)	9 (10.2%)	88 (100%)
46+	19 (51.4%)	5 (13.5%)	5 (13.5%)	6 (16.2%)	2 (5.4%)	37 (100%)
Total	82 (44.3%)	29 (15.7%)	32 (17.3%)	22 (11.9%)	20 (10.8%)	185 (100%)

P = **.714**

Age: How did the chance to be a good role model for African American boys influence an

African American male to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	0 (0.0%)	1 (1.7%)	0 (0.0%)	11 (18.3%)	48 (80%)	60 (100%)
31-45	4 (4.5%)	2 (2.3%)	9 (10.2%)	20 (22.7%)	53 (60.2%)	88 (100%)
46+	1 (2.7%)	2 (5.4%)	3 (8.1%)	10 (27.0%)	21 (56.8%)	37 (100%)
Total	5 (2.7%)	5 (2.7%)	12 (6.5%)	41 (22.2%)	122 (65.9%)	185 (100%)

p = **.096**

Age: How did teacher salary influence an African American male's decision to become a

teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	30 (50.0%)	12 (20.0%)	14 (23.3%)	2 (3.3%)	2 (3.3%)	60 (100%)
31-45	38 (43.2%)	20 (22.7%)	20 (22.7%)	6 (6.8%)	4 (4.5%)	88 (100%)
46+	19 (51.4%)	9 (24.3%)	9 (24.3%)	0 (0.0%)	0 (0.0%)	37 (100%)
Total	87 (47.0%)	41 (22.2%)	43 (23.2%)	8 (4.3%)	6 (3.2%)	185 (100%)

$p = .709$

Age: How did the opportunity to be an advocate for African American students influence an

African American male to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	2 (3.3%)	1 (1.7%)	5 (8.3%)	16 (26.7%)	36 (60.0%)	60 (100%)
31-45	6 (6.8%)	4 (4.5%)	11 (12.5%)	22 (25.0%)	45 (51.1%)	88 (100%)
46+	4 (10.8%)	3 (8.1%)	6 (16.2%)	11 (29.7%)	13 (35.1%)	37 (100%)
Total	12 (6.5%)	8 (4.3%)	22 (11.9%)	49 (26.5%)	94 (50.8%)	185 (100%)

$p = .389$

Age: How did encouragement from a friend influence an African American male to become a

teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	26 (43.3%)	10 (16.7%)	14 (23.3%)	6 (10.0%)	4 (6.7%)	60 (100%)
31-45	41 (46.6%)	16 (18.2%)	15 (17.0%)	10 (11.4%)	6 (6.8%)	88 (100%)
46+	11 (29.7%)	6 (16.2%)	9 (24.3%)	10 (27.0%)	1 (2.7%)	37 (100%)
Total	78 (42.2%)	32 (17.3%)	38 (20.5%)	26 (14.1%)	11 (5.9%)	185 (100%)

$p = .319$

Age: How did the opportunity to serve underprivileged populations influence an African America

male to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	5 (8.3%)	3 (5.0%)	4 (6.7%)	17 (28.3%)	31 (51.7%)	60 (100%)
31-45	10 (11.4%)	11 (12.5%)	11 (12.5%)	15 (17.0%)	41 (46.6%)	88 (100%)
46+	4 (10.8%)	3 (8.1%)	11 (29.7%)	4 (10.8%)	15 (40.5%)	37 (100%)
Total	19 (10.3%)	17 (9.2%)	26 (14.1%)	36 (19.5%)	87 (47.0%)	185 (100%)

p = .039, Cramer's V .210

Age: How did the opportunity to be a role model for all students influence an African American

male to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	0 (0.0%)	2 (3.3%)	5 (8.3%)	13 (21.7%)	40 (66.7%)	60 (100%)
31-45	2 (2.3%)	3 (3.4%)	6 (6.8%)	20 (22.7%)	57 (64.8%)	88 (100%)
46+	2 (5.4%)	2 (5.4%)	4 (10.8%)	11 (29.7%)	18 (48.6%)	37 (100%)
Total	4 (2.2%)	7 (3.8%)	15 (8.1%)	44 (23.8%)	115 (62.2%)	185 (100%)

p = .644

Age: How did the opportunity to be a leader in one's own community influence an African

American male to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	1 (1.7%)	4 (6.7%)	10 (16.7%)	16 (26.7%)	29 (48.3%)	60 (100%)
31-45	6 (6.8%)	8 (9.1%)	12 (13.6)	27 (30.7%)	35 (39.8%)	88 (100%)
46+	3 (8.1%)	2 (5.4%)	10 (27.0%)	14 (37.8%)	8 (21.6%)	37 (100%)
Total	10 (5.4%)	14 (7.6%)	32 (17.3%)	57 (30.8%)	72 (38.9%)	185 (100%)

p = .212

Age: How did the security of a good teacher's pension influence an African American male to

become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	30 (50.0%)	10 (16.7%)	10 (16.7%)	7 (11.7%)	3 (5.0%)	60 (100%)
31-45	33 (37.5)	18 (20.5%)	19 (21.6%)	13 (14.8%)	5 (5.7%)	88 (100%)
46+	7 (18.9%)	11 (29.7%)	11 (29.7%)	4 (10.8%)	4 (10.8%)	37 (100%)
Total	70 (37.8%)	39 (21.1%)	40 (21.6%)	24 (13.0%)	12 (6.5%)	185 (100%)

p = **.184**

Age: How did a principal, coach or administrator influence an African American male to

become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	32 (53.3%)	4 (6.7%)	5 (8.3%)	9 (15.7%)	10 (16.7%)	60 (100%)
31-45	36 (40.9%)	14 (15.9%)	9 (10.2%)	14 (15.9%)	15 (17.0%)	88 (100%)
46+	12 (32.4%)	10 (27.0%)	4 (10.8%)	9 (24.3%)	2 (5.4%)	37 (100%)
Total	80 (43.2%)	28 (15.1%)	18 (9.7%)	32 (17.3%)	27 (14.6%)	185 (100%)

p = **.110**

Age: How did the opportunity to inspire a love for learning in others influence an African

American male to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	1(1.7%)	5 (8.3%)	6 (10.0%)	19 (31.7%)	28 (48.3%)	60 (100%)
31-45	3 (3.4%)	6 (6.8%)	13 (14.8%)	26 (29.5%)	40 (45.5%)	88 (100%)
46+	1 (2.7%)	3 (8.1%)	5 (13.5%)	12 (32.4%)	16 (43.2%)	37 (100%)
Total	5 (2.7%)	14 (7.6%)	24 (13.0%)	57 (30.8%)	85 (45.9%)	185 (100%)

p = **.994**

Age: How did the opportunity to work in a learning organization influence an African American

male to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	11 (18.3%)	9 (8.3%)	6 (10.0%)	16 (26.7%)	18 (30.0%)	60 (100%)
31-45	15 (17.0%)	8 (9.1%)	24 (27.3%)	26 (29.5%)	15 (17.0%)	88 (100%)
46+	5 (13.5%)	6 (16.2%)	13 (35.1%)	9 (24.3%)	4 (10.8%)	37 (100%)
Total	31 (16.8%)	23 (12.4%)	43 (23.2%)	51 (27.6%)	37 (20.0%)	185 (100%)

p = .070

Age: How did a desire to have a positive impact on the current educational system influence an

African American male to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	2 (3.3%)	2 (3.3%)	2 (3.3%)	22 (36.7%)	32 (53.3%)	60 (100%)
31-45	5 (5.7%)	2 (2.3%)	16 (18.2%)	29 (33.0%)	36 (40.9%)	88 (100%)
46+	3 (8.1%)	2 (5.4%)	9 (24.3%)	10 (27.0%)	13 (35.1%)	37 (100%)
Total	10 (5.4%)	6 (3.2%)	27 (14.6%)	61 (33.0%)	81 (43.8%)	185 (100%)

p = .117

Age: How did a college faculty influence an African American male to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	39 (65.0%)	9 (15.0%)	6 (10.0%)	3 (5.0%)	3 (5.0%)	60 (100%)
31-45	66 (75.0%)	5 (5.7%)	5 (5.7%)	9 (10.2%)	3 (3.4%)	88 (100%)
46+	26 (70.3%)	9 (24.3%)	2 (5.4%)	0 (0.0%)	0 (0.0%)	37 (100%)
Total	131 (70.8%)	23 (12.4%)	13 (7.0%)	12 (6.5%)	6 (3.2%)	185 (100%)

p = .048, **Cramer's V = .206**

Age: How did a desire to mentor young people influence an African American to become a

teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	1 (1.7%)	2 (3.3%)	6 (10.0%)	14 (23.3%)	37 (61.7%)	60 (100%)
31-45	1 (1.1%)	2 (2.3%)	13 (14.8%)	29 (33.0%)	43 (48.9%)	88 (100%)
46+	1 (2.7%)	2 (5.4%)	9 (24.3%)	9 (24.3%)	16 (43.2%)	37 (100%)
Total	3 (1.6%)	6 (3.2%)	28 (15.1%)	52 (28.1%)	96 (51.9%)	185 (100%)

p = .483

Age: How did flexible work hours influence an African American male to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	24 (40.0%)	13 (21.7%)	8 (13.3%)	10 (16.7%)	5 (8.3%)	60 (100%)
31-45	41 (46.6%)	11 (12.5%)	18 (20.5%)	10 (11.4%)	8 (9.1%)	88 (100%)
46+	14 (37.8%)	8 (21.6%)	7 (18.9%)	5 (13.5%)	3 (8.1%)	37 (100%)
Total	79 (42.7%)	32 (17.3%)	33 (17.8%)	25 (13.5%)	16 (8.6%)	185 (100%)

p = .791

Age: How did the opportunity to address negative issues that impact the community influence an

African American male to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	0 (0.0%)	2 (3.3%)	7 (11.7%)	18 (30.0%)	33 (55.0%)	60 (100%)
31-45	6 (6.8%)	3 (3.4%)	16 (18.2%)	35 (39.8%)	28 (31.8%)	88 (100%)
46+	2 (5.4%)	6 (16.2%)	8 (21.6%)	9 (24.3%)	12 (32.4%)	37 (100%)
Total	8 (4.3%)	11 (5.9%)	31 (16.8%)	62 (33.5%)	73 (39.5%)	185 (100%)

p = .006, Cramer's V .240

Age: How did encouragement from a community leader influence an African American male to

become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	34 (56.7%)	8 (13.3%)	5 (8.3%)	7 (11.7%)	6 (10.0%)	60 (100%)
31-45	55 (62.5%)	12 (13.6%)	7 (8.0%)	10 (11.4%)	4 (4.5%)	88 (100%)
46+	20 (54.1%)	6 (16.2%)	8 (21.6%)	3 (8.1%)	0 (0.0%)	37 (100%)
Total	109 (58.9%)	26 (14.1%)	20 (10.8%)	20 (10.8%)	10 (5.4%)	185 (100%)

p = .242

Age: How did the opportunity to work in a noble profession influence an African American male

to become a teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	7 (11.7%)	3 (5.0%)	11 (18.3%)	23 (38.3%)	16 (26.7%)	60 (100%)
31-45	19 (21.6%)	5 (5.7%)	15 (17.0%)	23 (26.1%)	26 (29.5%)	88 (100%)
46+	4 (10.8%)	6 (16.2%)	12 (32.4%)	7 (18.9%)	8 (21.6%)	37 (100%)
Total	30 (16.2%)	14 (7.6%)	38 (20.5%)	53 (28.6%)	50 (27.0%)	185 (100%)

p = .063

Age: How did the opportunity to teach subject one loved influenced an African American male to

become teacher?

Age	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
21-30	5 (8.3%)	6 (10.0%)	8 (13.3%)	9 (15.0%)	32 (53.3%)	60 (100%)
31-45	10 (11.4%)	5 (5.7%)	11 (12.5%)	16 (18.2%)	46 (52.3%)	88 (100%)
46+	4 (10.8%)	4 (10.8%)	5 (13.5%)	9 (24.3%)	15 (40.5%)	37 (100%)
Total	19 (10.3%)	15 (8.1%)	24 (13.0%)	34 (18.4%)	93 (50.3%)	185 (100%)

p = .894

Appendix F

Years Teaching Cross Tabulation Tables

Years Teaching: How did the shortage of African American teachers in the United States

influence an African American male's decision to be a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	9 (12.9%)	7 (10.0%)	7 (10.0%)	23 (32.9%)	24 (34.3%)	70 (100%)
6-15	22 (38.6%)	7 (12.3%)	12 (21.1%)	8 (14.0%)	8 (14.0%)	57 (100%)
15+	27 (46.6%)	8 (13.8%)	6 (10.3%)	10 (17.2%)	7 (12.1%)	58 (100%)
Total	58 (31.4%)	22 (11.9%)	25 (13.5%)	41 (22.2%)	39 (21.1%)	185 (100%)

p =.000, Cramer's V .294

Years Teaching: How did the inspiration of a former teacher influence you to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	5 (7.1%)	5 (7.1%)	12 (17.7%)	20 (28.6%)	28 (40.0%)	70 (100%)
6-15	9 (15.8%)	7 (12.3%)	11 (19.3%)	12 (21.1%)	18 (31.6%)	57 (100%)
15+	9 (15.5%)	5 (8.6%)	7 (12.1%)	19 (32.8%)	18 (31.0%)	58 (100%)
Total	23 (12.4%)	17 (9.2%)	30 (16.2%)	51 (27.6%)	64 (34.6%)	185 (100%)

p = .550

Years teaching: How did summers off influence an African American male's decision to become

a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	25 (35.7%)	11 (15.7%)	17 (24.3%)	10 (14.3%)	7 (10.0%)	70 (100%)
6-15	24 (42.1%)	10 (17.5%)	11 (19.3%)	5 (8.8%)	7 (12.3%)	57 (100%)
15+	18 (31.0%)	17 (29.3%)	9 (15.5%)	6 (10.3%)	8 (13.8%)	58 (100%)
Total	67 (36.2%)	38 (20.5%)	37 (20.0%)	21 (11.4%)	22 (11.9%)	185 (100%)

p = .564

Years Teaching: How did a desire to close the so called achievement gap influence African

American males to become teachers?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	5 (7.1%)	4 (5.7%)	7 (10.0%)	18 (25.7 %)	36 (51.4%)	70 (100%)
6-15	8 (14.0%)	5 (8.8%)	7 (12.3%)	14 (24.6%)	23 (40.4%)	57 (100%)
15+	10 (17.2%)	9 (15.5%)	12 (20.7%)	14 (24.1%)	13 (24.4%)	58 (100%)
Total	23 (12.4%)	18 (9.7%)	26 (14.1%)	46 (24.9%)	72 (38.9%)	185 (100%)

p = .047, Cramer's V .206

Years Teaching: How did Parents/ Family member influence an African American male to

become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	28 (40.0%)	10 (14.3%)	18 (25.7%)	4 (5.7 %)	10 (14.3%)	70 (100%)
6-15	28 (49.1%)	8 (14.0%)	6 (10.5%)	10 (17.5%)	5 (8.8%)	57 (100%)
15+	26 (44.8%)	11 (19.0%)	8 (13.8%)	8 (13.8%)	5 (8.6%)	58 (100%)
Total	82 (44.3%)	29 (15.7%)	32 (17.3%)	22 (11.9%)	20 (10.8%)	185 (100%)

p = .192

Years Teaching: How did the chance to be a good role model for African American boys

influence an African American male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	0 (0.0%)	1 (1.4%)	1 (1.4%)	12 (17.1 %)	56 (80.0%)	70 (100%)
6-15	3 (5.3%)	2 (3.5%)	4 (7.0%)	12 (21.1%)	36 (63.2%)	57 (100%)
15+	2 (3.4%)	2 (3.4%)	7 (12.1%)	17 (29.3%)	30 (51.7%)	58 (100%)
Total	5 (2.7%)	5 (2.7%)	12 (6.5%)	41 (22.2%)	122 (65.9%)	185 (100%)

p = .046, Cramer's V .206

Years Teaching: How did teacher salary influence an African American male's decision to

become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	35 (50.0%)	13 (18.6%)	17 (24.3%)	2 (2.9 %)	3 (4.3%)	70 (100%)
6-15	25 (43.9%)	15 (26.3%)	13 (22.8%)	1 (1.8%)	3 (5.3%)	57 (100%)
15+	27 (46.6%)	13 (22.4%)	13 (22.4%)	5 (8.6%)	0 (0.0%)	58 (100%)
Total	87 (47.0%)	41 (22.2%)	43 (23.2%)	8 (4.3%)	6 (3.2%)	185 (100%)

p =.464

Years teaching: How did the opportunity to be an advocate for African American students

influence an African American male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	1 (1.4%)	1 (1.4%)	7 (10.0%)	16 (22.9 %)	45 (64.3%)	70 (100%)
6-15	4 (7.0%)	4 (7.0%)	4 (7.0%)	17 (29.8%)	28 (49.1%)	57 (100%)
15+	7 (12.1%)	3 (5.2%)	11 (19.0%)	16 (27.6%)	21 (36.2%)	58 (100%)
Total	12 (6.5%)	8 (4.3%)	22 (11.9%)	49 (26.5%)	94 (50.8%)	185 (100%)

p = .027, Cramer's V .217

Years Teaching: How did encouragement from a friend influence an African American male to

become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	31 (44.3%)	13 (18.6%)	15 (21.4%)	5 (7.1 %)	6 (8.6%)	70 (100%)
6-15	28 (49.1%)	9 (15.8%)	8 (14.0%)	9 (15.8%)	3 (5.3%)	57 (100%)
15+	19 (32.8%)	10 (17.2%)	15 (25.9%)	12 (20.7%)	2 (3.4%)	58 (100%)
Total	78 (42.2%)	32 (17.3%)	38 (20.5%)	26 (14.1%)	11 (5.9%)	185 (100%)

p =.274

Years Teaching: How did the opportunity to serve underprivileged populations influence an

African America male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	5 (7.1%)	4 (5.7%)	5 (7.1%)	15 (21.4 %)	41 (58.6%)	70 (100%)
6-15	5 (8.8%)	10 (17.5%)	7 (12.3%)	12 (21.1%)	23 (40.4%)	57 (100%)
15+	9 (15.5%)	3 (5.2%)	14 (24.1%)	9 (15.5%)	23 (39.7%)	58 (100%)
Total	19 (10.3%)	17 (9.2%)	26 (14.1%)	36 (19.5%)	87 (47.0%)	185 (100%)

$p = .014$, Cramer's V .228

Years Teaching: How did the opportunity to be a role model for all students influence an

African American male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	0 (0.0%)	2 (2.9%)	5 (7.1%)	14 (20.0 %)	49 (70.0%)	70 (100%)
6-15	0 (0.0%)	1 (1.8%)	5 (8.8%)	15 (26.3%)	36 (63.2%)	57 (100%)
15+	4 (6.9%)	4 (6.9%)	5 (8.6%)	15 (25.9%)	30 (51.7%)	58 (100%)
Total	4 (2.2%)	7 (3.8%)	15 (8.1%)	44 (23.8%)	115 (62.2%)	185 (100%)

$p = .094$

Years teaching: How did the opportunity to be a leader in one's own community influence an

African American male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	1 (1.4%)	6 (8.6%)	10 (14.3%)	17 (24.3 %)	36 (51.4%)	70 (100%)
6-15	3 (5.3%)	5 (8.8%)	9 (15.8%)	16 (28.1%)	24 (42.1%)	57 (100%)
15+	6 (10.3%)	3 (5.2%)	13 (22.4%)	24 (41.4%)	12 (20.7%)	58 (100%)
Total	10 (5.4%)	14 (7.6%)	32 (17.3%)	57 (30.8%)	72 (38.9%)	185 (100%)

$p = .023$, Creamer's V .219

Years Teaching: How did the security of a good teacher's pension influence an African

American male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	37 (52.9%)	12 (17.1%)	11 (15.7%)	7 (10.0 %)	3 (4.3%)	70 (100%)
6-15	19 (33.3%)	14 (24.6%)	11 (19.3%)	8 (14.0%)	5 (8.8%)	57 (100%)
15+	14 (24.1%)	13 (22.4%)	18 (31.0%)	9 (15.5%)	4 (6.9%)	58 (100%)
Total	70 (37.8%)	39 (21.1%)	40 (21.6%)	24 (13.0%)	12 (6.5%)	185 (100%)

p = .090

Years Teaching: How did a principal, coach or administrator influence an African American

male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	35 (50.0%)	8 (11.4%)	4 (5.7%)	8 (11.4 %)	15 (21.4%)	70 (100%)
6-15	25 (43.9%)	11 (19.3%)	5 (8.8%)	11 (19.3%)	5 (8.8%)	57 (100%)
15+	20 (34.5%)	9 (15.5%)	9 (15.5%)	13 (22.4%)	7 (12.1%)	58 (100%)
Total	80 (43.2%)	28 (15.1%)	18 (9.7%)	32 (17.3%)	27 (14.6%)	185 (100%)

p = .130

Years Teaching: How did the opportunity to inspire a love for learning in others influence an

African American male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	0 (0.0%)	4 (5.7%)	8 (11.4%)	22 (31.4 %)	36 (51.4%)	70 (100%)
6-15	2 (3.5%)	4 (7.0%)	7 (12.3%)	17 (29.8%)	27 (47.4%)	57 (100%)
15+	3 (5.2%)	6 (10.3%)	9 (15.5%)	18 (31.0%)	22 (37.9%)	58 (100%)
Total	5 (2.7%)	14 (7.6%)	24 (13.0%)	57 (30.8%)	85 (45.9%)	185 (100%)

p = .644

Years Teaching: How did the opportunity to work in a learning organization influence an

African American male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	11 (15.7%)	8 (11.4%)	9 (12.9%)	20 (28.6 %)	22 (31.4%)	70 (100%)
6-15	11 (19.3%)	8 (14.0%)	15 (26.3%)	18 (31.6%)	5 (8.8%)	57 (100%)
15+	9 (15.5%)	7 (12.1%)	19 (32.8%)	13 (22.4%)	10 (17.2%)	58 (100%)
Total	31 (16.8%)	23 (12.4%)	43 (23.2%)	51 (27.6%)	37 (20.0%)	185 (100%)

$p = .049$, **Cramer's V .205**

Years Teaching: How did a desire to have a positive impact on the current educational system

influence an African American male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	2 (2.9%)	2 (2.9%)	3 (4.3%)	26 (37.1%)	37 (52.9%)	70 (100%)
6-15	2 (3.5%)	2 (3.5%)	9 (15.8%)	19 (33.3%)	25 (43.9%)	57 (100%)
15+	6 (10.3%)	2 (3.4%)	15 (25.9%)	16 (27.6%)	19 (32.8%)	58 (100%)
Total	10 (5.4%)	6 (3.2%)	27 (14.6%)	61 (33.0%)	81 (43.8%)	185 (100%)

$p = .022$, **Cramer's V .220**

Years Teaching: How did a college faculty influence an African American male to become a

teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	51 (72.9%)	9 (12.9%)	5 (7.1%)	2 (2.9%)	3 (4.3%)	70 (100%)
6-15	39 (68.4%)	6 (10.5%)	5 (8.8%)	5 (8.8%)	2 (3.5%)	57 (100%)
15+	41 (70.7%)	8 (13.8%)	3 (5.2%)	5 (8.6%)	1 (1.7%)	58 (100%)
Total	131 (70.8%)	23 (12.4%)	13 (7.0%)	12 (6.5%)	6 (3.2%)	185 (100%)

$p = .872$

Years Teaching: How did a desire to mentor young people influence an African American to

become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	1 (1.4%)	3 (4.3%)	6 (8.6%)	19 (27.1%)	41 (58.6%)	70 (100%)
6-15	0 (0.0%)	1(1.8%)	5 (8.8%)	17 (29.8%)	34 (59.6%)	57 (100%)
15+	2 (3.4%)	2 (3.4%)	17 (29.3%)	16 (27.6%)	21 (36.2%)	58 (100%)
Total	3 (1.6%)	6 (3.2%)	28 (15.1%)	52 (28.1%)	96 (51.9%)	185 (100%)

***p* = .021, Cramer's V .221**

Years Teaching: How did flexible work hours influence an African American male to become a

teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	31 (44.3%)	12 (17.1%)	11 (15.7%)	12 (17.1%)	4 (5.7%)	70 (100%)
6-15	27 (47.4%)	9 (15.8%)	10 (17.5%)	3 (5.3%)	8 (14.0%)	57 (100%)
15+	21 (36.2%)	11 (19.0%)	12 (20.7%)	10 (17.2%)	4 (6.9%)	58 (100%)
Total	79 (42.7%)	32 (17.3%)	33 (17.8%)	25 (13.5%)	16 (8.6%)	185 (100%)

***p* = .388**

Years Teaching: How did the opportunity to address negative issues that impact the community

influence an African American male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	1 (1.4%)	3 (4.3%)	5 (7.1%)	23 (32.9%)	38 (54.3%)	70 (100%)
6-15	2 (3.5%)	2 (3.5%)	13 (22.8%)	21 (36.8%)	19 (33.3%)	57 (100%)
15+	5 (8.6%)	6 (10.3%)	13 (22.4%)	18 (31.0%)	16 (27.6%)	58 (100%)
Total	8 (4.3%)	11 (5.9%)	31 (16.8%)	62 (33.5%)	73 (39.5%)	185 (100%)

***p* = .011, Cramer's V .231**

Years Teaching: How did encouragement from a community leader influence an African

American male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	40 (57.1%)	10 (14.3%)	4 (5.7%)	10 (14.3%)	6 (8.6%)	70 (100%)
6-15	31 (54.4%)	8 (14.0%)	10 (17.5%)	4 (7.0%)	4 (7.0%)	57 (100%)
15+	38 (65.5%)	8 (13.8%)	6 (10.3%)	6 (10.3%)	0 (0.0%)	58 (100%)
Total	109 (58.9%)	26 (14.1%)	20 (10.8%)	20 (10.8%)	10 (5.4%)	185 (100%)

p = **.201**

Years Teaching: How did the opportunity to work in a noble profession influence an African

American male to become a teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	10 (14.3%)	3 (4.3%)	16 (22.9%)	22 (31.4%)	19 (27.1%)	70 (100%)
6-15	9 (15.8%)	7 (12.3%)	8 (14.0%)	15 (26.3%)	18 (31.6%)	57 (100%)
15+	11 (19.0%)	4 (6.9%)	14 (24.1%)	16 (27.6%)	13 (22.4%)	58 (100%)
Total	30 (16.2%)	14 (7.6%)	38 (20.5%)	53 (28.6%)	50 (27.0%)	185 (100%)

p = **.638**

Years Teaching: How did the opportunity to teach subject one loved influenced an African

American male to become teacher?

Years Teaching	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
1-5	3 (4.3%)	8 (11.4%)	8 (11.4%)	12 (17.1%)	39 (55.7%)	70 (100%)
6-15	9 (15.8%)	3 (5.3%)	7 (12.3%)	9 (15.8%)	29 (50.9%)	57 (100%)
15+	7 (12.1%)	4 (6.9%)	9 (15.5%)	13 (22.4%)	25 (43.1%)	58 (100%)
Total	19 (10.3%)	15 (8.1%)	24 (13.0%)	34 (18.4%)	93 (50.3%)	185 (100%)

p = **.471**

Appendix G

Grade Level Cross Tabulation Tables

Grade Level: How did the shortage of African American teachers in the United States influence

an African American male's decision to be a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	10 (25.6%)	2 (5.1%)	6 (15.4%)	11 (28.2%)	10 (25.6%)	39 (100%)
MS/Jr. High	13 (25.5%)	6 (11.8%)	10 (19.6%)	9 (17.6%)	13 (25.5%)	51 (100%)
High School	35 (36.8%)	14 (14.7%)	9 (9.5%)	21 (22.1%)	16 (16.8%)	95 (100%)
Total	58 (31.4%)	22 (11.9%)	25 (13.5%)	41 (22.2%)	39 (21.1%)	185 (100%)

p = .306

Grade Level: How did the inspiration of a former teacher influence you to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	6 (15.4%)	5 (12.8%)	6 (15.4%)	11 (28.2%)	11 (28.2%)	39 (100%)
MS/Jr. High	10 (19.6%)	2 (3.9%)	10 (19.6%)	12 (23.5%)	17 (33.3%)	51 (100%)
High School	7 (7.4%)	10 (10.5%)	14 (14.7%)	28 (29.5%)	36 (37.9%)	95 (100%)
Total	23 (12.4%)	17 (9.2%)	30 (16.2%)	51 (27.6%)	64 (34.6%)	185 (100%)

p = .400

Grade Level: How did summers off influence an African American male's decision to become a

teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	13 (33.3%)	8 (20.5%)	8 (20.5%)	4 (10.3%)	6 (15.4%)	39 (100%)
MS/Jr. High	22 (43.1%)	9 (17.6%)	12 (23.5%)	6 (11.8%)	2 (3.9%)	51 (100%)
High School	32 (33.7%)	21 (22.1%)	17 (17.9%)	11 (11.6%)	14 (14.7%)	95 (100%)
Total	67 (36.2%)	38 (20.5%)	37 (20.0%)	21 (11.4%)	22 (11.9%)	185 (100%)

p = .691

Grade Level: How did a desire to close the so called achievement gap influence African

American males to become teachers?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	7 (17.9%)	2 (5.1%)	4 (10.3%)	8 (20.5%)	18 (46.2%)	39 (100%)
MS/Jr. High	6 (11.8%)	3 (5.9%)	8 (15.7%)	16 (34.1%)	18 (35.3%)	51 (100%)
High School	10 (10.5%)	13 (13.7%)	14 (14.7%)	22 (23.2%)	36 (37.9%)	95 (100%)
Total	23 (12.4%)	18 (9.7%)	26 (14.1%)	46 (24.9%)	72 (38.9%)	185 (100%)

p = **.544**

Grade Level: How did Parents/ Family member influence an African American male to become a

teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	16 (41.0%)	9 (23.1%)	4 (10.3%)	5 (12.8%)	5 (12.8%)	39 (100%)
MS/Jr. High	20 (39.2%)	8 (15.7%)	11 (21.6%)	6 (11.8%)	6 (11.8%)	51 (100%)
High School	46 (48.4%)	12 (12.6%)	17 (17.9%)	11 (11.6%)	9 (9.5%)	95 (100%)
Total	82 (44.3%)	29 (15.7%)	32 (17.3%)	22 (11.9%)	20 (10.8%)	185 (100%)

p = **.785**

Grade Level: How did the chance to be a good role model for African American boys influence

an African American male to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	1 (2.6%)	0 (0.0%)	1 (2.6%)	7 (17.9%)	30 (76.9%)	39 (100%)
MS/Jr. High	2 (3.9%)	2 (3.9%)	2 (3.9%)	10 (19.6%)	35 (68.6%)	51 (100%)
High School	2 (2.1%)	3 (3.2%)	9 (9.5%)	24 (25.3%)	57 (60.0%)	95 (100%)
Total	5 (2.7%)	5 (2.7%)	12 (6.5%)	41 (22.2%)	122 (65.9%)	185 (100%)

p = **.567**

Grade Level: How did teacher salary influence an African American male's decision to become

a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	20 (51.3%)	7 (17.9%)	9 (23.1%)	2 (5.1%)	1 (2.6%)	39 (100%)
MS/Jr. High	23 (45.1%)	12 (23.5%)	13 (25.5%)	2 (3.9%)	1 (2.0%)	51 (100%)
High School	44 (46.3%)	22 (23.2%)	21 (22.1%)	4 (4.2%)	4 (4.2%)	95 (100%)
Total	87 (47.0%)	41 (22.2%)	43 (23.2%)	8 (4.3%)	6 (3.2%)	185 (100%)

***p* = .994**

Grade Level: How did the opportunity to be an advocate for African American students influence

an African American male to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	2 (5.1%)	1 (2.6%)	2 (5.1%)	7 (17.9%)	27 (69.2%)	39 (100%)
MS/Jr. High	2 (3.9%)	0 (0.0%)	7 (13.7%)	17 (33.3%)	25 (49/0%)	51 (100%)
High School	8 (8.4%)	7 (7.4%)	13 (13.7%)	25 (26.3%)	42 (44.2%)	95 (100%)
Total	12 (6.5%)	8 (4.3%)	22 (11.9%)	49 (26.5%)	94 (50.8%)	185 (100%)

***p* = .111**

Grade Level: How did encouragement from a friend influence an African American male to

become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	17 (43.6%)	7 (17.9%)	7 (17.9%)	6 (15.4%)	2 (5.1%)	39 (100%)
MS/Jr. High	26 (51.0%)	5 (9.8%)	9 (17.6%)	6 (17.6%)	2 (3.9%)	51 (100%)
High School	35 (36.8%)	20 (21.1%)	22 (23.2%)	11 (11.6%)	7 (7.4%)	95 (100%)
Total	78 (42.2%)	32 (17.3%)	38 (20.5%)	26 (14.1%)	11 (5.9%)	185 (100%)

***p* = .609**

Grade Level: How did the opportunity to serve underprivileged populations influence an African

America male to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	3 (7.7%)	1 (2.6%)	3 (7.7%)	6 (15.4%)	26 (66.7%)	39 (100%)
MS/Jr. High	5 (9.8%)	5 (9.8%)	9 (17.6%)	10 (19.6%)	22 (43.1%)	51 (100%)
High School	11 (11.6%)	11 (11.6%)	14 (14.7%)	20 (21.1%)	39 (41.1%)	95 (100%)
Total	19 (10.3%)	17 (9.2%)	26 (14.1%)	36 (19.5%)	87 (47.0%)	185 (100%)

p = **.337**

Grade Level: How did the opportunity to be a role model for all students influence an African

American male to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	1 (2.6%)	1 (2.6%)	1 (2.6%)	8 (20.5%)	28 (71.8%)	39 (100%)
MS/Jr. High	0 (0.0%)	0 (0.0%)	4 (7.8%)	13 (25.5%)	34 (66.7%)	51 (100%)
High School	3 (3.2%)	6 (6.3%)	10 (10.5%)	23 (24.2%)	53 (55.8%)	95 (100%)
Total	4 (2.2%)	7 (3.8%)	15 (8.1%)	44 (23.8%)	115 (62.2%)	185 (100%)

p = **.339**

Grade Level: How did the opportunity to be a leader in one's own community influence an

African American male to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	2 (5.1%)	3 (7.7%)	6 (15.4%)	8 (20.5%)	20 (51.3%)	39 (100%)
MS/Jr. High	2 (3.9%)	3 (5.9%)	6 (11.8%)	17 (33.3%)	23 (45.1%)	51 (100%)
High School	6 (6.3%)	8 (8.4%)	20 (21.1%)	32 (33.7%)	29 (30.5%)	95 (100%)
Total	10 (5.4%)	14 (7.6%)	32 (17.3%)	57 (30.8%)	72 (38.9%)	185 (100%)

p = **.448**

Grade Level: How did the security of a good teacher's pension influence an African American

male to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	16 (41.0%)	9 (23.1%)	7 (17.9%)	4 (10.3%)	3 (7.7%)	39 (100%)
MS/Jr. High	17 (33.3%)	10 (19.6%)	15 (29.4%)	7 (13.7%)	2 (3.9%)	51 (100%)
High School	37 (38.9%)	20 (21.1%)	18 (18.9%)	13 (13.7%)	7 (7.4%)	95 (100%)
Total	70 (37.8%)	39 (21.1%)	40 (21.6%)	24 (13.0%)	12 (6.5%)	185 (100%)

p = .897

Grade Level: How did a principal, coach or administrator influence an African American male

to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	22 (56.4%)	5 (12.8%)	2 (5.1%)	6 (15.4%)	4 (10.3%)	39 (100%)
MS/Jr. High	22 (43.1%)	6 (11.8%)	5 (9.8%)	10 (19.6%)	8 (15.7%)	51 (100%)
High School	36 (37.9%)	17 (17.9%)	11 (11.6%)	16 (16.8%)	15 (15.8%)	95 (100%)
Total	80 (43.2%)	28 (15.1%)	18 (9.7%)	32 (17.3%)	27 (14.6%)	185 (100%)

p = .729

Grade Level: How did the opportunity to inspire a love for learning in others influence an

African American male to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	2 (5.1%)	3 (7.7%)	5 (12.8%)	8 (20.5%)	21 (53.8%)	39 (100%)
MS/Jr. High	0 (0.0%)	3 (5.9%)	6 (11.8%)	20 (39.2%)	22 (43.1%)	51 (100%)
High School	3 (3.2%)	8 (8.4%)	13 (13.7%)	29 (30.5%)	42 (44.2%)	95 (100%)
Total	5 (2.7%)	14 (7.6%)	24 (13.0%)	57 (30.8%)	85 (45.9%)	185 (100%)

p = .661

Grade Level: How did the opportunity to work in a learning organization influence an African

American male to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	7 (17.9%)	5 (12.8%)	8 (20.5.8%)	10 (25.6%)	9 (23.1%)	39 (100%)
MS/Jr. High	5 (9.8%)	9 (17.6%)	13 (25.5%)	15 (29.4%)	9 (17.6%)	51 (100%)
High School	19 (20.0%)	9 (9.5%)	22 (23.2%)	26 (27.4%)	19 (20.0%)	95 (100%)
Total	31 (16.8%)	23 (12.4%)	43 (23.2%)	51 (27.6%)	37 (20.0%)	185 (100%)

p = **.803**

Grade Level: How did a desire to have a positive impact on the current educational system

influence an African American male to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	1 (2.6%)	1 (2.6%)	7 (17.9%)	11 (28.2%)	19 (48.7%)	39 (100%)
MS/Jr. High	1 (2.0%)	2 (3.9%)	5 (9.8%)	20 (39.2%)	23 (45.1%)	51 (100%)
High School	8 (8.4%)	3 (3.2%)	15 (15.8%)	30 (31.6%)	39 (41.1%)	95 (100%)
Total	10 (5.4%)	6 (3.2%)	27 (14.6%)	61 (33.0%)	81 (43.8%)	185 (100%)

p = **.653**

Grade Level: How did a college faculty influence an African American male to become a

teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	30 (76.9%)	6 (15.4%)	0 (0.0%)	2 (5.1%)	1 (2.6%)	39 (100%)
MS/Jr. High	31 (60.8%)	6 (11.8%)	5 (9.8%)	5 (9.8%)	4 (7.8%)	51 (100%)
High School	70 (73.7%)	11 (11.6%)	8 (8.4%)	5 (5.3%)	1 (1.1%)	95 (100%)
Total	131 (70.8%)	23 (12.4%)	13 (7.0%)	12 (6.5%)	6 (3.2%)	185 (100%)

p = **.205**

Grade Level: How did a desire to mentor young people influence an African American to

become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	0 (0.0%)	2 (5.1%)	5 (12.8%)	9 (23.1%)	23 (59.0%)	39 (100%)
MS/Jr. High	0 (0.0%)	1 (2.0%)	7 (13.7%)	15 (29.4%)	28 (54.9%)	51 (100%)
High School	3 (3.2%)	3 (3.2%)	16 (16.8%)	28 (29.5%)	45 (47.4%)	95 (100%)
Total	3 (1.6%)	6 (3.2%)	28 (15.1%)	52 (28.1%)	96 (51.9%)	185 (100%)

p = **.736**

Grade Level: How did flexible work hours influence an African American male to become a

teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	16 (41.0%)	7 (17.9%)	7 (17.9%)	5 (12.8%)	4 (10.3%)	39 (100%)
MS/Jr. High	22 (43.1%)	8 (15.7%)	8 (15.7%)	9 (17.6%)	4 (7.8%)	51 (100%)
High School	41 (43.2%)	17 (17.9%)	18 (18.9%)	11 (11.6%)	8 (8.4%)	95 (100%)
Total	79 (42.7%)	32 (17.3%)	33 (17.8%)	25 (13.5%)	16 (8.6%)	185 (100%)

p = **.994**

Grade Level: How did the opportunity to address negative issues that impact the community

influence an African American male to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	0 (0.0%)	3 (7.7%)	4 (10.3%)	16 (41.0%)	16 (41.0%)	39 (100%)
MS/Jr. High	1 (2.0%)	3 (5.9%)	11 (21.6%)	16 (31.4%)	20 (39.2%)	51 (100%)
High School	7 (7.4%)	5 (5.3%)	16 (16.8%)	30 (31.6%)	37 (38.9%)	95 (100%)
Total	8 (4.3%)	11 (5.9%)	31 (16.8%)	62 (33.5%)	73 (39.5%)	185 (100%)

p = **.514**

Grade Level: How did encouragement from a community leader influence an African American

male to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	24 (61.5%)	5 (12.8%)	3 (7.7%)	6 (15.4%)	1 (2.6%)	39 (100%)
MS/Jr. High	28 (54.9%)	8 (15.7%)	6 (11.8%)	7 (13.7%)	2 (3.9%)	51 (100%)
High School	57 (60.0%)	13 (13.7%)	11 (11.6%)	7 (7.4%)	7 (7.4%)	95 (100%)
Total	109 (58.9%)	26 (14.1%)	20 (10.8%)	20 (10.8%)	10 (5.4%)	185 (100%)

p = .813

Grade Level: How did the opportunity to work in a noble profession influence an African

American male to become a teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	5 (12.8%)	2 (5.1%)	4 (10.3%)	12 (30.8%)	16 (41.0%)	39 (100%)
MS/Jr. High	9 (17.6%)	4 (7.8%)	7 (13.7%)	17 (33.3%)	14 (27.5%)	51 (100%)
High School	16 (16.8%)	8 (8.4%)	27 (28.4%)	24 (25.3%)	20 (21.1%)	95 (100%)
Total	30 (16.2%)	14 (7.6%)	38 (20.5%)	53 (28.6%)	50 (27.0%)	185 (100%)

p = .164

Grade Level: How did the opportunity to teach subject one loved influenced an African

American male to become teacher?

Grade Level	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Elementary	4 (10.3%)	4 (10.3%)	7 (17.9%)	9 (23.1%)	15 (38.5%)	39 (100%)
MS/Jr. High	3 (5.9%)	5 (9.8%)	6 (11.8%)	12 (23.5%)	25 (49.0%)	51 (100%)
High School	12 (12.6%)	6 (6.3%)	11 (11.6%)	13 (13.7%)	53 (55.8%)	95 (100%)
Total	19 (10.3%)	15 (8.1%)	24 (13.0%)	34 (18.4%)	93 (50.3%)	185 (100%)

p = .514

Appendix H

Primary Caregiver Cross Tabulation Tables

Primary Caregiver: How did the shortage of African American teachers in the United States

influence an African American male's decision to be a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	20 (27.8%)	9 (12.5%)	11 (15.3%)	12 (16.7%)	20 (27.8%)	72 (100%)
Father	0 (0.0%)	2 (18.2%)	2 (18.2%)	5 (45.5%)	2 (18.2%)	11 (100%)
Mother and Father	29 (33.7%)	11 (12.8%)	9 (10.5%)	20 (23.3%)	17 (19.8%)	86 (100%)
Other	9 (56.3%)	0 (0.0%)	3 (18.8%)	4 (25.0%)	0 (0.0%)	16 (100%)
Total	58 (31.4%	22 (11.9%)	25 (13.5%)	41 (22.2%)	39 (21.1%)	185 (110%)

p = .078

Primary Caregiver: How did the inspiration of a former teacher influence you to become a

teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	7 (9.7%)	8 (11.1%)	10 (13.9%)	21 (29.2%)	26 (36.1%)	72 (100%)
Father	1 (9.1%)	1 (9.1%)	1 (9.1%)	5 (45.5%)	3 (27.3%)	11 (100%)
Mother and Father	13 (15.1%)	6 (7.0%)	18 (20.9%)	22 (25.6%)	27 (31.4%)	86 (100%)
Other	2 (12.5%)	2 (12.5%)	1 (6.3%)	3 (18.8%)	8 (50.0%)	16 (100%)
Total	23 (12.4%)	17 (9.2%)	30 (16.2%)	51 (27.6%)	64 (34.6%)	185 (100%)

p = .770

Primary Caregiver: How did summers off influence an African American male's decision to

become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	27 (37.5%)	12 (16.7%)	15 (20.8%)	6 (8.3%)	12 (16.7%)	72 (100%)
Father	2 (18.2%)	2 (18.2%)	5 (45.5%)	1 (9.1%)	1 (9.1%)	11 (100%)
Mother and Father	35 (40.7%)	17 (19.8%)	15 (17.4%)	11 (12.8%)	8 (9.3%)	86 (100%)
Other	3 (18.8%)	7 (43.8%)	2 (12.5%)	3 (18.8%)	1 (6.3%)	16 (100%)
Total	67 (36.2%)	38 (20.5%)	37 (20.0%)	21 (11.4%)	22 (11.9%)	185 (100%)

p = .198

Primary Caregiver: How did a desire to close the so called achievement gap influence African

American males to become teachers?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	5 (6.9%)	8 (11.1%)	10 (13.9%)	16 (22.2%)	33 (45.8%)	72 (100%)
Father	0 (0.0%)	1 (9.1%)	1 (9.1%)	3 (27.3%)	6 (54.5%)	11 (100%)
Mother and Father	12 (14.0%)	7 (8.1%)	14 (16.3%)	25 (29.1%)	28 (32.6%)	86 (100%)
Other	6 (37.5%)	2 (12.5%)	1 (6.3%)	2 (12.5%)	5 (31.3%)	16 (100%)
Total	23 (12.4%)	18 (9.7%)	26 (14.1%)	46 (24.9%)	72 (38.9%)	185 (100%)

***p* = .129**

Primary Caregiver: How did Parents/ Family member influence an African American male to

become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	34 (47.2%)	8 (11.1%)	14 (19.4%)	7 (9.7%)	9 (12.5%)	72 (100%)
Father	4 (36.4%)	1 (9.1%)	3 (27.3%)	2 (18.2%)	1 (9.1%)	11 (100%)
Mother and Father	37 (43.0%)	16 (18.6%)	13 (15.1%)	11 (12.8%)	9 (10.5%)	86 (100%)
Other	7 (43.8%)	4 (25.0%)	2 (12.5%)	2 (12.5%)	1 (6.3%)	16 (100%)
Total	82 (44.3%)	29 (15.7%)	32 (17.3%)	22 (11.9%)	20 (10.8%)	185 (100%)

***p* = .940**

Primary Caregiver: How did the chance to be a good role model for African American boys

influence an African American male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	0 (0.0%)	1 (1.4%)	5 (6.9%)	13 (18.1%)	53 (73.6%)	72 (100%)
Father	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (9.1%)	10 (90.9%)	11 (100%)
Mother and Father	4 (4.7%)	3 (3.5%)	5 (5.8%)	23 (26.7%)	51 (59.3%)	86 (100%)
Other	1 (6.3%)	1 (6.3%)	2 (12.5%)	4 (25.0%)	8 (50.0%)	16 (100%)
Total	5 (2.7%)	5 (2.7%)	12 (6.5%)	41 (22.2%)	122 (65.9%)	185 (100%)

***p* = .389**

Primary Caregiver: How did teacher salary influence an African American male's decision to

become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	28 (38.9%)	19 (26.4%)	18 (25.0%)	3 (4.2%)	4 (5.6%)	72 (100%)
Father	5 (45.5%)	3 (27.3%)	2 (18.2%)	1 (9.1%)	0 (00.0%)	11 (100%)
Mother and Father	44 (51.2%)	15 (17.4%)	21 (24.4%)	4 (4.7%)	2 (2.3%)	86 (100%)
Other	10 (62.5%)	4 (25.0%)	2 (12.5%)	0 (0.0%)	0 (0.0%)	16 (100%)
Total	87 (47.0%)	41 (22.2%)	43 (23.2%)	8 (4.3%)	6 (3.2%)	185 (100%)

$p = .751$

Primary Caregiver: How did the opportunity to be an advocate for African American students

influence an African American male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	1 (1.4%)	2 (2.8%)	8 (11.1%)	20 (27.8%)	41 (56.9%)	72 (100%)
Father	1 (9.1%)	0 (0.0%)	0 (0.0%)	3 (27.3%)	7 (63.6%)	11 (100%)
Mother and Father	6 (7.0%)	4 (4.7%)	13 (15.1%)	25 (29.1%)	38 (44.2%)	86 (100%)
Other	4 (25.0%)	2 (12.5%)	1 (6.3%)	1 (6.3%)	8 (50.0%)	16 (100%)
Total	12 (6.5%)	8 (4.3%)	22 (11.9%)	49 (26.5%)	94 (50.8%)	185 (100%)

$p = .040$, Cramer's V .198

Primary Caregiver: How did encouragement from a friend influence an African American male

to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	30 (41.7%)	11 (15.3%)	14 (19.4%)	12 (16.7%)	5 (6.9%)	72 (100%)
Father	2 (18.2%)	5 (45.5%)	1 (9.1%)	3 (27.3%)	0 (0.0%)	11 (100%)
Mother and Father	41 (47.7%)	12 (14.0%)	19 (22.1%)	9 (10.5%)	5 (5.8%)	86 (100%)
Other	5 (31.3%)	4 (25.0%)	4 (25.0%)	2 (12.5%)	1 (6.3%)	16 (100%)
Total	78 (42.2%)	32 (17.3%)	38 (20.5%)	26 (14.1%)	11 (5.9%)	185 (100%)

$p = .354$

Primary Caregiver: How did the opportunity to serve underprivileged populations influence an

African America male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	3 (4.2%)	5 (6.9%)	9 (12.5%)	17 (23.6%)	38 (52.8%)	72 (100%)
Father	1 (1.9%)	0 (0.0%)	0 (0.0%)	3 (27.3%)	7 (63.6%)	11 (100%)
Mother and Father	13 (15.1%)	11 (12.8%)	15 (17.4%)	14 (16.3%)	33 (38.4%)	86 (100%)
Other	2 (12.5%)	1 (6.3%)	2 (12.5%)	2 (12.5%)	9 (56.3%)	16 (100%)
Total	19 (10.3%)	17 (9.2%)	26 (14.1%)	36 (19.5%)	87 (47.0%)	185 (100%)

p = .271

Primary Caregiver: How did the opportunity to be a role model for all students influence an

African American male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	0 (0.0%)	2 (2.8%)	1 (1.4%)	14 (19.4%)	55 (76.4%)	72 (100%)
Father	0 (0.0%)	0 (0.0%)	2 (18.2%)	3 (27.3%)	6 (54.5%)	11 (100%)
Mother and Father	3 (3.5%)	4 (4.7%)	10 (11.6%)	26 (30.2%)	43 (50.0%)	86 (100%)
Other	1 (6.3%)	1 (6.3%)	2 (12.5%)	1 (6.3%)	11 (68.8%)	16 (100%)
Total	4 (2.2%)	7 (3.8%)	15 (8.1%)	44 (23.8%)	115 (62.2%)	185 (100%)

p = .056

Primary Caregiver: How did the opportunity to be a leader in one's own community influence an

African American male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	2 (2.8%)	6 (8.3%)	6 (8.3%)	19 (26.4%)	39 (54.2%)	72 (100%)
Father	0 (0.0%)	0 (0.0%)	1 (9.1%)	4 (36.4%)	6 (54.5%)	11 (100%)
Mother and Father	7 (8.1%)	8 (9.3%)	20 (23.3%)	31 (36.0%)	20 (23.3%)	86 (100%)
Other	1 (6.3%)	0 (0.0%)	5 (31.3%)	3 (18.8%)	7 (43.8%)	16 (100%)
Total	10 (5.4%)	14 (7.6%)	32 (17.3%)	57 (30.8%)	72 (38.9%)	185 (100%)

p = .014, Cramer's V .213

Primary Caregiver: How did the security of a good teacher's pension influence an African

American male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	21 (29.2%)	19 (26.4%)	17 (23.6%)	10 (13.9%)	5 (6.9%)	72 (100%)
Father	6 (54.5%)	3 (27.3%)	1 (9.1%)	0 (0.0%)	1 (9.1%)	11 (100%)
Mother and Father	35 (40.7%)	14 (16.3%)	21 (24.4%)	11 (12.8%)	5 (5.8%)	86 (100%)
Other	8 (50.0%)	3 (18.8%)	1 (6.3%)	3 (18.8%)	1 (6.3%)	16 (100%)
Total	70 (37.8%)	39 (21.1%)	40 (21.6%)	24 (13.0%)	12 (6.5%)	185 (100%)

$p = .592$

Primary Caregiver: How did a principal, coach or administrator influence an African American

male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	30 (41.7%)	7 (9.7%)	8 (11.1%)	14 (19.4%)	13 (18.1%)	72 (100%)
Father	6 (54.5%)	4 (36.4%)	1 (9.1%)	0 (0.0%)	0 (0.0%)	11 (100%)
Mother and Father	41 (47.7%)	16 (18.6%)	8 (9.3%)	13 (15.1%)	8 (9.3%)	86 (100%)
Other	3 (18.8%)	1 (6.3%)	1 (6.3%)	5 (31.3%)	6 (37.5%)	16 (100%)
Total	80 (43.2%)	28 (15.1%)	18 (9.7%)	32 (17.3%)	27 (14.6%)	185 (100%)

$p = .026$, **Cramer's V .205**

Primary Caregiver: How did the opportunity to inspire a love for learning in others influence an

African American male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	1 (1.4%)	2 (2.8%)	7 (9.7%)	25 (34.7%)	37 (51.4%)	72 (100%)
Father	0 (0.0%)	2 (18.2%)	2 (18.2%)	1 (9.1%)	6 (54.5%)	11 (100%)
Mother and Father	3 (3.5%)	8 (9.3%)	12 (14.0%)	30 (34.9%)	33 (38.4%)	86 (100%)
Other	1 (6.3%)	2 (12.5%)	3 (18.8%)	1 (6.3%)	9 (56.3%)	16 (100%)
Total	5 (2.7%)	14 (7.6%)	24 (13.0%)	57 (30.8%)	85 (45.9%)	185 (100%)

$p = .221$

Primary Caregiver: How did the opportunity to work in a learning organization influence an

African American male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	10 (13.9%)	4 (5.6%)	19 (26.4%)	20 (27.8%)	19 (26.4%)	72 (100%)
Father	1 (9.1%)	2 (18.2%)	2 (18.2%)	2 (18.2%)	4 (36.4%)	11 (100%)
Mother and Father	16 (18.6%)	13 (15.1%)	20 (23.3%)	26 (30.2%)	11 (12.8%)	86 (100%)
Other	4 (25.0%)	4 (25.0%)	2 (12.5%)	3 (18.8%)	3 (18.8%)	16 (100%)
Total	31 (16.8%)	23 (12.4%)	43 (23.2%)	51 (27.6%)	37 (20.0%)	185 (100%)

p = .266

Primary Caregiver: How did a desire to have a positive impact on the current educational

system influence an African American male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	3 (4.2%)	2 (2.8%)	6 (8.3%)	20 (27.8%)	41 (56.9%)	72 (100%)
Father	1 (9.1%)	0 (0.0%)	0 (0.0%)	5 (45.5%)	5 (45.5%)	11 (100%)
Mother and Father	4 (4.7%)	2 (2.3%)	17 (19.8%)	34 (39.5%)	29 (33.7%)	86 (100%)
Other	2 (12.5%)	2 (12.5%)	4 (25.0%)	2 (12.5%)	6 (37.5%)	16 (100%)
Total	10 (5.4%)	6 (3.2%)	27 (14.6%)	61 (33.0%)	81 (43.8%)	185 (100%)

p = .033, **Cramer's V = .201**

Primary Caregiver: How did a college faculty influence an African American male to become a

teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	49 (68.1%)	9 (12.5%)	6 (8.3%)	4 (5.6%)	4 (5.6%)	72 (100%)
Father	9 (81.8%)	1 (9.1%)	0 (0.0%)	1 (9.1%)	0 (0.0%)	11 (100%)
Mother and Father	66 (76.7%)	9 (10.5%)	5 (5.8%)	4 (4.7%)	2 (2.3%)	86 (100%)
Other	7 (43.8%)	4 (25.0%)	2 (12.5%)	3 (18.8%)	0 (0.0%)	16 (100%)
Total	131 (70.8%)	23 (12.4%)	13 (7.0%)	12 (6.5%)	6 (3.2%)	185 (100%)

p = .354

Primary Caregiver: How did a desire to mentor young people influence an African American to

become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	1 (1.4%)	3 (4.2%)	6 (8.3%)	19 (26.4%)	43 (59.7%)	72 (100%)
Father	0 (0.0%)	0 (0.0%)	1 (9.1%)	3 (27.3%)	7 (63.6%)	11 (100%)
Mother and Father	2 (2.3%)	2 (2.3%)	18 (20.9%)	26 (30.2%)	38 (44.2%)	86 (100%)
Other	0 (0.0%)	1 (6.3%)	3 (18.8%)	4 (25.0%)	8 (50.0%)	16 (100%)
Total	3 (1.6%)	6 (3.2%)	28 (15.1%)	52 (28.1%)	96 (51.9%)	185 (100%)

p = .715

Primary Caregiver: How did flexible work hours influence an African American male to become

a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	28 (38.9%)	10 (13.9%)	13 (18.1%)	10 (13.9%)	11 (15.3%)	72 (100%)
Father	5 (45.5%)	2 (18.2%)	1 (9.1%)	2 (18.2%)	1 (9.1%)	11 (100%)
Mother and Father	39 (45.3%)	16 (18.6%)	15 (17.4%)	12 (14.0%)	4 (4.7%)	86 (100%)
Other	7 (43.8%)	4 (25.0%)	4 (25.0%)	1 (6.3%)	0 (0.0%)	16 (100%)
Total	79 (42.7%)	32 (17.3%)	33 (17.8%)	25 (13.5%)	16 (8.6%)	185 (100%)

p = .622

Primary Caregiver: How did the opportunity to address negative issues that impact the

community influence an African American male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	2 (2.8%)	2 (2.8%)	8 (11.1%)	25 (34.7%)	35 (48.6%)	72 (100%)
Father	0 (0.0%)	1 (9.1%)	0 (0.0%)	3 (27.3%)	7 (63.6%)	11 (100%)
Mother and Father	4 (4.7%)	7 (8.1%)	18 (20.9%)	33 (38.4%)	24 (27.9%)	86 (100%)
Other	2 (12.5%)	1 (6.3%)	5 (31.3%)	1 (6.3%)	7 (43.8%)	16 (100%)
Total	8 (4.3%)	11 (5.9%)	31 (16.8%)	62 (33.5%)	73 (39.5%)	185 (100%)

p = .037, **Cramer's V = .199**

Primary Caregiver: How did encouragement from a community leader influence an African

American male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	41 (56.9%)	10 (13.9%)	7 (9.7%)	8 (11.1%)	6 (8.3%)	72 (100%)
Father	6 (54.5%)	2 (18.2%)	2 (18.2%)	1 (9.1%)	0 (0.0%)	11 (100%)
Mother and Father	55 (64.0%)	11 (12.8%)	8 (9.3%)	8 (9.3%)	4 (4.7%)	86 (100%)
Other	7 (43.8%)	3 (18.8%)	3 (18.8%)	3 (18.8%)	0 (0.0%)	16 (100%)
Total	109 (58.9%)	26 (14.1%)	20 (10.8%)	20 (10.8%)	10 (5.4%)	185 (100%)

p = .848

Primary Caregiver: How did the opportunity to work in a noble profession influence an African

American male to become a teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	12 (16.7%)	2 (2.8%)	13 (18.1%)	21 (29.2%)	24 (33.3%)	72 (100%)
Father	0 (0.0%)	1 (9.1%)	5 (45.5%)	1 (9.1%)	4 (36.4%)	11 (100%)
Mother and Father	15 (17.4%)	7 (8.1%)	15 (17.4%)	30 (34.9%)	19 (22.1%)	86 (100%)
Other	3(18.8%)	4 (25.0%)	5 (31.3%)	1 (6.3%)	3 (18.8%)	16 (100%)
Total	30 (16.2%)	14 (7.6%)	38 (20.5%)	53 (28.6%)	50 (27.0%)	185 (100%)

p = .024, **Cramer's V .206**

Primary Caregiver: How did the opportunity to teach subject one loved influenced an African

American male to become teacher?

Primary Caregiver	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Mother	6 (8.3%)	4 (5.6%)	7 (9.7%)	11 (15.3%)	44 (61.1%)	72 (100%)
Father	2 (18.2%)	1 (9.1%)	0 (0.0%)	4 (36.4%)	4 (36.4%)	11 (100%)
Mother and Father	8 (9.3%)	9 (10.5%)	13 (15.1%)	19 (22.1%)	37 (43.0%)	86 (100%)
Other	3(18.8%)	1 (6.3%)	4 (25.0%)	0 (0.0%)	8 (50.0%)	16 (100%)
Total	19 (10.3%)	15 (8.1%)	24 (13.0%)	34 (18.4%)	93 (50.3%)	185 (100%)

p = .174

Appendix I

Maternal Level of Education Cross Tabulation Tables

Level of Education for Maternal Parent Figure: How did the shortage of African American

teachers in the United States influence an African American male's decision to be a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	7 (63.6%)	0 (0.0%)	1 (9.1%)	1 (9.1%)	2 (18.2%)	11 (100%)
High School or GED	12 (25.5%)	4 (8.5%)	7 (14.9%)	14 (29.8%)	10 (21.3%)	47 (100%)
Some College	16 (42.1%)	2 (5.3%)	7 (18.4%)	4 (10.5%)	9 (23.7%)	38 (100%)
College Degree	20 (24.4%)	14 (17.1%)	10 (12.2%)	20 (24.4%)	18 (22.0%)	82 (100%)
Not Available	3 (42.9%)	2 (28.6%)	0 (0.0%)	2 (28.6%)	0 (0.0%)	7 (100%)
Total	58 (31.4%)	22 (11.9%)	25 (13.5%)	41 (22.2%)	39 (21.1%)	185 (100%)

p = **.139**

Level of Education for Maternal Parent Figure: How did the inspiration of a former teacher

influence you to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	2 (18.2%)	3 (27.3%)	1 (9.1%)	0 (0.0%)	5 (45.5%)	11 (100%)
High School or GED	5 (10.6%)	5 (10.6%)	7 (14.9%)	12 (25.5%)	18 (38.3%)	47 (100%)
Some College	5 (13.2%)	2 (5.3%)	11 (28.9%)	8 (21.1%)	12 (31.6%)	38 (100%)
College Degree	9 (11.0%)	7 (8.5%)	9 (11.0%)	28 (34.1%)	29 (35.4%)	82 (100%)
Not Available	2 (28.6%)	0 (0.0%)	2 (28.6%)	3 (42.9%)	0 (0.0%)	7 (100%)
Total	23 (12.4%)	17 (9.2%)	30 (16.2%)	51 (27.6%)	64 (34.6%)	185 (100%)

p = **.134**

Level of Education for Maternal Parent Figure: How did summers off influence an African

American male's decision to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	4 (36.4%)	3 (27.3%)	2 (18.2%)	1 (9.1%)	1 (9.1%)	11 (100%)
High School or GED	16 (34.0%)	6 (12.8%)	12 (25.5%)	6 (12.8%)	7 (14.9%)	47 (100%)
Some College	18 (47.4%)	7 (18.4%)	5 (13.2%)	4 (10.5%)	4 (10.5%)	38 (100%)
College Degree	25 (30.5%)	19 (23.2%)	18 (22.0%)	10 (12.2%)	10 (12.2%)	82 (100%)
Not Available	4 (57.1%)	3 (42.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	7 (100%)
Total	67 (36.2%)	38 (20.5%)	37 (20.0%)	22 (11.9%)	22 (11.9%)	185 (100%)

p = .734

Level of Education for Maternal Parent Figure: How did a desire to close the so called

achievement gap influence African American males to become teachers?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	2 (18.2%)	3 (27.3%)	1 (9.1%)	4 (36.4%)	1 (9.1%)	11 (100%)
High School or GED	5 (10.6%)	4 (8.5%)	8 (17.0%)	6 (12.8%)	24 (51.1%)	47 (100%)
Some College	8 (21.1%)	2 (5.3%)	7 (18.4%)	10 (26.3%)	11 (28.9%)	38 (100%)
College Degree	6 (7.3%)	8 (9.8%)	8 (9.8%)	26 (31.7%)	34 (41.5%)	82 (100%)
Not Available	2 (28.6%)	1 (14.3%)	2 (28.6%)	0 (0.0%)	2 (28.6%)	7 (100%)
Total	23 (12.4%)	18 (9.7%)	26 (14.1%)	46 (24.9%)	72 (38.9%)	185 (100%)

p = .058

Level of Education for Maternal Parent Figure: How did Parents/ Family member influence an

African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	5 (45.5%)	5 (45.5%)	0 (0.0%)	0 (0.0%)	1 (9.1%)	11 (100%)
High School or GED	22 (46.8%)	8 (17.0%)	10 (21.3%)	5 (10.6%)	2 (4.3%)	47 (100%)
Some College	19 (50.0%)	7 (18.4%)	4 (10.5%)	3 (7.9%)	5 (13.2%)	38 (100%)
College Degree	31 (37.8%)	8 (9.8%)	18 (22.0%)	14 (17.1%)	11 (13.4%)	82 (100%)
Not Available	5 (71.4%)	1 (14.3%)	0 (0.0%)	0 (0.0%)	1 (14.3%)	7 (100%)
Total	82 (44.3%)	29 (15.7%)	32 (17.3%)	22 (11.9%)	20 (10.8%)	185 (100%)

p = .103

Level of Education for Maternal Parent Figure: How did the chance to be a good role model for

African American boys influence an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	0 (0.0%)	1 (9.1%)	1 (9.1%)	2 (18.2%)	7 (63.6%)	11 (100%)
High School or GED	1 (2.1%)	0 (0.0%)	4 (8.5%)	9 (19.1%)	33 (70.2%)	47 (100%)
Some College	2 (5.3%)	1 (2.6%)	1 (2.6%)	13 (34.2%)	21 (55.3%)	38 (100%)
College Degree	1 (1.2%)	2 (2.4%)	5 (6.1%)	15 (18.3%)	59 (72.0%)	82 (100%)
Not Available	1 (14.3%)	1 (14.3%)	1 (14.3%)	2 (28.6%)	2 (28.6%)	7 (100%)
Total	5 (2.7%)	5 (2.7%)	12 (6.5%)	41 (22.2%)	122 (65.9%)	185 (100%)

p = .221

Level of Education for Maternal Parent Figure: How did teacher salary influence an African

American male's decision to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	7 (63.6%)	2 (18.2%)	1 (9.1%)	0 (0.0%)	1 (9.1%)	11 (100%)
High School or GED	24 (51.1%)	4 (8.5%)	15 (31.9%)	2 (4.3%)	2 (4.3%)	47 (100%)
Some College	15 (39.5%)	10 (26.3%)	10 (26.3%)	2 (5.3%)	1 (2.6%)	38 (100%)
College Degree	37 (45.1%)	24 (29.3%)	15 (18.3%)	4 (4.9%)	2 (2.4%)	82 (100%)
Not Available	4 (57.1%)	1 (14.3%)	2 (28.6%)	0 (0.0%)	0 (0.60%)	7 (100%)
Total	87 (47.0%)	41 (22.2%)	43 (23.2%)	8 (4.3%)	6 (3.2%)	185 (100%)

$p = .591$

Level of Education for Maternal Parent Figure: How did the opportunity to be an advocate for

African American students influence an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	2 (18.2%)	1 (9.1%)	1 (9.1%)	2 (18.2%)	5 (45.5%)	11 (100%)
High School or GED	3 (6.4%)	2 (4.3%)	6 (12.8%)	9 (19.1%)	27 (57.4%)	47 (100%)
Some College	4 (10.5%)	0 (0.0%)	3 (7.9%)	16 (42.1%)	15 (39.5%)	38 (100%)
College Degree	2 (2.4%)	3 (3.7%)	11 (13.4%)	21 (25.6%)	45 (54.9%)	82 (100%)
Not Available	1 (14.3%)	2 (28.6%)	1 (14.3%)	1 (14.3%)	2 (28.6%)	7 (100%)
Total	12 (6.5%)	8 (4.3%)	22 (11.9%)	49 (26.5%)	94 (50.8%)	185 (100%)

$p = .052$

Level of Education for Maternal Parent Figure: How did encouragement from a friend influence

an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	4 (36.4%)	2 (18.2%)	4 (36.4%)	0 (0.0%)	1 (9.1%)	11 (100%)
High School or GED	18 (38.3%)	10 (21.3%)	7 (14.9%)	7 (14.9%)	5 (10.6%)	47 (100%)
Some College	17 (44.7%)	7 (18.4%)	6 (15.8%)	6 (15.8%)	2 (5.3%)	38 (100%)
College Degree	34 (41.5%)	12 (14.6%)	20 (24.4%)	13 (15.9%)	3 (3.7%)	82 (100%)
Not Available	5 (71.4%)	1 (14.3%)	1 (14.3%)	0 (0.0%)	0 (0.0%)	7 (100%)
Total	78 (42.2%)	32 (17.3%)	38 (20.5%)	26 (14.1%)	11 (5.9%)	185 (100%)

p = .764

Level of Education for Maternal Parent Figure: How did the opportunity to serve

underprivileged populations influence an African America male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	2 (18.2%)	3 (27.3%)	1 (9.1%)	0 (0.0%)	5 (45.5%)	11 (100%)
High School or GED	5 (10.6%)	1 (2.1%)	8 (17.0%)	10 (21.3%)	23 (48.9%)	47 (100%)
Some College	2 (5.3%)	5 (13.2%)	6 (15.8%)	8 (21.1%)	17 (44.7%)	38 (100%)
College Degree	10 (12.2%)	6 (7.3%)	9 (11.0%)	17 (20.7%)	40 (48.8%)	82 (100%)
Not Available	0 (0.0%)	2 (28.6%)	2 (28.6%)	1 (14.3%)	2 (28.6%)	7 (100%)
Total	19 (10.3%)	17 (9.2%)	26 (14.1%)	36 (19.5%)	87 (47.0%)	185 (100%)

p = .315

Level of Education for Maternal Parent Figure: How did the opportunity to be a role model for

all students influence an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (9.1%)	0 (0.0%)	0 (0.0%)	2 (18.2%)	8 (72.7%)	11 (100%)
High School or GED	1 (2.1%)	2 (4.3%)	3 (6.4%)	10 (21.3%)	31 (66.0%)	47 (100%)
Some College	2 (5.3%)	2 (5.3%)	4 (10.5%)	11 (28.9%)	19 (50.0%)	38 (100%)
College Degree	0 (0.0%)	3 (3.7%)	6 (7.3%)	18 (22.0%)	55 (67.1%)	82 (100%)
Not Available	0 (0.0%)	0 (0.0%)	2 (28.6%)	3 (42.9%)	2 (28.6%)	7 (100%)
Total	4 (2.2%)	7 (3.8%)	15 (8.1%)	44 (23.8%)	115 (62.2%)	185 (100%)

$p = .406$

Level of Education for Maternal Parent Figure: How did the opportunity to be a leader in one's

own community influence an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (9.1%)	0 (0.0%)	3 (27.3%)	4 (36.4%)	3 (27.3%)	11 (100%)
High School or GED	0 (0.0%)	1 (2.1%)	9 (19.1%)	15 (31.9%)	22 (46.8%)	47 (100%)
Some College	2 (5.3%)	5 (13.2%)	8 (21.1%)	12 (31.6%)	11 (28.9%)	38 (100%)
College Degree	6 (7.3%)	5 (6.1%)	12 (14.6%)	26 (31.7%)	33 (40.2%)	82 (100%)
Not Available	1 (14.3%)	3 (42.9%)	0 (0.0%)	0 (0.0%)	3 (42.9%)	7 (100%)
Total	10 (5.4%)	14 (7.6%)	32 (17.3%)	57 (30.8%)	72 (38.9%)	185 (100%)

$p = .037$, Cramer's V = .193

Level of Education for Maternal Parent Figure: How did the security of a good teacher's

pension influence an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	2 (18.2%)	6 (54.5%)	1 (9.1%)	1 (9.1%)	1 (9.1%)	11 (100%)
High School or GED	16 (34.0%)	10 (21.3%)	12 (25.5%)	5 (10.6%)	4 (8.5%)	47 (100%)
Some College	12 (31.6%)	10 (26.3%)	12 (31.6%)	2 (5.3%)	2 (5.3%)	38 (100%)
College Degree	37 (45.1%)	10 (12.2%)	14 (17.1%)	16 (19.5%)	5 (6.1%)	82 (100%)
Not Available	3 (42.9%)	3 (42.9%)	1 (14.3%)	0 (0.0%)	0 (0.0%)	7 (100%)
Total	70 (37.8%)	39 (21.1%)	40 (21.6%)	24 (13.0%)	12 (6.5%)	185 (100%)

$p = .082$

Level of Education for Maternal Parent Figure: How did a principal, coach or administrator

influence an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (9.1%)	3 (27.3%)	2 (18.2%)	2 (18.2%)	3 (27.3%)	11 (100%)
High School or GED	21 (44.7%)	11 (23.4%)	1 (2.1%)	7 (14.9%)	7 (14.9%)	47 (100%)
Some College	18 (47.4%)	6 (15.8%)	2 (5.3%)	5 (13.2%)	7 (18.4%)	38 (100%)
College Degree	38 (46.3%)	6 (7.3%)	12 (14.6%)	17 (20.7%)	9 (11.0%)	82 (100%)
Not Available	2 (28.6%)	2 (28.6%)	1 (14.3%)	1 (14.3%)	1 (14.3%)	7 (100%)
Total	80 (43.2%)	28 (15.1%)	18 (9.7%)	32 (17.3%)	27 (14.6%)	185 (100%)

$p = .177$

Level of Education for Maternal Parent Figure: How did the opportunity to inspire a love for

learning in others influence an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	2 (18.2%)	0 (0.0%)	2 (18.2%)	5 (45.5%)	2 (18.2%)	11 (100%)
High School or GED	0 (0.0%)	3 (6.4%)	7 (14.9%)	13 (27.7%)	24 (51.1%)	47 (100%)
Some College	1 (2.6%)	3 (7.9%)	6 (15.8%)	10 (26.3%)	18 (47.4%)	38 (100%)
College Degree	2 (2.4%)	7 (8.5%)	8 (9.8%)	27 (32.9%)	38 (46.3%)	82 (100%)
Not Available	0 (0.0%)	1 (14.3%)	1 (14.3%)	2 (28.6%)	3 (42.9%)	7 (100%)
Total	5 (2.7%)	14 (7.6%)	24 (13.0%)	57 (30.8%)	85 (45.9%)	185 (100%)

p = **.361**

Level of Education for Maternal Parent Figure: How did the opportunity to work in a learning

organization influence an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	2 (18.2%)	2 (18.2%)	4 (36.4%)	2 (18.2%)	1 (9.1%)	11 (100%)
High School or GED	6 (12.8%)	7 (14.9%)	15 (31.9%)	10 (21.3%)	9 (19.1%)	47 (100%)
Some College	9 (23.7%)	6 (15.8%)	6 (15.8%)	10 (26.3%)	7 (18.4%)	38 (100%)
College Degree	13 (15.9%)	6 (7.3%)	17 (20.7%)	26 (31.7%)	20 (24.4%)	82 (100%)
Not Available	1 (14.3%)	2 (28.6%)	1 (14.3%)	3 (42.9%)	0 (0.0%)	7 (100%)
Total	31 (16.8%)	23 (12.4%)	43 (23.2%)	51 (27.6%)	37 (20.0%)	185 (100%)

p = **.566**

Level of Education for Maternal Parent Figure: How did a desire to have a positive impact on

the current educational system influence an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (9.1%)	0 (0.0%)	4 (36.4%)	3 (27.3%)	3 (27.3%)	11 (100%)
High School or GED	3 (6.4%)	1 (2.1%)	6 (12.8%)	18 (38.3%)	19 (40.4%)	47 (100%)
Some College	5 (13.2%)	2 (5.3%)	5 (13.2%)	11 (28.9%)	15 (39.5%)	38 (100%)
College Degree	1 (1.2%)	3 (3.7%)	8 (9.8%)	28 (34.1%)	42 (51.2%)	82 (100%)
Not Available	0 (0.0%)	0 (0.0%)	4 (57.1%)	1 (14.3%)	2 (28.6%)	7 (100%)
Total	10 (5.4%)	6 (3.2%)	27 (14.6%)	61 (33.0%)	81 (43.8%)	185 (100%)

$p = .048$, Cramer's V = .189

Level of Education for Maternal Parent Figure: How did a college faculty influence an African

American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	8 (72.7%)	2 (18.2%)	0 (0.0%)	1 (9.1%)	0 (0.0%)	11 (100%)
High School or GED	34 (72.3%)	7 (14.9%)	4 (8.5%)	1 (2.1%)	1 (2.1%)	47 (100%)
Some College	30 (78.9%)	6 (15.8%)	0 (0.0%)	2 (5.3%)	0 (0.0%)	38 (100%)
College Degree	53 (64.6%)	8 (9.8%)	9 (11.0%)	8 (9.8%)	4 (4.9%)	82 (100%)
Not Available	6 (85.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (14.3%)	7 (100%)
Total	131 (70.8%)	23 (12.4%)	13 (7.0%)	12 (6.5%)	6 (3.2%)	185 (100%)

$p = .347$

Level of Education for Maternal Parent Figure: How did a desire to mentor young people

influence an African American to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	0 (0.0%)	0 (0.0%)	4 (36.4%)	3 (27.3%)	4 (36.4%)	11 (100%)
High School or GED	1 (2.1%)	1 (2.1%)	4 (8.5%)	16 (34.0%)	25 (53.2%)	47 (100%)
Some College	2 (5.3%)	3 (7.9%)	5 (13.2%)	9 (23.7%)	19 (50.0%)	38 (100%)
College Degree	0 (0.0%)	1 (1.2%)	13 (15.9%)	22 (26.8%)	46 (56.1%)	82 (100%)
Not Available	0 (0.0%)	1 (14.3%)	2 (28.6%)	2 (28.6%)	2 (28.6%)	7 (100%)
Total	3 (1.6%)	6 (3.2%)	28 (15.1%)	52 (28.1%)	96 (51.9%)	185 (100%)

p = .238

Level of Education for Maternal Parent Figure: How did flexible work hours influence an

African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	2 (18.2%)	3 (27.3%)	3 (27.3%)	2 (18.2%)	1 (9.1%)	11 (100%)
High School or GED	22 (46.8%)	9 (19.1%)	9 (19.1%)	4 (8.5%)	3 (6.4%)	47 (100%)
Some College	17 (44.7%)	7 (18.4%)	8 (21.1%)	3 (7.9%)	3 (7.9%)	38 (100%)
College Degree	33 (40.2%)	12 (14.6%)	13 (15.9%)	15 (18.3%)	9 (11.0%)	82 (100%)
Not Available	5 (71.4%)	1 (14.3%)	0 (0.0%)	1 (14.3%)	0 (0.0%)	7 (100%)
Total	79 (42.7%)	32 (17.3%)	33 (17.8%)	25 (13.5%)	16 (8.6%)	185 (100%)

p = .787

Level of Education for Maternal Parent Figure: How did the opportunity to address negative

issues that impact the community influence an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	2 (18.2%)	3 (27.3%)	2 (18.2%)	1 (9.1%)	3 (27.3%)	11 (100%)
High School or GED	1 (2.1%)	3 (6.4%)	7 (14.9%)	19 (40.4%)	17 (36.2%)	47 (100%)
Some College	4 (10.5%)	0 (0.0%)	7 (18.4%)	14 (36.8%)	13 (34.2%)	38 (100%)
College Degree	1 (1.2%)	5 (6.1%)	11 (13.4%)	26 (31.7%)	39 (47.6%)	82 (100%)
Not Available	0 (0.0%)	0 (0.0%)	4 (57.1%)	2 (28.6%)	1 (14.3%)	7 (100%)
Total	8 (4.3%)	11 (5.9%)	31 (16.8%)	62 (33.5%)	73 (39.5%)	185 (100%)

$p = .003$, Cramer's V = .220

Level of Education for Maternal Parent Figure: How did encouragement from a community

leader influence an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	7 (63.6%)	4 (36.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (100%)
High School or GED	28 (59.6%)	4 (8.5%)	7 (14.9%)	4 (8.5%)	4 (8.5%)	47 (100%)
Some College	27 (71.1%)	7 (18.4%)	2 (5.3%)	2 (5.3%)	0 (0.0%)	38 (100%)
College Degree	43 (52.4%)	10 (12.2%)	11 (13.4%)	12 (14.6%)	6 (7.3%)	82 (100%)
Not Available	4 (57.1%)	1 (14.3%)	0 (0.0%)	2 (28.6%)	0 (0.0%)	7 (100%)
Total	109 (58.9%)	26 (14.1%)	20 (10.8%)	20 (10.8%)	10 (5.4%)	185 (100%)

$p = .158$

Level of Education for Maternal Parent Figure: How did the opportunity to work in a noble

profession influence an African American male to become a teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	5 (45.5%)	1 (9.1%)	3 (27.3%)	1 (9.1%)	1 (9.1%)	11 (100%)
High School or GED	6 (12.8%)	6 (12.8%)	12 (25.5%)	13 (27.7%)	10 (21.3%)	47 (100%)
Some College	9 (23.7%)	3 (7.9%)	8 (21.1%)	8 (21.1%)	10 (26.3%)	38 (100%)
College Degree	10 (12.2%)	2 (2.4%)	13 (15.9%)	31 (37.8%)	26 (31.7%)	82 (100%)
Not Available	0 (0.0%)	2 (28.6%)	2 (28.6%)	0 (0.0%)	3 (42.9%)	7 (100%)
Total	30 (16.2%)	14 (7.6%)	38 (20.5%)	53 (28.6%)	50 (27.0%)	185 (100%)

p = .019, Cramer's V = .201

Level of Education for Maternal Parent Figure: How did the opportunity to teach subject one

loved influenced an African American male to become teacher?

Level of Education M	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (9.1%)	1 (9.1%)	2 (18.2%)	1 (9.1%)	6 (54.5%)	11 (100%)
High School or GED	5 (10.6%)	2 (4.3%)	4 (8.5%)	10 (21.3%)	26 (55.3%)	47 (100%)
Some College	5 (13.2%)	4 (10.5%)	7 (18.4%)	7 (18.4%)	15 (39.5%)	38 (100%)
College Degree	7 (8.5%)	7 (8.5%)	10 (12.2%)	14 (17.1%)	44 (53.7%)	82 (100%)
Not Available	1 (14.3%)	1 (14.3%)	1 (14.3%)	2 (28.6%)	2 (28.6%)	7 (100%)
Total	19 (10.3%)	15 (8.1%)	24 (13.0%)	34 (18.4%)	93 (50.3%)	185 (100%)

p = .968

Appendix J

Paternal Level of Education Cross Tabulation Tables

Level of Education for Paternal Parent Figure: How did the shortage of African American

teachers in the United States influence an African American male's decision to be a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	5 (41.7%)	2 (16.7%)	1 (8.3%)	0 (0.0%)	4 (33.3%)	12 (100%)
High School or GED	25 (37.9%)	5 (7.6%)	8 (12.1%)	18 (27.3%)	10 (15.2%)	66 (100%)
Some College	11 (29.7%)	4 (10.8%)	4 (10.8%)	8 (21.6%)	10 (27.0%)	37 (100%)
College Degree	10 (21.3%)	7 (14.9%)	8 (17.0%)	10 (21.3%)	12 (25.5%)	47 (100%)
Not Available	7 (30.4%)	4 (17.4%)	4 (17.4%)	5 (21.7%)	3 (13.0%)	23 (100%)
Total	58 (31.4%)	22 (11.9%)	25 (13.5%)	41 (22.2%)	39 (21.1%)	185 (100%)

p = .636

Level of Education for Paternal Parent Figure: How did the inspiration of a former teacher

influence you to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (8.3%)	2 (16.7%)	2 (16.7%)	2 (16.7%)	5 (41.7%)	12 (100%)
High School or GED	9 (13.6%)	7 (10.6%)	12 (18.2%)	17 (25.8%)	21 (31.8%)	66 (100%)
Some College	5 (13.5%)	4 (10.8%)	5 (13.5%)	9 (24.3%)	14 (37.8%)	37 (100%)
College Degree	5 (10.6%)	3 (6.4%)	6 (12.8%)	15 (31.9%)	18 (38.3%)	47 (100%)
Not Available	3 (13.0%)	1 (4.3%)	5 (21.7%)	8 (34.8%)	6 (26.1%)	23 (100%)
Total	23 (12.4%)	17 (9.2%)	30 (16.2%)	51 (27.6%)	64 (34.6%)	185 (100%)

p = .987

Level of Education for Paternal Parent Figure: How did summers off influence an African

American male's decision to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	7 (58.3%)	3 (25.0%)	1 (8.3%)	1 (8.3%)	0 (0.0%)	12 (100%)
High School or GED	28 (42.4%)	9 (13.6%)	16 (24.2%)	6 (9.1%)	7 (10.6%)	66 (100%)
Some College	9 (24.3%)	9 (24.3%)	7 (18.9%)	6 (16.2%)	6 (16.2%)	37 (100%)
College Degree	16 (34.0%)	9 (19.1%)	10 (21.3%)	6 (12.8%)	6 (12.8%)	47 (100%)
Not Available	7 (30.4%)	8 (34.8%)	3 (13.0%)	2 (8.7%)	3 (13.0%)	23 (100%)
Total	67 (36.2%)	38 (20.5%)	37 (20.0%)	21 (11.4%)	22 (11.9%)	185 (100%)

p = **.611**

Level of Education for Paternal Parent Figure: How did a desire to close the so called

achievement gap influence African American males to become teachers?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (8.3%)	3 (25.0%)	1 (8.3%)	4 (33.3%)	3 (25.0%)	12 (100%)
High School or GED	11 (16.7%)	8 (12.1%)	9 (13.6%)	14 (21.2%)	24 (36.4%)	66 (100%)
Some College	4 (10.8%)	2 (5.4%)	5 (13.5%)	11 (29.7%)	15 (40.5%)	37 (100%)
College Degree	4 (8.5%)	5 (10.6%)	5 (10.6%)	14 (29.8%)	19 (40.4%)	47 (100%)
Not Available	3 (13.0%)	0 (0.0%)	6 (26.1%)	3 (13.0%)	11 (47.8%)	23 (100%)
Total	23 (12.4%)	18 (9.7%)	26 (14.1%)	46 (24.9%)	72 (38.9%)	185 (100%)

p = **.516**

Level of Education for Paternal Parent Figure: How did Parents/ Family member influence an

African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	5 (41.7%)	3 (25.0%)	2 (16.7%)	0 (0.0%)	2 (16.7%)	12 (100%)
High School or GED	33 (50.0%)	11 (16.7%)	15 (22.7%)	7 (10.6%)	0 (0.0%)	66 (100%)
Some College	16 (43.2%)	5 (13.5%)	6 (16.2%)	5 (13.5%)	5 (13.5%)	37 (100%)
College Degree	15 (31.9%)	7 (14.9%)	7 (14.9%)	8 (17.0%)	10 (21.3%)	47 (100%)
Not Available	13 (56.5%)	3 (13.0%)	2 (8.7%)	2 (8.7%)	3 (13.0%)	23 (100%)
Total	82 (44.3%)	29 (15.7%)	32 (17.3%)	22 (11.9%)	20 (10.8%)	185 (100%)

$p = .156$

Level of Education for Paternal Parent Figure: How did the chance to be a good role model for

African American boys influence an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	0 (0.0%)	1 (8.3%)	0 (0.0%)	3 (25.0%)	8 (66.7%)	12 (100%)
High School or GED	2 (3.0%)	0 (0.0%)	5 (7.6%)	15 (22.7%)	44 (66.7%)	66 (100%)
Some College	1 (2.7%)	1 (2.7%)	2 (5.4%)	8 (21.6%)	25 (67.6%)	37 (100%)
College Degree	1 (2.1%)	3 (6.4%)	1 (2.1%)	6 (12.8%)	36 (76.6%)	47 (100%)
Not Available	1 (4.3%)	0 (0.0%)	4 (17.4%)	9 (39.1%)	9 (39.1%)	23 (100%)
Total	5 (2.7%)	5 (2.7%)	12 (6.5%)	41 (22.2%)	122 (65.9%)	185 (100%)

$p = .156$

Level of Education for Paternal Parent Figure: How did teacher salary influence an African

American male's decision to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	8 (66.7%)	2 (16.7%)	1 (8.3%)	0 (0.0%)	1 (8.3%)	12 (100%)
High School or GED	36 (54.5%)	14 (21.2%)	14 (21.2%)	2 (3.0%)	0 (0.0%)	66 (100%)
Some College	13 (35.1%)	10 (27.0%)	9 (24.3%)	3 (8.1%)	2 (5.4%)	37 (100%)
College Degree	18 (38.3%)	10 (21.3%)	14 (29.8%)	3 (6.4%)	2 (4.3%)	47 (100%)
Not Available	12 (52.2%)	5 (21.7%)	5 (21.7%)	0 (0.0%)	1 (4.3%)	23 (100%)
Total	87 (47.0%)	41 (22.2%)	43 (23.2%)	8 (4.3%)	6 (3.2%)	185 (100%)

$p = .608$

Level of Education for Paternal Parent Figure: How did the opportunity to be an advocate for

African American students influence an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	0 (0.0%)	1 (8.3%)	1 (8.3%)	3 (25.0%)	7 (58.3%)	12 (100%)
High School or GED	6 (9.1%)	2 (3.0%)	8 (12.1%)	16 (24.2%)	34 (51.5%)	66 (100%)
Some College	2 (5.4%)	1 (2.7%)	3 (8.1%)	12 (32.4%)	19 (51.4%)	37 (100%)
College Degree	3 (6.4%)	1 (2.1%)	7 (14.9%)	11 (23.4%)	25 (53.2%)	47 (100%)
Not Available	1 (4.3%)	3 (13.0%)	3 (13.0%)	7 (30.4%)	9 (39.1%)	23 (100%)
Total	12 (6.5%)	8 (4.3%)	22 (11.9%)	49 (26.5%)	94 (50.8%)	185 (100%)

$p = .872$

Level of Education for Paternal Parent Figure: How did encouragement from a friend influence

an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	7 (58.3%)	1 (8.3%)	2 (16.7%)	1 (8.3%)	1 (8.3%)	12 (100%)
High School or GED	27 (40.9%)	13 (19.7%)	13 (19.7%)	9 (13.6%)	4 (6.1%)	66 (100%)
Some College	13 (35.1%)	5 (13.5%)	10 (27.0%)	5 (13.5%)	4 (10.8%)	37 (100%)
College Degree	15 (31.9%)	11 (23.4%)	11 (23.4%)	9 (19.1%)	1 (2.1%)	47 (100%)
Not Available	16 (69.6%)	2 (8.7%)	2 (8.7%)	2 (8.7%)	1 (4.3%)	23 (100%)
Total	78 (42.2%)	32 (17.3%)	38 (20.5%)	26 (14.1%)	11 (5.9%)	185 (100%)

$p = .409$

Level of Education for Paternal Parent Figure: How did the opportunity to serve

underprivileged populations influence an African America male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (8.3%)	3 (25.0%)	1 (8.3%)	0 (0.0%)	7 (58.3%)	12 (100%)
High School or GED	6 (9.1%)	6 (9.1%)	14 (21.2%)	16 (24.2%)	24 (36.4%)	66 (100%)
Some College	3 (8.1%)	5 (13.5%)	3 (8.1%)	6 (16.2%)	20 (54.1%)	37 (100%)
College Degree	7 (14.9%)	2 (4.3%)	3 (6.4%)	8 (17.0%)	27 (57.4%)	47 (100%)
Not Available	2 (8.7%)	1 (4.3%)	5 (21.7%)	6 (26.1%)	9 (39.1%)	23 (100%)
Total	19 (10.3%)	17 (9.2%)	26 (14.1%)	36 (19.5%)	87 (47.0%)	185 (100%)

$p = .163$

Level of Education for Paternal Parent Figure: How did the opportunity to be a role model for

all students influence an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (16.7%)	10 (83.3%)	12 (100%)
High School or GED	0 (0.0%)	4 (6.1%)	5 (7.6%)	19 (28.8%)	38 (57.6%)	66 (100%)
Some College	2 (5.4%)	2 (5.4%)	2 (5.4%)	6 (16.2%)	25 (67.6%)	37 (100%)
College Degree	1 (2.1%)	0 (0.0%)	6 (12.8%)	11 (23.4%)	29 (61.7%)	47 (100%)
Not Available	1 (4.3%)	1 (4.3%)	2 (8.7%)	6 (26.1%)	13 (56.5%)	23 (100%)
Total	4 (2.2%)	7 (3.8%)	15 (8.1%)	44 (23.8%)	115 (62.2%)	185 (100%)

$p = .652$

Level of Education for Paternal Parent Figure: How did the opportunity to be a leader in one's

own community influence an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	0 (0.0%)	0 (0.0%)	2 (16.7%)	4 (33.3%)	6 (50.0%)	12 (100%)
High School or GED	1 (1.5%)	6 (9.1%)	17 (25.8%)	22 (33.3%)	20 (30.3%)	66 (100%)
Some College	4 (10.8%)	2 (5.4%)	6 (16.2%)	10 (27.0%)	15 (40.5%)	37 (100%)
College Degree	4 (8.5%)	1 (2.1%)	5 (10.6%)	16 (34.0%)	21 (44.7%)	47 (100%)
Not Available	1 (4.3%)	5 (21.7%)	2 (8.7%)	5 (21.7%)	10 (43.5%)	23 (100%)
Total	10 (5.4%)	14 (7.6%)	32 (17.3%)	57 (30.8%)	72 (38.9%)	185 (100%)

$p = .116$

Level of Education for Paternal Parent Figure: How did the security of a good teacher's pension

influence an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	4 (33.3%)	5 (41.7%)	1 (8.3%)	1 (8.3%)	1 (8.3%)	12 (100%)
High School or GED	23 (34.8%)	17 (25.8%)	15 (22.7%)	8 (12.1%)	3 (4.5%)	66 (100%)
Some College	12 (32.4%)	6 (16.2%)	8 (21.6%)	6 (16.2%)	5 (13.5%)	37 (100%)
College Degree	23 (48.9%)	5 (10.6%)	11 (23.4%)	6 (12.8%)	2 (4.3%)	47 (100%)
Not Available	8 (34.8%)	6 (26.1%)	5 (21.7%)	3 (13.0%)	1 (4.3%)	23 (100%)
Total	70 (37.8%)	39 (21.1%)	40 (21.6%)	24 (13.0%)	12 (6.5%)	185 (100%)

p = **.620**

Level of Education for Paternal Parent Figure: How did a principal, coach or administrator

influence an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	2 (16.7%)	2 (16.7%)	2 (16.7%)	3 (25.0%)	3 (25.0%)	12 (100%)
High School or GED	29 (43.9%)	11 (16.7%)	5 (7.6%)	10 (15.2%)	11 (16.7%)	66 (100%)
Some College	18 (48.6%)	2 (5.4%)	6 (16.2%)	9 (24.3%)	2 (5.4%)	37 (100%)
College Degree	21 (44.7%)	7 (14.9%)	4 (8.5%)	7 (14.9%)	8 (17.0%)	47 (100%)
Not Available	10 (43.5%)	6 (26.1%)	1 (4.3%)	3 (13.0%)	3 (13.0%)	23 (100%)
Total	80 (43.2%)	28 (15.1%)	18 (9.7%)	32 (17.3%)	27 (14.6%)	185 (100%)

p = **.506**

Level of Education for Paternal Parent Figure: How did the opportunity to inspire a love for

learning in others influence an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	0 (0.0%)	0 (0.0%)	2 (16.7%)	5 (41.7%)	5 (41.7%)	12 (100%)
High School or GED	3 (4.5%)	5 (7.6%)	9 (13.6%)	21 (31.8%)	28 (42.4%)	66 (100%)
Some College	1 (2.7%)	1 (2.7%)	4 (10.8%)	14 (37.8%)	17 (45.9%)	37 (100%)
College Degree	1 (2.1%)	7 (14.9%)	5 (10.6%)	10 (21.3%)	24 (51.1%)	47 (100%)
Not Available	0 (0.0%)	1 (4.3%)	4 (17.4%)	7 (30.4%)	11 (47.8%)	23 (100%)
Total	5 (2.7%)	14 (7.6%)	24 (13.0%)	57 (30.8%)	85 (45.9%)	185 (100%)

p = **.788**

Level of Education for Paternal Parent Figure: How did the opportunity to work in a learning

organization influence an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (8.3%)	1 (8.3%)	5 (41.7%)	2 (16.7%)	3 (25.0%)	12 (100%)
High School or GED	11 (16.7%)	7 (10.6%)	21 (31.8%)	18 (27.3%)	9 (13.6%)	66 (100%)
Some College	6 (16.2%)	4 (10.8%)	6 (16.2%)	13 (35.1%)	8 (21.6%)	37 (100%)
College Degree	9 (19.1%)	6 (12.8%)	7 (14.9%)	12 (25.5%)	13 (27.7%)	47 (100%)
Not Available	4 (17.4%)	5 (21.7%)	4 (17.4%)	6 (26.1%)	4 (17.4%)	23 (100%)
Total	31 (16.8%)	23 (12.4%)	43 (23.2%)	51 (27.6%)	37 (20.0%)	185 (100%)

p = **.640**

Level of Education for Paternal Parent Figure: How did a desire to have a positive impact on

the current educational system influence an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	0 (0.0%)	0 (0.0%)	3 (25.0%)	2 (16.7%)	7 (58.3%)	12 (100%)
High School or GED	6 (9.1%)	4 (6.1%)	9 (13.6%)	24 (36.4%)	23 (34.8%)	66 (100%)
Some College	1 (2.7%)	1 (2.7%)	4 (10.8%)	14 (37.8%)	17 (45.9%)	37 (100%)
College Degree	3 (6.4%)	1 (2.1%)	2 (4.3%)	18 (38.3%)	23 (48.9%)	47 (100%)
Not Available	0 (0.0%)	0 (0.0%)	9 (39.1%)	3 (13.0%)	11 (47.8%)	23 (100%)
Total	10 (5.4%)	6 (3.2%)	27 (14.6%)	61 (33.0%)	81 (43.8%)	185 (100%)

$p = .030$, **Cramer's V = .195**

Level of Education for Paternal Parent Figure: How did a college faculty influence an African

American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	9 (75.0%)	2 (16.7%)	0 (0.0%)	1 (8.3%)	0 (0.0%)	12 (100%)
High School or GED	46 (69.7%)	10 (15.2%)	5 (7.6%)	4 (6.1%)	1 (1.5%)	66 (100%)
Some College	28 (75.7%)	4 (10.8%)	1 (2.7%)	2 (5.4%)	2 (5.4%)	37 (100%)
College Degree	29 (61.7%)	5 (10.6%)	5 (10.6%)	5 (10.6%)	3 (6.4%)	47 (100%)
Not Available	19 (82.6%)	2 (8.7%)	2 (8.7%)	0 (0.0%)	0 (0.0%)	23 (100%)
Total	131 (70.8%)	23 (12.4%)	13 (7.0%)	12 (6.5%)	6 (3.2%)	185 (100%)

$p = .771$

Level of Education for Paternal Parent Figure: How did a desire to mentor young people

influence an African American to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	0 (0.0%)	0 (0.0%)	2 (16.7%)	3 (25.0%)	7 (58.3%)	12 (100%)
High School or GED	2 (3.0%)	3 (4.5%)	12 (18.2%)	20 (30.3%)	29 (43.9%)	66 (100%)
Some College	0 (0.0%)	1 (2.7%)	2 (5.4%)	9 (24.3%)	25 (67.6%)	37 (100%)
College Degree	1 (2.1%)	1 (2.1%)	7 (14.9%)	13 (27.7%)	25 (53.2%)	47 (100%)
Not Available	0 (0.0%)	1 (4.3%)	5 (21.7%)	7 (30.4%)	10 (43.5%)	23 (100%)
Total	3 (1.6%)	6 (3.2%)	28 (15.1%)	52 (28.1%)	96 (51.9%)	185 (100%)

p = **.874**

Level of Education for Paternal Parent Figure: How did flexible work hours influence an

African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	4 (33.3%)	3 (25.0%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	12 (100%)
High School or GED	27 (40.9%)	13 (19.7%)	13 (19.7%)	8 (12.1%)	5 (7.6%)	66 (100%)
Some College	12 (32.4%)	6 (16.2%)	7 (18.9%)	7 (18.9%)	5 (13.5%)	37 (100%)
College Degree	21 (44.7%)	7 (14.9%)	8 (17.0%)	7 (14.9%)	4 (8.5%)	47 (100%)
Not Available	15 (65.2%)	3 (13.0%)	3 (13.0%)	1 (4.3%)	1 (4.3%)	23 (100%)
Total	79 (42.7%)	32 (17.3%)	33 (17.8%)	25 (13.5%)	16 (8.6%)	185 (100%)

p = **.887**

Level of Education for Paternal Parent Figure: How did the opportunity to address negative

issues that impact the community influence an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (8.3%)	3 (25.0%)	1 (8.3%)	3 (25.0%)	4 (33.3%)	12 (100%)
High School or GED	1 (1.5%)	3 (4.5%)	15 (22.7%)	27 (40.9%)	20 (30.3%)	66 (100%)
Some College	2 (5.4%)	2 (5.4%)	2 (5.4%)	13 (35.1%)	18 (48.6%)	37 (100%)
College Degree	3 (6.4%)	3 (6.4%)	6 (12.8%)	11 (23.4%)	24 (51.1%)	47 (100%)
Not Available	1 (4.3%)	0 (0.0%)	7 (30.4%)	8 (34.8%)	7 (30.4%)	23 (100%)
Total	8 (4.3%)	11 (5.9%)	31 (16.8%)	62 (33.5%)	73 (39.5%)	185 (100%)

p = **.052**

Level of Education for Paternal Parent Figure: How did encouragement from a community

leader influence an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	8 (66.7%)	3 (25.0%)	0 (0.0%)	1 (8.3%)	0 (0.0%)	12 (100%)
High School or GED	40 (60.6%)	9 (13.6%)	9 (13.6%)	6 (9.1%)	2 (3.0%)	66 (100%)
Some College	24 (64.9%)	5 (13.5%)	3 (8.1%)	3 (8.1%)	2 (5.4%)	37 (100%)
College Degree	21 (44.7%)	9 (19.1%)	6 (12.8%)	7 (14.9%)	4 (8.5%)	47 (100%)
Not Available	16 (69.6%)	0 (0.0%)	2 (8.7%)	3 (13.0%)	2 (8.7%)	23 (100%)
Total	109 (58.9%)	26 (14.1%)	20 (10.8%)	20 (10.8%)	10 (5.4%)	185 (100%)

p = **.611**

Level of Education for Paternal Parent Figure: How did the opportunity to work in a noble

profession influence an African American male to become a teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	4 (33.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	3 (25.0%)	12 (100%)
High School or GED	12 (18.2%)	9 (13.6%)	12 (18.2%)	25 (37.9%)	8 (12.1%)	66 (100%)
Some College	5 (13.5%)	0 (0.0%)	7 (18.9%)	12 (32.4%)	13 (35.1%)	37 (100%)
College Degree	5 (10.6%)	2 (4.3%)	11 (23.4%)	11 (23.4%)	18 (38.3%)	47 (100%)
Not Available	4 (17.4%)	2 (8.7%)	6 (26.1%)	3 (13.0%)	8 (34.8%)	23 (100%)
Total	30 (16.2%)	14 (7.6%)	38 (20.5%)	53 (28.6%)	50 (27.0%)	185 (100%)

p = **.066**

Level of Education for Paternal Parent Figure: How did the opportunity to teach subject one

loved influenced an African American male to become teacher?

Level of Education P	Not at all Influential	Slightly Influential	Moderately Influential	Very Influential	Extremely Influential	Total
Junior High	1 (8.3%)	1 (8.3%)	1 (8.3%)	1 (8.3%)	8 (66.7%)	12 (100%)
High School or GED	7 (10.6%)	2 (3.0%)	10 (15.2%)	14 (21.2%)	33 (50.0%)	66 (100%)
Some College	3 (8.1%)	3 (8.1%)	6 (16.2%)	6 (16.2%)	19 (51.4%)	37 (100%)
College Degree	6 (12.8%)	7 (14.9%)	4 (8.5%)	7 (14.9%)	23 (48.9%)	47 (100%)
Not Available	2 (8.7%)	2 (8.7%)	3 (13.0%)	6 (26.1%)	10 (43.5%)	23 (100%)
Total	19 (10.3%)	15 (8.1%)	24 (13.0%)	34 (18.4%)	93 (50.3%)	185 (100%)

p = **.878**