Male Elementary Teachers: Myths and Realities

Robert Bonner

George Fox University, rlbonner@georgefox.edu

Follow this and additional works at: http://digitalcommons.georgefox.edu/soe_faculty

Part of the Elementary Education and Teaching Commons

Recommended Citation

http://digitalcommons.georgefox.edu/soe_faculty/12

This Dissertation is brought to you for free and open access by the School of Education at Digital Commons @ George Fox University. It has been accepted for inclusion in Faculty Publications - School of Education by an authorized administrator of Digital Commons @ George Fox University.

This dissertation has been approved and accepted by:

Mark Carlton, Ed.D.
Assistant Professor of Education

Doreen Blackburn, Ph.D.
Assistant Professor of Education

Gary Railsback, Ph.D.
Associate Professor of Education

Robin Baker, Ph.D.
Provost
ABSTRACT

This research project utilized a mixed method design to examine the myths and realities which confront male elementary teachers in Oregon public schools. Five research questions were posed which investigated the motivations, career ambitions, hiring experiences, potential issues, working environment, and the benefits of male elementary teachers. The quantitative process utilized a survey of male and female elementary teachers in the Oregon public schools. Potential participants were chosen through a stratified random sample determined by the gender of the teacher. The response rate for both male and female respondents was 51%, which yielded samples of 159 male teachers and 92 female teachers. The qualitative process involved structured interviews with 12 male teachers to provide additional insights into the experiences of male elementary teachers. The key findings of the research can be summarized in these statements. Male teachers entered the elementary classroom because of their love for their students and the connections they are able to make with the students. Previous experiences with elementary-aged children were major influences in their desire to enter the elementary classroom. Most male and female elementary teachers chose to remain in the classroom and not become administrators. Several realities faced by the male elementary teachers were identified in this research: (a) male elementary teachers do not have an easier time being hired for classroom and administrative positions than female elementary teachers, (b) the threat of false accusations of child abuse is real, (c) male elementary teachers must identify positive ways of establishing relationships and boundaries with their students, (d) male teachers will be in the minority in most elementary schools, (e) there is a perception of a double standard for sexual harassment issues in which their female colleagues can share stories, comments, or jokes which would be perceived as harassment if said by
a male teacher, and (f) male teachers are expected to be male role models for their students. School districts and teacher education institutions have the responsibility to prepare their male teachers and candidates for these realities.
# TABLE OF CONTENTS

CHAPTER ONE .......................................................................................................................... 1

Introduction ............................................................................................................................ 1
Statement of the Purpose ......................................................................................................... 2
Definitions ............................................................................................................................... 2
The Current Situation ............................................................................................................. 3
The historical perspective ....................................................................................................... 6
The research questions .......................................................................................................... 10
Limitations and Delimitations .............................................................................................. 10

CHAPTER TWO ....................................................................................................................... 12

Review of the Literature ....................................................................................................... 12
The Impact of Gender on the Male Elementary Teacher ..................................................... 12
The Career Choice and Motivation of the Male Elementary Teacher ................................. 25
The Working Relationships of the Male Elementary Teacher .............................................. 33
The Glass Escalator and the Male Elementary Teacher .......................................................... 40
Summary of the Review of Literature .................................................................................. 48

CHAPTER THREE .................................................................................................................. 51
Methodology .......................................................................................................................... 51
Setting ................................................................................................................................... 51
Participants .......................................................................................................................... 52
The Structured Interview Sample ......................................................................................... 56
Instruments ........................................................................................................................... 57
Research Design .................................................................................................................. 59
Statistical Analysis ............................................................................................................... 59
Procedure .............................................................................................................................. 60

CHAPTER FOUR ..................................................................................................................... 64
Findings: Motivation, Hiring Experiences, & Career Ambitions ........................................ 64
What motivates a man to become an elementary teacher? .................................................. 65
What are the hiring experiences and career ambitions of male elementary teachers seeking other teaching positions or careers as administrators? .................................................. 80

CHAPTER FIVE ....................................................................................................................... 114
Findings: Potential Issues and Working Environment ....................................................... 114
What are the potential issues for men who are elementary teachers? ...................... 114
What is the nature of the working environment for the male elementary teacher? ................................................................. 146

CHAPTER SIX ........................................................................................................................................................................... 180

Findings: The Qualities of Male Elementary Teachers ........................................................ 180
What does a male teacher bring to the elementary classroom? ........................................ 180

CHAPTER SEVEN ........................................................................................................................................................................ 205

Discussion ..................................................................................................................................................................................... 205
Future Research Studies ................................................................................................................................................................. 222

REFERENCES ................................................................................................................................................................................. 224

APPENDICES ................................................................................................................................................................................ 243

Appendix A ................................................................................................................................................................................... 244
Elementary Teacher Survey .............................................................................................................................................................. 244
Appendix B ................................................................................................................................................................................... 249
Elementary Teacher Survey (Online Version) ........................................................................ 249
Appendix C ................................................................................................................................................................................... 260
Structured Interview Questions ..................................................................................................................................................... 260
Appendix D ................................................................................................................................................................................... 262
Themes Identified in N6 Analysis .................................................................................................................................................... 262
Appendix E ................................................................................................................................................................................... 265
Initial Letter to Participate In the Project ............................................................................. 265
Appendix F ................................................................................................................................................................................... 266
Postcard Reminder & Expressing Appreciation ..................................................................... 266
Appendix G ................................................................................................................................................................................... 267
2nd Letter Mailed To Participants Who Did Not Respond to First Letter ........ 267
<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Stereotypical personality traits by gender</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>Professional teaching experience of certified elementary teachers</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Representation of male teachers in Oregon elementary schools</td>
<td>34</td>
</tr>
<tr>
<td>4</td>
<td>Percentages of male teachers in Oregon elementary schools</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>Oregon administrators and classroom teachers by gender</td>
<td>46</td>
</tr>
<tr>
<td>6</td>
<td>Female and male principals in Oregon’s 10 largest school districts</td>
<td>47</td>
</tr>
<tr>
<td>7</td>
<td>Educational attainment and experience of the population and the sample</td>
<td>53</td>
</tr>
<tr>
<td>8</td>
<td>Classroom positions occupied by the sample</td>
<td>55</td>
</tr>
<tr>
<td>9</td>
<td>Male elementary teachers begin teaching because they want to help all children learn and be successful.</td>
<td>66</td>
</tr>
<tr>
<td>10</td>
<td>Correlations between the statement that male elementary teachers begin teaching because they want to help all children and other statements on the survey.</td>
<td>66</td>
</tr>
<tr>
<td>11</td>
<td>It is important for all students to see men teaching in kindergarten through 5th grades.</td>
<td>68</td>
</tr>
<tr>
<td>12</td>
<td>Correlations between the statement that it is important for all students to see male teachers in the elementary grades and other statements on the survey.</td>
<td>69</td>
</tr>
<tr>
<td>13</td>
<td>Male elementary teachers see the elementary classroom as a temporary position enroute to becoming an administrator.</td>
<td>71</td>
</tr>
<tr>
<td>14</td>
<td>Correlations between the statement that male teachers see the elementary classroom as a temporary position and other statements on the survey</td>
<td>72</td>
</tr>
<tr>
<td>15</td>
<td>Male sample responses to the statement that male elementary teachers see the elementary classroom as a temporary position enroute to becoming an administrator.</td>
<td>73</td>
</tr>
<tr>
<td>16</td>
<td>Female elementary teachers see the elementary classroom as a temporary position enroute to becoming an administrator.</td>
<td>74</td>
</tr>
<tr>
<td>Table</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>17</td>
<td>Correlations between the statement that female teachers see the elementary classroom as a temporary position and other statements on the survey.</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>My district needs to hire more male elementary teachers.</td>
<td>81</td>
</tr>
<tr>
<td>19</td>
<td>Correlations between the statement that the district needs to hire more male elementary teachers and other statements on the survey.</td>
<td>82</td>
</tr>
<tr>
<td>20</td>
<td>My district needs to make hiring more male elementary teachers a priority.</td>
<td>84</td>
</tr>
<tr>
<td>21</td>
<td>Correlations between the statement that the district needs to make hiring more male elementary teachers a priority and other statements on the survey.</td>
<td>86</td>
</tr>
<tr>
<td>22</td>
<td>Male elementary teachers have an easier time being hired than female elementary teachers.</td>
<td>88</td>
</tr>
<tr>
<td>23</td>
<td>Correlations between the statement that male elementary teachers have an easier time being hired than female elementary teachers and other statements on the survey.</td>
<td>89</td>
</tr>
<tr>
<td>24</td>
<td>Female elementary teachers have an easier time being hired than male elementary teachers.</td>
<td>90</td>
</tr>
<tr>
<td>25</td>
<td>Correlations between the statement that female elementary teachers have an easier time being hired than male elementary teachers and other statements on the survey.</td>
<td>92</td>
</tr>
<tr>
<td>26</td>
<td>Most male elementary teachers would like to be in an administrative position.</td>
<td>93</td>
</tr>
<tr>
<td>27</td>
<td>Correlations between the statement that most male elementary teachers would like to be in an administrative position and other statements on the survey.</td>
<td>95</td>
</tr>
<tr>
<td>28</td>
<td>Most female elementary teachers would like to be in an administrative position at some point in their careers.</td>
<td>96</td>
</tr>
<tr>
<td>29</td>
<td>Correlation between the statement that most female elementary teachers would like to be in an administrative position and one other statement on the survey.</td>
<td>97</td>
</tr>
<tr>
<td>30</td>
<td>I would like to be an administrator.</td>
<td>99</td>
</tr>
<tr>
<td>31</td>
<td>Correlation between the statement that I would like to be an administrator and one other statement on the survey.</td>
<td>100</td>
</tr>
<tr>
<td>Table</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>32</td>
<td>Male elementary teachers have an easier time being hired for administrative positions than female elementary teachers.</td>
<td>102</td>
</tr>
<tr>
<td>33</td>
<td>Correlations between the statement that male elementary teachers have an easier time being hired for administrative positions and other statements on the survey.</td>
<td>103</td>
</tr>
<tr>
<td>34</td>
<td>Female elementary teachers have an easier time being hired for administrative positions than male elementary teachers.</td>
<td>105</td>
</tr>
<tr>
<td>35</td>
<td>Correlations between the statement that most female elementary teachers have an easier time being hired for administrative positions and other statements on the survey.</td>
<td>106</td>
</tr>
<tr>
<td>36</td>
<td>Male elementary teachers often feel uncomfortable expressing care and concern for their students.</td>
<td>115</td>
</tr>
<tr>
<td>37</td>
<td>Correlation between the statement that male elementary teachers often feel uncomfortable expressing care and concern and one other statement on the survey.</td>
<td>116</td>
</tr>
<tr>
<td>38</td>
<td>Male elementary teachers have to worry more about touching students than female elementary teachers.</td>
<td>118</td>
</tr>
<tr>
<td>39</td>
<td>Correlations between the statement that male teachers have to worry more about touching students and other statements on the survey.</td>
<td>119</td>
</tr>
<tr>
<td>40</td>
<td>False accusations of child abuse are a major concern of male elementary teachers.</td>
<td>120</td>
</tr>
<tr>
<td>41</td>
<td>Correlations between the statement that false accusations of child abuse are a major concern of male elementary teachers and other comments on the survey.</td>
<td>122</td>
</tr>
<tr>
<td>42</td>
<td>Male elementary teachers feel like their actions and comments are under more scrutiny than experienced by female teachers.</td>
<td>123</td>
</tr>
<tr>
<td>43</td>
<td>Correlations between the statement that male elementary teachers feel their actions and comments are under more scrutiny and other statements on the survey.</td>
<td>125</td>
</tr>
<tr>
<td>44</td>
<td>A male elementary teacher will receive more negative attention than a female elementary teacher will even if both do the same thing.</td>
<td>127</td>
</tr>
</tbody>
</table>
Correlations between the statement that a male elementary teacher will receive more negative attention than a female elementary teacher and other statements on the survey.

The tone of a male elementary teacher’s voice can be misperceived as mean and angry when he does not intend to be angry and mean.

Correlations between the statement that the tone of a male elementary teacher’s voice can be misperceived as mean and angry and other statements on the survey.

The tone of a male elementary teacher’s voice can be perceived as threatening when the intent of the male teacher is non-threatening.

Correlations between the statement that the tone of a male elementary teacher’s voice can be perceived as threatening and other statements on the survey.

Male teachers experience loneliness and discomfort in the staff room when the conversations focus on topics such as dating, clothing, women’s medical issues, etc.

Correlations between the statement that male elementary teachers experience loneliness and discomfort in the staff room and other statements on the survey.

Male elementary teachers feel loneliness and isolation within the school setting because there are so few of them.

Correlations between the statement that male elementary teachers feel loneliness and isolation within the school setting and other statements on the survey.

Female elementary teachers have informal networks of communication and power that exclude male elementary teachers.

Correlations between the statement that female elementary teachers have informal networks of communication and power and other statements on the survey.

Male elementary teachers form alliances of power and influence with male principals.
<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>Correlations between the statement that male teachers form alliances of power and influence with male principals and other statements on the survey.</td>
<td>156</td>
</tr>
<tr>
<td>58</td>
<td>Male elementary teachers often have little influence in decisions that are made in schools with predominantly female staffs and a female principal.</td>
<td>158</td>
</tr>
<tr>
<td>59</td>
<td>Correlations between the statement that male teachers often have little influence in schools with predominantly female staffs and a female principal and other statements on the survey.</td>
<td>159</td>
</tr>
<tr>
<td>60</td>
<td>Male elementary teachers hear female teachers and staff tell jokes and stories about the foibles of men.</td>
<td>160</td>
</tr>
<tr>
<td>61</td>
<td>Correlations between the statement that male teachers hear female teachers tell jokes and stories about the foibles of men and other statements on the survey.</td>
<td>161</td>
</tr>
<tr>
<td>62</td>
<td>Female teachers hear male teachers tell jokes and stories about the foibles of women.</td>
<td>163</td>
</tr>
<tr>
<td>63</td>
<td>Correlation between the statement that female teachers hear male teachers tell jokes and stories about the foibles of women and one other statement on the survey.</td>
<td>164</td>
</tr>
<tr>
<td>64</td>
<td>Male elementary teachers have to be careful about what they say to female staff members because of possible charges of sexual harassment.</td>
<td>165</td>
</tr>
<tr>
<td>65</td>
<td>Correlations between the statement that male elementary teachers have to be careful about what they say to female staff members and other statements on the survey.</td>
<td>166</td>
</tr>
<tr>
<td>66</td>
<td>Female elementary teachers have to be careful about what they say to male staff members because of possible charges of sexual harassment.</td>
<td>168</td>
</tr>
<tr>
<td>67</td>
<td>Male elementary teachers leave the elementary classroom because it is difficult to be a male working in an environment that is predominantly female.</td>
<td>170</td>
</tr>
<tr>
<td>68</td>
<td>Correlations between the statement that male teachers leave the elementary classroom because it is difficult to work in a female-dominated environment and other statements on the survey.</td>
<td>171</td>
</tr>
<tr>
<td>69</td>
<td>Parents, staff, and community members see male teachers as positive role models for the students.</td>
<td>180</td>
</tr>
<tr>
<td>Table</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>70</td>
<td>Male elementary teachers see themselves as male role models for their students.</td>
<td>181</td>
</tr>
<tr>
<td>71</td>
<td>Correlations between the statement that male elementary teachers see themselves as role models for their students and other statements on the survey.</td>
<td>182</td>
</tr>
<tr>
<td>72</td>
<td>Female elementary teachers see themselves as female role models for their students.</td>
<td>183</td>
</tr>
<tr>
<td>73</td>
<td>Correlations between the statement that female elementary teachers see themselves as female role models for their students and other statements on the survey.</td>
<td>183</td>
</tr>
<tr>
<td>74</td>
<td>Male elementary teachers see themselves as substitute fathers for their students.</td>
<td>184</td>
</tr>
<tr>
<td>75</td>
<td>Correlation between the statement that male elementary teachers see themselves as substitute fathers for their students and one other statement on the survey.</td>
<td>185</td>
</tr>
<tr>
<td>76</td>
<td>Female elementary teachers see themselves as substitute mothers for their students.</td>
<td>186</td>
</tr>
<tr>
<td>77</td>
<td>Characteristics of male role models identified by male elementary teachers.</td>
<td>192</td>
</tr>
</tbody>
</table>
CHAPTER ONE

Introduction

Contradictions. If there is one word to describe male elementary teachers and their realities, it is the word contradictions. Males are encouraged to be elementary teachers so that the children can have positive male role models. Often, though, there are mixed messages about their roles and responsibilities as role models for the children (Jones, n.d.; Allan, 1994, 1997; Cushman, 2005; Gamble & Wilkins, 2005). Conversations with parents, teachers, and professors present the hope of easy entry into the elementary teaching force, but the realities often differ from the perception (Blanchard, 2005; Allan, 1997; Sargent, 2001). Two researchers (Sandefur & Moore, 2004) conducted a textual analysis of children’s picture storybooks to investigate the popular image of teachers. The authors describe the dominant portrayal of the teacher in the storybooks as “a white non-Hispanic woman” (p. 47). Statistical information was presented concerning the presence of ethnic groups in the portrayals, but no mention was made of male teachers in this section. In a later section, though, the authors describe six picture storybooks in which teachers were positively portrayed. Four of those teachers were male.

Male elementary teachers are in the minority. Elementary schools may have one, two, or even more male teachers, but the number of female teachers will still be significantly greater. At school or district level meetings, male elementary teachers will be few in number. Observing those attending regional or national education conferences of elementary teachers will usually show a larger percentage of female educators than male educators. A glimpse at contemporary media, movies such as Daddy Day Care and Kindergarten Cop, will raise questions of whether men can even work with children. The mixture of men with young children is the foundation for hilarity in
presentations such as these (Valle, 2003). Valle facetiously wrote: “Men just don’t know what to do! It isn’t in their genes! Men are all big and clumsy and little people stymie the heck out of them” (p. 68).

Numerous myths, superstitions, and beliefs have developed through the years about these men who choose to work with children. Some have been created through the experiences of a few and extrapolated to the many. Other themes have been written which describe specific settings or schools. Historical perspective has often been lost as arguments have been repeated implying the events of many years ago were indicative of realities today.

This chapter will describe the numerical situation of male teachers in elementary schools today and the historical development of elementary teaching to set the scene for the statement of the research questions and limitations of the research. The statement of the purpose and important definitions will be presented prior to the current and historical settings of the study.

**Statement of the Purpose**

The purpose of this study is to investigate the myths and realities concerning male elementary teachers in Oregon public schools. This investigation will include consideration of motivations for teaching, career choices, workplace environments, and potential issues for the male elementary teacher.

**Definitions**

*Elementary school.* An elementary school in Oregon is usually a school containing grades kindergarten through fifth grade. Some school districts have adopted different configurations as the elementary model. Exceptions to the stated definition will be noted when needed for clarity in the text.
Primary grades. The primary grades will be kindergarten through second grade.

Intermediate grades. The intermediate grades will be third through fifth grades. Some school districts include the sixth grade in the intermediate configuration. Exceptions to the stated definition will be noted when need for clarity in the text.

The Current Situation

This section will examine the statistics describing the presence of male elementary teachers at the district, state, national, and international levels. It will begin with a snapshot from a district in Oregon and then explore the situation outside of Oregon. The section will conclude with specific information about male elementary teachers in the state of Oregon.

The minutes of the Centennial School District School Board (Centennial School District Governing Board Minutes, 2005) included a personnel report by the assistant superintendent describing the results of the annual search for new staff members. He reported that the district did not find one male elementary teacher to hire for the 2005-2006 school year. The assistant superintendent said that this was a serious concern because elementary students need male role models.

The plea for more male teachers is being heard in the popular press and other media throughout the United States and other English speaking countries. Lobron (2005) described the situation in Massachusetts as one where the proportion of male elementary teachers had plummeted. Hetzner (2003) reported that the number of male teachers at all educational levels (elementary, middle school, and high school) in Wisconsin decreased from 42% in 1986 to 27% in 2003. Helmer (2005) wrote about the shortage of male elementary teachers in the United States. This article was later reprinted in the magazine OEA Today, which is distributed to Oregon
Education Association members. In the state of Washington, Blanchard (2005) indicated that the statewide male elementary teacher percentage was 17%, but that the Seattle area had male teachers in 20% of its elementary classrooms. Fratt (2004) extrapolated from the annual National Education Association survey of teachers to predict that male teachers will be extinct in 30 years. Additional reports (Chmelynski, 2005; Feller, 2005; Ave, 2005) have described similar situations in other parts of the country.

Internationally, the shortage of male elementary teachers is similar to that found in the United States. The Australian Parliament (House of Representatives Standing Commission on Education and Training, 2002) commissioned an inquiry into the educational progress of the young males in the country. One of the findings of the committee described the decreased percentage of male teachers at both the primary and secondary levels. The number of male teachers at the primary level had decreased from 26.3% in 1991 to 21.3% in 2001. Hutchins (2005) described initiatives in the United Kingdom designed to increase the number of male teachers. These incentives, which included financial incentives, employment routes into teaching, the promise of job satisfaction, and a better quality of life, resulted in 13% of the teaching recruits being male. The current estimate is that 15% of the teachers in the primary schools will be male, but that percentage is on a downward trend. Farquahr (1997) noted that less than 25% of the primary teachers in New Zealand are male.

The African American community (Smiles, 2002; Okezie, 2003) has also expressed concern about the lack of African American males who are choosing teaching as an occupation. Okezie wrote that teaching was formerly the career choice for first and second-generation African American college graduates. He indicated that teaching is now one of many options available to those graduates.
Scholarly examinations of the shortage present additional statistics concerning the shortage of male teachers in the United States. Shen, Wegenke, and Cooley (2003) examined whether the teaching force had become more diversified in the decade from 1987-1988 to 1999-2000. The authors noted that despite the rhetoric for more males in the teaching force that the percentage of male teachers had actually decreased during the decade that was studied. The percentage of male teachers in 1987-88 was 29.5%. It had decreased to 25.1% in 1999-2000. The authors stated that the percentage of new male teachers had increased in the same decade from 21.3% to 26.0%. The statistics in Shen et al. are describing the number of men teaching at all levels from kindergarten through high school.

This research (Shen et al., 2003) found that Wyoming had the greatest percentage of male teachers (33.6%) while South Carolina had the lowest percentage of male teachers (16.7%). The northwestern states had the highest percentages of male teachers while states in the southeast had the lowest percentage of male teachers. Less than 20% of the teaching force is male in the states of South Carolina, Mississippi, Arkansas, Alabama, Louisiana, Georgia, Florida, North Carolina, and Tennessee. More than 30% of the teaching force is male in the states of Wyoming, Alaska, Oregon, Washington, Montana, Massachusetts, Iowa, and Pennsylvania.

Elementary principals in South Dakota were surveyed by Wood and Hoag (1993) concerning male teachers in their buildings. The principals reported that male teachers were present in 60% of the buildings. The other 40% did not have any male teachers. It was not indicated whether the responding principals were male or female. The male teachers were predominately at the fourth through sixth grades. Gamble and Wilkins (1998) examined the presence of male teachers in the primary grades in New York state schools. Only 3% of the teachers were male. A
similar finding was made by Wiest, Olive, and Obenchain (2003) who found that 5% of the primary teachers in Nevada were male based on a listing from the Nevada Department of Education.

The Oregon Department of Education (Oregon Department of Education, 2005e) surveys school districts annually concerning various aspects of personnel and staffing. The specific information concerning certified personnel and job function is collected each June. The report for the school year 2004-2005 indicated that there were 14,369 teachers at the elementary level. The percentage of female elementary teachers was 84.5%. Male teachers were 15.5% of the elementary teaching personnel.

Male teachers consistently occupy less than 20% of the elementary classrooms in the United States. This phenomenon is occurring internationally. The shortage is especially acute in some regions. It is particularly noticeable at the primary level. The plea for more male teachers, especially at the elementary level, has been made many times in recent history. The next section investigates the historical foundations in the United States for this shortage.

The historical perspective

This section will examine historical factors that influenced the transition of teaching from a male-dominated field to a female-dominated field, at least at the elementary level. This analysis will describe the historical perspective from the 17th century until present day.

Teaching began as a male occupation in the settlements of the religious dissenters in New England and other parts of the country. Preston (2003) wrote that the 17th century schools possessed both secular and religious goals while developing male leadership that could function in both religious and community settings. Teachers occupied elevated positions in the towns and settlements, but this sharply contrasted with the working conditions and meager support that the
teachers received. The tenure of most schoolmasters was short, according to Preston, who indicated that most taught only briefly while looking for other jobs which paid more. One of the prevalent ideas was financing schools at the lowest cost to the townspeople. Three factors influenced the acute shortage of male teachers at the end of the 17th century: job insecurity, low wages, and difficult working conditions (Preston, 2003).

The young women were taught in the home by the mothers and other women during this early period of American schooling. Gradually, this process developed into private dame schools where one woman teacher taught the young women and young boys (Tyack & Hansot, 1990; Preston, 2003). These schools were conducted in the summer while the male teacher and older boys were working in the fields. The development of public schools for male and female students (the common school) and the rise of coeducation influenced the transition of teaching from a male-dominated field to a field that was more feminine. Teachers contracted individually with the schools and this situation presented several advantages to the women, according to Tyack and Hansot. The women represented a ready employment supply that was willing to work for lower wages than the men. Good male teachers were hard to find. The women taught the younger students while the men taught the older boys.

The expansion of the United States in the 18th and 19th centuries increased the demand for teachers. The resulting population growth and demands for universal education were hindered by the limited supply of male teachers and short tenure of the teachers. Supply side economics in this expansion period influenced the growing employment of female teachers (Strober & Tyack, 1980). The researchers found the following themes as the historical records were reviewed: (a) more young women were being educated which meant that they would be able to teach others; (b) domestic
services, which previously were needed by their families within the home setting, were less needed as production moved outside of the home; and (c) teaching was believed to be an acceptable occupation for women while the men were able to pursue alternative occupations.

Teaching young children was seen as an extension of the home or the “cult of domesticity” (Strober & Tyack, 1980, p. 496). The maternal qualities of the women made them better teachers and more ably suited to teach the young children. Among the qualities seen in the young women were nurturance, patience, and an understanding of young children. Teaching was also seen as an occupation that would help prepare the young women for marriage. It should be noted that most school boards required that their women teachers be single rather than married (Strober & Tyack, 1980).

A leading spokesperson for women’s rights and interests, especially in the field of education was Catherine Beecher. Writing in 1846, Beecher (as cited in Bremner, 1970) stated that teaching is an occupation for women, not for men.

Now, without expressing any opinion . . . I simply ask if it would not be better to put the thousands of men who are keeping school for young children into the mills and employ the women to train the children?

Wherever education is most prosperous, there woman is employed more than man. In Massachusetts, where education is highest, five out of seven teachers are women; while in Kentucky, where education is so much lower, five out of six teachers are men. (p. 482)

The job of primary teacher, or teaching young children, soon became associated with women, according to Tyack and Hansot (1990). By 1890, the authors estimated that women held
92% of the teaching jobs in northern communities with populations greater than 10,000 people. The teaching force was stratified resulting in women teaching the lower grades while men taught in the upper grades, moved into administration, or left teaching for an alternative occupation.

The men who remained in teaching sometimes found their masculinity and character questioned for remaining in an occupation where women were present in dominating numbers. Complaints emerged in the opening decades of the 20th century about the large numbers of women who were teaching in the schools. The complaints focused on "fears of feminization" of the boys and the peril posed by the women to the young boys under their tutelage (Tyack & Hansot, 1990).

The fear of feminization of the young boys continues to be a theme in scholarly writings of feminists and sociologists. Sexton (1970) argued that schools were essentially feminine institutions where women set the standards for behavior and favor. The schools were not allowing the boys room to flex either their physical or intellectual muscles. The publication of *Iron John* (Bly, 1990/1992) reinforced this theme. The debate over feminization of the young boys appears strongest in the scholarly writings about schooling in the United Kingdom, Australia, and Canada (Roulston & Mills, 2000; Skelton, 2003).

It is into this milieu that the male elementary teacher is walking. He is choosing an occupation in which women are significantly in greater numbers. The elementary school setting poses questions and challenges for the male elementary teacher, whether they are the arguments found in the scholarly literature, the popular media, or his associates. This introduction has provided historical and statistical perspectives on the current milieu of the male elementary teacher. This proposal now transitions to the investigation of five major questions whose discussion has ramifications for the recruitment and retention of male elementary teachers.
The research questions

1. What motivates a man to become an elementary teacher?

2. What are the hiring experiences and career ambitions of male elementary teachers seeking either teaching positions or careers in administration?

3. What are the potential issues for men who are elementary teachers?

4. What is the nature of the working environment for male elementary teachers?

5. What does a male teacher bring to the elementary classroom setting?

Limitations and Delimitations

The following limitations and delimitations are present in this project.

This project employed a random sampling methodology to survey male and female elementary teachers in the state of Oregon. The response rate to the survey was 51%. It is not known how the non-responders would have influenced the results. Generalizations will be made, but with the caution that there is an element of error due to the non-response rate. The results will not be able to be generalized beyond the population of elementary teachers in the state of Oregon.

The researcher is a male elementary teacher. Although objectivity was emphasized in the development and implementation of the survey instrument, the interviewing of participants and the analysis and reporting of results, there is the possibility that researcher bias influenced the project at any step. The researcher sought to minimize bias by utilizing respected colleagues as resources for review and reflection of the research.

Results of the research, while possibly representative of the entire population of elementary teachers and administrators, will not be predictive or determinative for a specific male or female
elementary teacher.

This research project used surveys and structured interviews to explore the topic of male elementary teachers. Both surveys and structured interviews are open to questions of participant bias in which the respondents might answer in socially appropriate or inappropriate ways instead of revealing their true beliefs. The researcher used comparison across instruments to limit the impact of possible participant bias.
CHAPTER TWO

Review of the Literature

This literature review will be divided into four major sections. Each section presents studies that illustrate the myths and realities surrounding male elementary school teachers. The first theme will focus on the role of gender in the life of the male elementary school teacher. The second section will broaden the investigation of male elementary school teachers to consider questions about their career choice motivations and experiences with children. The working relationships (interactions with colleagues and administrators) of male elementary teachers will be considered in the third section of this chapter. The fourth section will review the literature that discusses the entry of male elementary teachers into teaching and administration.

The Impact of Gender on the Male Elementary Teacher

Gender, whether he likes it or not, is a major facet in the life of the male elementary school teacher. The statistical review presented in chapter 1 described how the male elementary teacher will usually be in the minority. Nationally, men occupy less than 20% of the elementary classroom teaching positions (Blanchard, 2005; Fratt, 2004; Shen et al., 2003; Wood & Hoag, 1993). Male teachers represent 15.5% of the elementary teaching population in Oregon (Oregon Department of Education, 2005e). The historical review documented how teaching began as a male-dominated profession and then transitioned into a female-dominated profession as men left teaching for administrative positions and other occupations. It is within this setting that male elementary teachers confront contradictions, myths, and realities concerning their roles and responsibilities.

Conflicting ideas and themes are present in the scholarly and public perceptions of male elementary teachers. The male teacher is a minority in an occupation that is predominantly female.
Among the facets that he encounters are questions about his position as a role model (or not), his work in a field that is often described as the workplace for women, and his relationships with his students. This section will be discussing those facets as they are described in the current literature.

One of the foundations echoing through the calls for more male elementary teachers is the belief that elementary students, both male and female, need positive male role models. The male elementary teacher is believed to be the answer to that problem (Centennial School District Governing Board Minutes, 2005; Vail, 1999). Struggling male students were the focus of the report commissioned by the Australian Parliament (House of Representatives Standing Commission on Education and Training, 2002). One of the possible solutions to his dilemma was the recruitment of more male teachers to provide the male students with positive role models.

Acker (1995) raises questions concerning the request for more male teachers, particularly those calls that emphasize that male teachers are needed to increase the academic achievement of male students. The writer devotes two pages of the research review to a critique of articles appearing in the popular press in the United Kingdom (Budge, 1994; McNamara, 1986). Acker describes the discussion in the articles as “commonsensical and frequently sexist” (p. 100). Acker’s own discussion of gender, though, devotes very little space to the thought of male teachers. One paragraph was written concerning male elementary teachers. Four studies were cited (Coulter & McNay, 1993; Freidus, 1992; Seifert, 1983; Skelton, 1994). Acker did not describe how male teachers could be role models for the students.

Montecinos and Nielsen (2004) interviewed forty white male preservice elementary teachers in a Midwestern university. All of the interviewees were in their early twenties and volunteered to participate in the study after being contacted by a research assistant. The researchers
described four perceptions of the prospective male teachers that surfaced throughout the interviews: (a) the male teachers would be male role models, (b) the men associated teaching with coaching, (c) the preservice teachers favored appeals to reason, and (d) the male teachers saw the elementary classroom as a temporary position while awaiting the move to a position with more status. No specific data were given relative to the strength or intensity of these comments by the young men. At least 19 of the participants were interested in coaching. These young men participated in structured interviews that lasted approximately one hour. The interviews were transcribed and coded by the authors, but the description of the methodology provides no indication that the participants were given the opportunity to review or revise their remarks. The article does not provide evidence of any other materials being collected by the researchers (i.e., anecdotal notes, journals, interviews with associates, and class writings). The article did not include the questions that were asked in the structured interview.

Based on this study, the authors (Montecinos & Nielsen, 2004) state that recruiting more men into elementary classrooms “will more likely reinforce rather than disrupt gender stereotypes in the educational field” (p. 8). It is the conclusion of the authors that the men who were interviewed would reinforce the traditional boundaries in labor rather than change them. These conclusions, however, must be weighed under several considerations. The conclusions are based on limited information (the structured interview). No other information was collected nor were the participants given the opportunity to review and revise their comments. The authors did not discuss what role participant bias (i.e., making socially acceptable or unacceptable answers) might have played in the comments given by the young preservice teachers. The strength of the expression of the metaphors and other themes identified by the authors was not demonstrated to provide a more
A thorough understanding of the thought processes of the young men.

A research report describing two male music teachers in Australia and Canada (Roulston & Mills, 2000) provides another perspective on male teachers being role models. The researchers utilized interviews and observations to describe how the male music teachers functioned in a profession that is predominately female. The authors argue that the calls for more male teachers in Australia and Canada are politically related and linked with the desire to maintain hegemonic masculinity. It is within this framework that the authors approached the case study of the two teachers. Additionally, one of the researchers disclosed having a serious disagreement with one of the teachers concerning whether young men who were disinterested in music could ever learn to sing accurately. Within this framework, the researchers argued that instead of being positive role models for the young men in their tutelage that the teachers were promoting dominant masculinity. Many of the teachers' practices would be seen by others as adapting the curriculum to meet the needs of the students and encouraging the male students to become involved in music.

Conversations within the school in which Jones (2001) developed his case study of a first grade teacher portray what might be hoped for when parents, staff, and community members describe male elementary teachers as positive role models. The descriptions present stereotypes of men. Typical men were seen as “loud, brazen, uncaring, aloof, and insensitive” (p. 17). Peter Thompson, the subject of his case study, and other male members of the staff were different. These men were described as “kind, considerate, men who were good with kids, and loved their wives” (p. 17). The involvement of the men in the elementary school was seen as natural and balanced because the children could see that men and women were working together to teach the children. In another article, Jones (n.d.) notes that the concept of role model could include the image of substitute father.
This would correlate with the desire for more male teachers due to the growing number of single parent families. The male teachers would help provide the discipline for those children who were not receiving enough at home, especially the young males. Jones wrote that he did not hear anyone describing female teachers as mother figures.

The image of a male teacher as “father” is a loaded image. Apple (1998) described how historically the schools became patriarchal institutions in which the principals (mostly male) were seen as the father figures while the teachers (mostly female) were seen as the mother figures. Roulston and Mills (2000) would align the patriarchal institution with hegemonic masculinity; an institution that is seen as keeping women and others under domination. Oyler, Jennings, and Lozada (2001) encountered yet another loaded image when Lozada, a former Marine Corps captain and the third author, entered a kindergarten classroom for his first student teaching experience. The college supervisor and cooperating teacher encouraged Lozada to consider each of the children in his classroom from a parenting relationship. Lozada was told that becoming a successful early childhood teacher would require him to demonstrate maternal nurturance with the children. The researchers describe this as entering “the domestic and maternal world to gain credibility” (p. 374). However, the writers point out that this philosophy marginalized early childhood educators. This concept, according to the authors, would be inconsistent with the philosophies and teaching of the professors in the teacher education program at the school in which he was enrolled.

Male teachers in various studies have approached the concept of role model with apprehension, contradiction, and concern. Sargent (2003) utilized a snowball sample to conduct in-depth and focus group interviews of 30 male teachers who taught in kindergarten through third grades. The male teachers were ambivalent about being role models, but noted that it was common
practice to place students with behavior problems in their classrooms. Cushman (2005) utilized focus group discussions to interview 17 male primary school teachers in New Zealand. The teachers, whose average age was 38.8 years, shared different opinions concerning being father figures to their students. Cushman described the older men in the study as being more comfortable with the idea, especially if the men were fathers themselves. The younger men were not as comfortable with being described as a father figure. The research by Coulter & McNay (1993) found that the seven men in their study saw themselves as demonstrating alternative career choices in addition to providing their students with less traditional ideas about what it means to be a man.

The 15 elementary teachers in Iowa who were interviewed by Allan (1994) identified being a role model as a salient part of being an elementary school teacher. Allan portrayed the men as depicting this ideal as an unwritten expectation, but an essential one. Being a role model was connected with the disciplining of students and the support of single parent families.

Closely aligned with the concept of male role model are underlying beliefs concerning masculinity. One perspective would align masculinity with the patriarchal traditions that fostered male domination (Apple, 1998; King, 2000; Roulston & Mills, 2000). One male teacher (Oyler, Jennings, & Lozada, 2000) apparently faced preconceived notions about his masculinity and attitudes because he was a former Marine Corps captain. Comments in which he talked about the different ways that boys and girls learned in the classroom led the cooperating teacher to state that he was sexist. Male and female stereotypes were examined in a study by Hort, Fagot, and Leinbach (1990) in which the authors examined undergraduate college student ideas concerning male and female personal attitudes. The researchers modified the Personal Attitudes Questionnaire to evaluate the strength of the male and female stereotypes. Male stereotypes were more rigidly
defined and held than female stereotypes. Stereotypes were considered across three dimensions (societal, personal, and ideal) as respondents identified the rating on a 5-point Likert scale with descriptors on a continuum from “never descriptive” to “always descriptive” (p. 202). Unfortunately, the researchers presented only the total scores in this research. Although individual scores for each trait were obtained in the course of the research, the authors focused on the total scores. The stereotypic traits are listed in Table 1. The sharp contrast between the genders in stereotypical behavior is an important facet of this exploration. No expression of a continuum, or ranking of the traits, is intended by the linear arrangement of the columns.

Stereotypes often represent the extremes of behavior rather than moderate behaviors. King (2000) described how the men in his limited study felt that one of the unstated expectations was that they would be able to handle students who had discipline problems. It was particularly the aspect of men functioning as authoritative and threatening that was thought to be beneficial to handling the students with discipline problems. This perspective (or stereotype) of men’s relationships with children is closely related to the patriarchal images that developed as men moved into administrative roles in the schools and women took over the teaching roles in the schools (King, 2000; Apple, 1998).

The other extreme of stereotyping men’s behavior is the theme of homosexuality. It has been theorized that some men have avoided elementary teaching to avoid the accusation or association with homosexuality (Mills, 2004; King, 2000; Eng, 2004). Allan (1994) characterized the two extremes of the continuum by speaking of hypomasculinity and hypermasculinity. Hypomasculinity emphasized the male elementary teacher’s similarities with his female colleagues. In hypomasculinity, the male teacher does not focus on the masculine traits, but instead
<table>
<thead>
<tr>
<th>Male Stereotypic Traits</th>
<th>Female Stereotypic Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive</td>
<td>Warm in relations with others</td>
</tr>
<tr>
<td>Independent</td>
<td>Submissive</td>
</tr>
<tr>
<td>Rough</td>
<td>Excitable in a major crisis</td>
</tr>
<tr>
<td>Competitive</td>
<td>Passive</td>
</tr>
<tr>
<td>Active</td>
<td>Devoted completely to others</td>
</tr>
<tr>
<td>Assertive</td>
<td>Home oriented</td>
</tr>
<tr>
<td>Worldly</td>
<td>Kind</td>
</tr>
<tr>
<td>Feelings not easily hurt</td>
<td>Aware of needs of others</td>
</tr>
<tr>
<td>Dominant</td>
<td>Feels inferior</td>
</tr>
<tr>
<td>Makes decisions easily</td>
<td>Gentle</td>
</tr>
<tr>
<td>Self-confident</td>
<td>Helpful to others</td>
</tr>
<tr>
<td>Feels superior</td>
<td>Needs security</td>
</tr>
<tr>
<td>Stands up well under stress</td>
<td>Cries easily</td>
</tr>
<tr>
<td>Indifferent to the approval of others</td>
<td>Understanding of others</td>
</tr>
<tr>
<td>Never gives up easily</td>
<td>Emotional</td>
</tr>
</tbody>
</table>

focuses on the feminine traits. Sensitivity and caring would be important attributes for this perception of the male elementary teacher. Hypermasculinity would identify the real man who was resistant to anything feminine. Physical attributes of the male would be emphasized including size, athleticism, strong voices, and gender alliances with male principals (Allan, 1994). King (2000, 2004) utilized focus group interviews, observations, individual interviews, and written journals with eight men, including himself, who were teaching grades kindergarten through third grade. King reported that four of the men were gay. Discussing the accusation that male primary teachers are homosexual, King wrote: “But, the material fact is that many men who choose to teach in elementary, and especially in the primary, grades are [italics in original] gay (p.20).” No studies or data were provided to support his contention. Statements such as King’s would increase the typecasting of male elementary teachers rather than reduce the stereotyping.

Sargent (2001) warned against assuming a false commonality among men. Indeed, as the discussion of masculinity has unfolded in this paper, the extremes are readily identifiable, but the individual traits that characterize each male elementary teacher were not identified. The personality traits identified in Table 1 represent extremes and the respondents were asked to describe the traits on a 5-point scale—such is the nature of masculinity and femininity. There are no extant studies that provide a complete picture of the male elementary teacher based upon truly representative samples of the population. Gerson and Peiss (1985) argued that feminist scholars “must avoid analyzing men as one-dimensional, omnipotent aggressors. Male behavior and consciousness emerge from a complex interaction with women as they at times initiate and control, which at other times, cooperate or resist the action of women” (p. 327).

Working within an occupation that is predominantly female presents challenges for the male
teacher. Writing of the school systems of the United States and the United Kingdom, Sexton (1970) said that school words were the words of women. This is perhaps an extreme description, but Sexton expanded her thought to state that women use and stress words differently, put words together in special ways and use words for different purposes than men do.

An individual case study (Oyler, Jennings, & Lozada, 2001) illustrates this challenge through the experiences of a male preservice teacher. The study focused on the experiences of the third author (Lozada) during his student teaching practicum. Lozada, who was completing his first student teaching experience in a kindergarten classroom, was initially judged by his college supervisor and cooperating teacher to be a male who was not caring, open, or expressive. He was seen as expressing those qualities at the end of his experience. Oyler and Jennings reviewed his journal, reflections, comments, and conducted interviews exploring Lozada’s experiences. Their research found that Lozada had not really changed his behaviors, but that he had learned new vocabulary to express his thoughts. The authors noted that male language is often action-oriented while female language is more caring-oriented.

Gilligan (1982) demonstrated this connection between women and caring in her series of studies that focused on the lives of women. Self-definition for women is found within the context of caring relationships and intimacy. The self-image of women is developed through a series of three themes. The first theme focuses on disconnectedness that causes dissonance. Out of the dissonance is developed a desire to be connected. This connectedness is sought either through selfless behavior with the hope that the individual also receives care (the second theme) or through not only caring for oneself, but also caring for others.

These themes are found in the language and actions of female elementary teachers, whose
early role was seen as an extension of the home and the maternal qualities possessed by women (Strober & Tyack, 1980; Tyack & Hansot, 1990; Biklen, 1983). The entry of the male elementary teacher into this world where the female teachers were seen to be experts raises both esteem and contempt. King (1998) noted that the men in his focus group research felt that caring resulted in a negative mark for a man. His participants said that love, care, and nurturing were vital parts of the primary teacher’s role; an attribute that was identified with the work of women. Freidus (1992) interviewed 10 male second-career teachers as part of her cross case analysis. Her research found that the men who enter elementary school teaching are admired for their caring and giving of themselves, but that negative perceptions were also present. These negatives included questions about the motives, financial success, and social status of the male elementary teacher.

Seifert (1984) surveyed preservice teachers concerning their perceptions of the rapport established by male and female teachers in kindergarten and first grade classrooms. Both male and female respondents attributed more positive rapport to the female teacher. A second element of his study required the participants to assess the quality of teaching occurring in three classrooms. Two of the classrooms had female teachers while the third classroom had a male teacher. He did not find any significant difference in the quality ratings of the male and female teachers. Seifert observed that there could be a bias against male teachers. The bias is not based upon the quality of the teaching, but instead on the perception of rapport that the male teacher establishes with his class.

Entering the elementary classroom requires that male teachers accept the realities of their moving into a realm where the male teacher is a significant minority. Among the realities identified by the participants in the study by Allan (1997) were the relative power in numbers of the female staff members, the gatekeeper function of the female staff members whose approval was necessary
for job success, the responsibility to develop positive relationships with the female staff members, and the feelings of vulnerability since the male teachers were in the minority.

Gender exists as a constraint creating mixed messages for the male elementary teacher as he deals with the students in his room. Primary teachers are often associated with the attributes of love, caring, and nurturing as King (2000) noted in his study. These qualities provoke some of the greatest care and caution expressed by male elementary teachers. The fear of an unfounded child abuse accusation troubles some male teachers. The study by Wiest, Olive, and Obenchain (2003) surveyed 148 Nevada teachers in grades kindergarten through second grade. Respondents were almost equally split between male and female teachers. The fear of an accusation of being a pedophile was identified as significant by 27% of the male respondents. The fear of being labeled a homosexual was identified as significant by 26% of the male respondents. While these two findings do not confirm the overwhelming fear of either accusation in other studies (King, 2000; Nelson, 2002; DeCorse & Vogtle, 1997), the results do illustrate that the theme or concern is present for some elementary teachers.

Male teachers often feel that they are under more scrutiny than female teachers in describing and developing relationships with their students. Sargent (2001) described the men in his study as feeling constantly under scrutiny. Being placed under a microscope was the perspective of some of the men in the study by DeCorse and Vogtle (1997). Hanson and Mulholland (2005) described the experience of male teachers in Australia stating that the men viewed teaching and developing relationships with their students with both apprehension and frustration. There were limitations on the expression of care by the male teachers because of their gender. A major area of concern was the touching of students. Eng (2004) wrote that the men in his limited study encountered difficulties
in expressing their care and concern for their students. These difficulties led the men to avoid any situations where the men might be alone with children, have any physical contact with the children, or even receive hugs from the children. Touch, though, was seen as an expression of caring. Female teachers could demonstrate caring through touch while male teachers could not use the same means. Physical expressions of caring by female teachers were seen as natural, but the same act by a male teacher could be perceived differently by an observer (Sargent, 2000).

The experiences of Peter Thompson, a first grade teacher, highlight the contradiction between caring and gender (Jones, 2001). An incident illustrates these contradictions. Thompson stopped a girl who was running down the hall. In reinforcing the need for the girl to stop running, Thompson raised his voice and grabbed the student’s arm. No abuse or injury occurred. However, the girl’s parents initially assumed the worst about Thompson upon hearing of the incident from their daughter. He was seen by the parents as a man who had hurt their daughter. That was the first perception. There was an element of truth to the story, but the parents had not heard the whole story. Thompson’s first reaction was to assume that his career might be over because of this alleged abuse. Fortunately, the false perceptions of the parents changed after the mother had the opportunity to speak with Thompson. Would the same thing have happened if the teacher had been female? Male teachers encounter these conflicting standards and contradictory messages (Sargent, 2000).

Several themes have been identified in this section exploring the concept of gender and the male elementary teacher. Gender is present every day for the male elementary teacher (Allan, 1994; Sexton, 1970). There is the perception and desire that he perform the task of being a positive male role model, whatever that description means. No studies have developed a consensus theory of how a male role model behaves and lives (Allan, 1994, 1997; Jones, 2001; Montecinos and Nielsen,
2004; Sargent, 2003). There is the challenge of working in a world that is predominantly female. Some research has indicated that within this world is the perception that the female teachers and staff are the gatekeepers to professional success and that male elementary teachers need to develop the language and expression of women to be successful (Allan, 1994, 1997; Oyler, Jennings, & Lozada, 2001). Caring, nurturing, and relationships with their students are seen as essential for male elementary teachers, but the teachers must balance these requirements with the boundaries established for male teachers concerning touching, hugging, and showing affection for their students (Jones, 2001; Wiest, Olive, & Obenchain, 2003). These are the realities for male elementary teachers.

The Career Choice and Motivation of the Male Elementary Teacher

There is a shortage of male elementary teachers. This shortage is particularly evident in the primary grades (Oregon Department of Education, 2005d, 2005e; Shen, Wegenke, & Cooley, 2003; Gamble & Wilkins, 1998). Different hypotheses have been formulated for this shortage including low salary, the low prestige of elementary teaching, the perception that elementary teaching is an occupation for women, and the threat of false accusations of child abuse (Gamble & Wilkins, 1997, 1998; Nelson, 2002). Discussion of motivational and career choice factors among male elementary teachers has been conducted through both qualitative and quantitative studies.

A quantitative study was conducted by Smagacz (1991) of male elementary teachers in the school districts surrounding San Antonio, TX. The 193 respondents answered 58 items on a questionnaire that was mailed to their homes. The love of children was identified as the primary reason for choosing elementary education by 58% of the respondents. Other reasons cited by the respondents included availability of employment (15%), prestige (2%), salaries (2%), and other
reasons (24%). The study reported that 65.3% planned to stay in elementary education. Most of the respondents (82%) indicated that they were satisfied with the choice of elementary education as a career. Decisions concerning their career in elementary education were made by 53.8% of the participants while they were in college while 19% of the participants made their decision after completing college. This study included representatives from pre-kindergarten through 5th grade classrooms, physical education teachers, music teachers, and other specialists at the elementary level. The response rate to his mailed survey was 63%. The results can be indicative of the male elementary teachers in the San Antonio school districts that were surveyed, but the question of non-response error can limit the generalization of the results to the population of male elementary teachers.

The population of male primary teachers in Nevada was surveyed in the research study by Wiest, Olive, and Obenchain (2003). The researchers mailed a questionnaire to the 181 male primary teachers on a list supplied by the Nevada Department of Education. A matched sample of female primary teachers was also surveyed by the researchers to provide comparison data. The response rate to the survey was consistent with both male (40%) and female (39%) participants. Respondents were asked to rank items on a 4-point Likert scale with significant on one end of the continuum and insignificant at the other extreme. The two mid-points had the qualifier “somewhat” attached to the appropriate term. Results were collapsed into two categories: significant and insignificant. The greatest perceived influences were determined based on the percentage of significant responses. The respondents identified the personality traits of very young children (enthusiasm, spontaneity, and affectionateness) as the greatest influence on their choice to become primary teachers. This theme was identified as significant by 97% of the respondents. Previous
work with young children and the opportunity to participate in the learning process were the next greatest influences with 86% of the respondents indicating that these two themes were significant. The possibility of being a role model was identified as significant by 84% of the respondents. The influence of relationships with young children (either their own or personal closeness with young children) was cited as significant by 68% of the respondents. An important conclusion of this study examined the difference between male and female career choice. The researchers indicated that the male respondents often chose primary education after having had experiences with young children. The female respondents spoke of primary teaching having been a desire for many years. Societal and gender influences were presented as a reason for the long-term awareness and predilection of the female respondents toward primary teaching. The non-response rate in this study (approximately 60% for both genders) is troublesome in the determination of whether the results can be generalized to a larger population than the actual sample. The results can be seen as indicators of possible trends that may or may not be present in the total population of male primary teachers in the state of Nevada. Results from other studies can further illuminate the question of career choice for male elementary teachers.

Male students entering undergraduate teacher education programs in three universities were the focus of one study by Brookhart and Loadman (1996). The students were surveyed concerning high school backgrounds, self-confidence in teaching, and teacher education expectations. Significant differences were noted between the high school experiences of male elementary education students and male secondary education students. Babysitting and experience teaching small groups of students were reported more frequently by the elementary education students than by the secondary education students. The percentage of male elementary education students (44%)
reporting these activities was almost double the percentage of secondary education students (25%).

A study from Northern Ireland (Johnston, McKeown, & McEwen, 1999) further illustrates the motivating factors in male teachers choosing elementary education. The authors utilized a questionnaire that asked respondents to rank 12 factors regarding influences in the career choice to become primary educators. These factors had previously been identified by the authors through focus groups. Teacher education students at two colleges in Belfast, Northern Ireland, were participants in the study. Separate scales were collected for male and female students. The researchers found that male and female students agreed on the top four influences in choosing primary teaching. These factors included working with children, job satisfaction, societal contribution, and the opportunity to impart knowledge to their students.

Experiences with children have played an important role in the career choices of men described in several qualitative studies. An early study on males pursuing a second career in teaching (Freidus, 1992) described three men who had left other careers to become elementary education teachers. The men spoke of finding meaning, personal satisfaction, and purpose in becoming elementary education teachers. They also described participation with children in sports and activities as one of the influences on their decisions to become teachers. Ten of the 11 participants in the study by DeCorse and Vogtle (1997) had been employed in other careers before becoming teachers. These men spoke of the enjoyment they had received working with children before becoming teachers, but had chosen other careers first. Social and economic reasons were given for the first career choice.

Sanatullova-Allison (1999) conducted a multiple case study with nine male students enrolled in an undergraduate teacher education program in the Midwest. One of her participants
worked with children during his high school and college years. Among his activities were helping
in an elementary school as a high school student and teaching younger children how to swim. The
Teacher Training Agency in the United Kingdom launched a recruiting campaign for fathers to
become teachers in 2005 (Hutchins, 2005). The agency reported that a survey it conducted revealed
that 75% of the 1,000 fathers surveyed found the idea of working with children appealing. The
survey respondents (55%) reported new respect for teachers after they had become fathers. One of
the four themes that emerged during the narratives of nine beginning male teachers collected by
Bradley (2000) was the idea that these nine men simply liked kids. The case study of a male second
career teacher by McNay (2001) described how one man left ministry to become a teacher because
he found working with children among the most rewarding tasks that he had completed as a
minister.

The congruence between their own needs and the needs of the teaching profession were
36 male black teachers from the Los Angeles Public Schools. The men represented all three levels
of education. One of the participants, an elementary school teacher, was a second career teacher. He
had been active in the business world, but came back to teaching because he had seen how tough it
was for African American males in the real world. He taught because he wanted the students to be
prepared for the real world. Montecinos and Nielsen (1997) surveyed 390 students in a cross-
sectional survey concerning their decisions to enter teacher education. The researchers found that
men made the decision to enter elementary education either in high school or after they had entered
college. Factors that influenced these decisions included a commitment to children, prior
experience with children, and following an exemplary teacher.
However, there is another perspective that has been presented in the literature that must be considered. This perspective describes the entry of male teachers into elementary teaching as simply a temporary stop on the way to administration or some other form of educational leadership. Lortie (1975) said that the “modal young male teacher is a man ‘on the way up’ eager for promotion and ready to show his capacity through hard work” (p. 94). This statement was based on 94 interviews conducted with elementary, junior high, and high school teachers in the Boston, MA, area. Years later, Williams (1992) wrote of a “glass escalator” that took the male elementary teacher out of the classroom and into administration faster than the female elementary teacher. This followed a series of interviews with a snowball sample of 99 men and women in four cities of the United States. No data was provided concerning the strength or quantity of participants voicing that idea. Montecinos & Nielsen (2004) indicated that the men in their limited study (40 elementary education candidates at one university) intended to move out of the classroom and into administration, college teaching, or some other type of leadership role. The participants were men in their early twenties who participated in hour-long interviews with the researchers. The researchers spoke of these men riding the “glass escalator” out of the classroom. An earlier study by Montecinos and Nielsen (1997) reported similar conclusions about the career choices of male elementary students with the researchers stating that a large percentage (39%) did not intend to remain in elementary education. This study utilized a survey instrument to elicit responses across three cohorts of elementary education students.

Two perspectives present a different picture concerning the possible career choices and motivations of male elementary teachers. Brookhart and Loadman (1996) surveyed teacher education program graduates of 12 universities in eight states. One of the questions presented seven
possible career plans for the next five years. Among the male respondents, 76% indicated a plan to remain in elementary education. An almost equal percentage of the female respondents (75%) said that they planned to remain in elementary education. There was a difference in those respondents who chose the pursuit of school administrative positions (11% of the males, 3% of the females). These percentages were nearly reversed with the future career plans of temporarily not working (4% of the males, 11% of the females). One hypothesis concerning the career plan of temporarily not working focused on future maternal roles of the women. The women would be raising children and not employed as classroom teachers during that time. The greater majority of teachers in this study, however, planned to remain in the elementary classroom and not pursue administrative positions.

The annual report submitted by school districts to the Oregon Department of Education requires information concerning certified personnel, positions, educational degrees, and experience. This information is collected in a database that is maintained by the department and available to the public (Oregon Department of Education, 2005d). The statistics in Table 2 were developed from that information using Excel. More than half of Oregon’s public elementary teachers (both male and female) have been teaching for more than 10 years. Nearly equivalent percentages of male and female teachers are present at each step of the experience ladder, whether the statistics are describing beginning teachers (those with less than 5 years of experience), describing mid-career teachers (those who have been teaching 10 to 15 years), or describing those teachers who have been teaching more than 15 years. None of the experience levels exhibits a significant difference between male and female teachers.

This section has focused on the career choices and motivations of male elementary teachers. Several authors (Lortie, 1975; Montecinos & Nielsen, 1997, 2004; Williams, 1992) have
Table 2

*Professional Teaching Experience of Certified Elementary Teachers*

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Female Teachers ((n=12,116))</th>
<th>Male Teachers ((n=2,177))</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 2 Years</td>
<td>13.5%</td>
<td>13.5%</td>
</tr>
<tr>
<td>3 to 5 Years</td>
<td>13.9%</td>
<td>13.7%</td>
</tr>
<tr>
<td>6 to 10 Years</td>
<td>17.9%</td>
<td>18.1%</td>
</tr>
<tr>
<td>11 to 15 Years</td>
<td>16.2%</td>
<td>15.3%</td>
</tr>
<tr>
<td>More than 15 Years</td>
<td>38.5%</td>
<td>39.5%</td>
</tr>
</tbody>
</table>


described the elementary classroom as a temporary position for most male elementary teachers. If the thesis concerning a “glass escalator” sending a large percentage of male elementary teachers into administration and other leadership positions were correct, the statistics from the Oregon Department of Education would be significantly different. Instead, the statistics demonstrate comparable percentages, and almost equivalent, of male and female elementary teachers at each step of the experience ladder (Oregon Department of Education, 2005d). Other studies cited in this section illustrate that most male elementary teachers enter the classroom because of their love and desire to work with children, not to use the elementary classroom as a stepping-stone to more lucrative and authoritative positions (Brookhart & Loadman, 1996; Freidus, 1992; Smagacz, 1991;
Wiest, Olive, & Obenchain, 2003). It is also important to note that many of the participants in the studies reported prior experiences with children as an important influence upon their decision to enter elementary education.

The Working Relationships of the Male Elementary Teacher

The male elementary teacher is a minority in elementary education. The national and state statistics have demonstrated that men typically are represented in less than 20 percent of the elementary teaching population (Shen, Wegenke, & Cooley, 2003). Oregon has experienced a slow decrease in this population since the 2000-2001 school year. The percentage of male elementary teachers in 2000-2001 was 16.1 percent of the total elementary teaching population. Male elementary teachers occupied 15.5 percent of the elementary classrooms in the 2004-2005 school year (Oregon Department of Education, 2005e).

The state and national statistics describe the broad perspective of male elementary teachers. However, the statistics do not describe the situation facing the individual male elementary teacher who is currently teaching in an Oregon elementary school. Each elementary school functions like a small business unit with the principal functioning as the manager. The daily interactions, relationships, and perceptions of the male elementary teacher are usually confined within the individual elementary school. His colleagues are the other teachers in the building. The study by Biklen (1995) focused on Vista City Elementary (a pseudonym) because the researcher saw elementary teaching as “the province of women” (p. 9). There were two male teachers on the staff of Vista City Elementary, but the study provided minimal information on their experiences.

In Oregon, 73% of the school buildings had three or fewer male teachers in 2005 (Oregon Department of Education, 2005d). The individual school settings faced by male elementary teachers
are described in Table 3. The table presents the numerical representation of males on elementary teaching staffs. The percentages document the proportion of occurrences within the total population of Oregon elementary schools.

Table 3

Representation of Male Teachers in Oregon elementary schools \((N = 737)\)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary schools with no male teachers</td>
<td>90</td>
<td>12%</td>
</tr>
<tr>
<td>Elementary schools with 1 male teacher</td>
<td>137</td>
<td>19%</td>
</tr>
<tr>
<td>Elementary schools with 2 male teachers</td>
<td>152</td>
<td>21%</td>
</tr>
<tr>
<td>Elementary schools with 3 male teachers</td>
<td>162</td>
<td>22%</td>
</tr>
<tr>
<td>Elementary schools with 4 male teachers</td>
<td>82</td>
<td>11%</td>
</tr>
<tr>
<td>Elementary schools with 5 male teachers</td>
<td>58</td>
<td>8%</td>
</tr>
<tr>
<td>Elementary schools with more than 5 male teachers</td>
<td>56</td>
<td>8%</td>
</tr>
</tbody>
</table>

Note: Percentages may total to more than 100% due to rounding. Adapted from Oregon Teachers in Elementary Grades, 2004-2005, by Oregon Department of Education, Office of Analysis and Reporting, November 27, 2005.

Kanter (1977) examined the working relationships and experiences of women who were minority employees at the Industrial Supply Corporation (a pseudonym). The research described many facets of their experiences, both with other women and with the men in the corporation. The comparison of the literature on male elementary teachers and Kanter’s description of the experiences of the women at Industrial Supply Corporation demonstrates many similarities between
the experiences of the male elementary teacher and the women in Kanter’s study. These similarities can be explored within the group dynamics of the organization.

Four distinct groups are present in the sociology of organizations (Kanter, 1977). The four groups describe the progression of the organization from homogeneity to balanced diversity. The first group is homogeneous. Homogeneity is present when all members of the organization are the same or uniform. This would be typical of schools where all male staff members or all female staff members were present. The second group is described as a skewed group. The skewed group is indicative of those organizations where there is a large proportion of one type and a limited proportion of the other. Percentages such as 85% and 15% would be used to describe the majority and minority, respectively. The numerically dominant group would be called the “dominants” while the few would be described as “tokens” (pp. 208-209). The “tokens” would often be seen as representatives of a category, not as individuals. The third group is described as a tilted group. Tilted groups would be representative of those groups whose membership demonstrates a less extreme distribution, but still has the dominants in positions of power and authority. The “tokens” have become a minority. They are able to influence the culture of the organization. A balanced group is descriptive of the fourth grouping in Kanter’s theory. A balanced group results when the numerical representation of the types is indicated by percentages that are equal or nearly equal (i.e., 50% and 50%; 60% and 40%).

Utilizing Kanter’s framework of groups and applying it to elementary school teacher populations in Oregon, many of the elementary schools possess skewed group characteristics in which the percentage of minority participants is 15 percent or less. This demographic is presented in Table 4 which describes the percentages of male elementary teachers at the individual
Sixty-six percent of the public elementary schools in Oregon have male teacher populations of 15 percent or less. This means that the male elementary teachers could experience events as "tokens" and that are similar to the events experienced by the women in Kanter’s study. There are all-female teaching staffs in 12 percent of the schools (Oregon Department of Education, 2005d). The percentages allow the researcher to examine the experiences of male elementary teachers within the framework of Kanter’s *Men and Women of the Corporation* (1977).

Table 4

<table>
<thead>
<tr>
<th>Percentage of Male Teachers</th>
<th>Number of Schools</th>
<th>Percentage of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Percent</td>
<td>90</td>
<td>12%</td>
</tr>
<tr>
<td>1 to 5 Percent</td>
<td>41</td>
<td>6%</td>
</tr>
<tr>
<td>6 to 10 Percent</td>
<td>121</td>
<td>16%</td>
</tr>
<tr>
<td>11 to 15 Percent</td>
<td>190</td>
<td>26%</td>
</tr>
<tr>
<td>16 to 20 Percent</td>
<td>133</td>
<td>18%</td>
</tr>
<tr>
<td>21 to 25 Percent</td>
<td>59</td>
<td>8%</td>
</tr>
<tr>
<td>26 to 30 Percent</td>
<td>52</td>
<td>7%</td>
</tr>
<tr>
<td>More than 30 Percent</td>
<td>51</td>
<td>7%</td>
</tr>
</tbody>
</table>

The following paragraphs will assimilate themes from Kanter’s work and identify similar themes in the qualitative studies that have examined male elementary teachers in preservice or employment settings. Relationships with colleagues within the school setting (both elementary and collegiate) will be a primary focus. It is within these settings that images of “tokenism” can be identified.

The shielding of personal opinions was present in the women of the corporation. A public persona was demonstrated by the women that did not portray their true feelings. The women did not feel safe to express negative sentiments. Loyalty to the majority was demonstrated by allowing gendered statements to be stated without objection, allowing the women themselves and their gender to be the sources of humor, and the expression of gratitude for inclusion by not criticizing or pressing for more advantage (Kanter, 1977).

The study by Sargent (2001) identified similar themes among the 30 male elementary teachers that he interviewed using in-depth and focus group settings. The men expressed sentiments such as the majority (female teachers) sets the rules and the minority (male teachers) must adapt to those rules. Objecting to those conditions was not considered since many felt that complaining would not accomplish the desired goal.

Experiences within teacher education programs have created dissonance such as that experienced by the women in the Industrial Supply Corporation. One of the participants in the case study of nine teacher education students by Sanatullova-Allison (1999) described the keeping of two sets of journals in his teacher education program. One journal was for the university while the second journal was for him. He shared entries from the second journal with other male students, but not with the university teachers. His explanation was that he did not want the professors in the
teacher education program to know all of his opinions and emotions. Cooney and Bittner (2001) observed that some of the men in their focus groups of preservice and in-service teachers expressed the attitude that their college classrooms were often biased about the male student in the choice of texts and dominant perspectives expressed in the classes. The college classroom was perceived by these teachers to be biased toward the female preservice teacher. Huskey (1998) surveyed undergraduates at Southeast Missouri State University. Male interviewees in her study expressed the feeling that special instruction was seldom provided for males going into elementary education regarding roles, responsibilities, and issues. The only special instruction received by male elementary education students were warnings concerning physical contact with students.

One of the participants in the study by King (1998) of male primary teachers related an experience in his undergraduate teacher education program. The experience occurred in a social science methods course when the students were assigned to work in cooperative groups to envision a new civilization on another planet. He was the only male student in the class. The first group foresaw the new civilization with the men wearing thongs and being tan and muscular. The responsibility of the men was to feed the women grapes. The second group envisioned men bought and sold as slaves. The third group confined the men to camps. The existence of the men was solely for procreation. The male student contacted the professor, who was female, later concerning the incident. The professor admitted being chagrined about the situation and about being caught up in the humor and momentum of the moment.

Hale, Nevels, Lott, and Titus (1990) examined the identification of sexist language along three parameters in their study involving 60 undergraduate students. The students were asked to respond to three statements and identify whether the language was sexist. The statements were
identical except for the references to gender (male, female, neutral). The researchers found that the participants were not sensitive concerning sexist language involving men, but were definitely sensitive to sexist language involving women.

Informal conversations within the building and within the teacher’s lounge were identified as sources of discomfort for several participants in different studies. The topics of conversation and informal socializing that were used by the female teachers to establish relationships and common interests were difficult for the men in the study by Allan (1997). The teachers’ lounge was seen as “women’s territory” (p. 21) as were the informal occasions outside of school. The cultural fit of the men in the study by Sargent (2001) described situations in which the male teachers did not feel that they were a part of the conversations taking place. Comments made by the male teachers could be dismissed with the attribution of the comment to a man’s perspective. The 17 male primary teachers in the study by Cushman (2005) experienced similar events in the teachers’ lounges of New Zealand. Conversations among the female staff members often focused on children, relationships, and clothes. When the men chose to sit together and engage in conversation, the female teachers often teased the male teachers about sitting together and supposedly talking about stereotypical topics such as sports, ball games, or vehicles.

Eng (2004) found that the five male elementary teachers in his study expressed both positive and negative comments about their relationships with male and female colleagues. The relationships experienced by male elementary teachers working within an environment that is predominantly female have not been the focus of many studies.

The working relationships of male elementary teachers have been explored in this section. Discussions of gender issues in the elementary school have focused on the perspectives of female
elementary teachers (Acker, 1995). Appropriating the sociological study of organizations by Kanter (1977) to the elementary school setting, the male elementary teacher could be perceived as a "token" in many schools. The male elementary education student could be perceived as a "token" in many colleges of education. The study of Vista City Elementary by Biklen (1995) described elementary teaching as the domain of the female teacher. Adapting to the rules of the majority was seen as important by the men in the study by Sargent (2001). Two different journals were kept by one participant during his teacher education program (Sanatullova-Allison, 1999). One journal would be shared with his female professors while the other was reserved for his male peers. Two other studies (Huskey, 1998; King, 1998) described additional experiences of male elementary teachers in their teacher education programs. The experiences of male elementary teachers in the staff room have reinforced images of the "tokens" (Allan, 1997; Sargent, 2001; Cushman, 2005). The study by Eng (2004) found that men expressed both positive and negative comments about their relationships with male and female colleagues. This exploration of the role and relationships of the male elementary teacher has highlighted areas for future study.

**The Glass Escalator and the Male Elementary Teacher**

Building on her interviews with a snowball sample of 99 participants in four major cities of the United States, Williams (1992) hypothesized that men who enter predominantly female occupations such as elementary teaching, social work, nursing, and library science soon step onto a glass escalator that moves the men out of the workplace and into management. Two questions develop from this hypothesis. First, are male elementary teachers really seeking administrative positions when they enter the elementary classroom? Second, is there a "glass escalator" today that is propelling male elementary teachers out of the classroom and into administrative settings?
The author (Williams, 1992) further postulated that an internal conflict concerning their own masculinities was one of the reasons that men left the elementary classroom and went into administration. Williams’ hypothesis has been repeated in various scholarly writings since 1992. A reprint, without revision or additional information, was published in the fifth edition of *Men’s Lives* (Kimmel, 2001). Montecinos and Nielsen (1997; 2004) have repeated Williams’ hypothesis in at least two different forms. The authors wrote, “Most men entered elementary education with the expectation of riding this escalator” (Montecinos & Nielsen, 2004, p. 7). An earlier article (Montecinos and Nielsen, 1997) described elementary teaching as a way for male elementary teachers to move into positions of status and institutional power. A similar treatment of male elementary teachers is found in the case study of a first grade teacher in Canada (McNay, 2001). The tenure of a male primary teacher is assumed to be temporary and opportunistic as the male teacher seeks positions in higher grades or administration in the study by McNay.

These four studies, however, share common questions concerning their assumptions about male elementary teachers. Williams (1997) interviewed 99 men and women in four different fields. The sample was a snowball and convenience sample that did not represent the population of male elementary teachers. The article indicates that her sample of male primary teachers was over sampled in proportion to the three other occupations. No information is provided concerning the demographics of this sample or the strength of the views expressed by the members of the sample. Williams used open-ended questions as her interviewing technique. The first study by Montecinos and Nielsen (1997) utilized a cross sectional survey of elementary education students in three phases of a teacher education program. The survey was cross sectional and the authors noted caution in generalizing their results across the different settings. However, the authors presented
information which led the reviewer to consider their approach to be longitudinal rather than a cross-sectional survey. Discussion was presented which described changes in male elementary student beliefs as the students transitioned through the program. These changes were presented as emerging beliefs rather than as snapshots of a particular cohort of students. No information was provided concerning student attitudes prior to entering the various phases. The second study (Montecinos & Nielsen, 2004) focused on 40 white male elementary preservice teachers in individual hour-long interview sessions. Questions were asked in a semi-structured interview format using volunteer participants. The students were enrolled in the teacher education program of one university. The research questions focused on the students’ construction of the meaning of teaching and the nature of the gendered discourse used by the students. The article did not state whether the participants were given the opportunity to revise and explain their comments following the interview session or after receiving transcripts of the sessions. Based on the one-hour interviews, and no additional information from the participants, the authors concluded that the presence of the participants in the elementary schools would continue the traditional divisions of labor (i.e., women teachers and male administrators) in the schools. McNay (2001) focused on one male primary teacher. No evidence was given for the conclusion concerning the temporary tenure of male primary teachers.

A different perspective, though, is found when the sample and population are extended beyond the limited samples described in the studies above to the population of male and female elementary teachers in the state of Oregon. The male and female teachers in Oregon have comparable percentages at each level of experience as presented in Table 2. More than half (54.8%) of the male elementary teachers in Oregon have been teaching more than ten years. Another 18.1% have been teaching from 6 to 10 years (Oregon Department of Education, 2005d).
The narratives of the 30 elementary teachers interviewed by Sargent (2001) create additional conflicts for the “glass escalator” perspective. The teachers did not encounter a network of male teachers and administrators that prepared them for a fast track into the administrative realm. Instead, the men found that most of their peers and supervisors were women thus limiting the opportunities for the formation of a male network in the study by Sargent (2001).

It must be noted, though, that historically there has been a sharp division in the elementary schools with men often serving as principals with women functioning as teachers, especially at the lower grades. This model was dominant in the 19th and continued into the 20th century (Strober & Tyack, 1980; Hansot & Tyack, 1991). This model, however, has experienced significant change in the closing decades of the 20th century.

Gates, Ringel, Santibanez, Ross, and Chung (2003) described “dramatic progress” (p. 21) in the representation of women in the principalship at all levels during the 1990’s. The percentage of women serving as public school principals in the United States rose from 25% in 1987-1988 to 44% in 1999-2000. Women served as principals in 55% of the public elementary schools in the United States. No data were available at the national level concerning women in other areas of administration such as superintendent, assistant superintendent, district or regional office administration, or assistant principal.

A later study by Ringel, Gates, Chung, Brown, and Ghosh-Dastidar (2004) investigated administrative personnel in the state of Illinois. Women were 61% of the new principals in Illinois in the year 2000. This was a 16.1% increase from 1990. Women occupied principal positions in 46.6% of Illinois schools in 2000. The authors (Ringel et al., 2004) reported that 1,400 administrative credentials were current in Illinois in the year 2000. However, no disaggregation by
gender was available to develop proportions of administratively credentialed personnel in comparison to administrative positions filled. The authors noted that 70% of those who held administrative credentials had applied for administrative positions in the current year and that 40% of those credentialed were actually working as administrators. Graphs presented by the authors showed a positive and dramatic movement in the number of women serving as principals. Gates, Guarino, Santibanez, and Ghosh-Dantidor (2004) analyzed the data concerning administrative positions in North Carolina. The representation of women in administrative positions had exhibited growth similar to that observed in Illinois. Women were serving as principals in more than half of the schools in North Carolina. The researchers compared the percentage of female administrators with the percentage of female teachers. This comparison yielded a gender gap, according to the researchers, since males held proportionally more administrative positions. The proportionality is based upon the ratios of female and male teachers when compared to the ratios of female and male administrators. However, no comparison was made with the ratios of male and female teachers holding administrative credentials. With the positive movement of women, there would be a decline in the number of men serving as administrators. The decline would not be consistent with the idea of a “glass escalator”.

The administrative credential is required for entry into administrative positions in the state of Oregon. A survey of administrative program directors at the seven universities in Oregon (Oregon Department of Education, 2003) found that enrollments in the administrative licensure programs were almost evenly divided between male and female students. Female candidates were a slim majority in 2001 and 2003 with 51.3% and 50.5% of the student enrollment in both years. The percentages of male and female teachers holding administrative credentials have remained constant
during the last three school years (Teacher Standards and Practices Commission, 2006). Male teachers held 52% of the credentials while female teachers held 47% of the credentials. An additional one percent did not identify gender. While it is important to notice the ratios of female teachers to female administrators, or male teachers to male administrators, the possession of an administrative credential is a more powerful indicator of a desire to serve as an administrator.

Statewide percentages of administrative and classroom positions are presented in Table 5. These statistics represent all levels of education (elementary through high school). Male personnel occupy the majority of superintendent positions in the state of Oregon. However, consideration of the other administrative positions (principal, assistant principal, and curriculum director) demonstrates percentages that are more in proportion with the number of administrative credentials held by male and female teachers. Table 5 presents overall statistics for the position of assistant principal. When the position of elementary assistant principal is examined, the data indicate that female administrators hold 50% of the positions (Oregon Department of Education, 2005a).

The school districts in Oregon can be described as small, medium and large, according to their student enrollments. Small school districts have student enrollments that are less than 999 students. The medium-sized districts have student populations from 1,000 to 6,999. Large school districts have student enrollments of 7,000 or more (Castillo, 2005). Female principals serve in 54% of Oregon’s elementary schools. This percentage is greater than the proportion of female personnel holding administrative credentials (Oregon Department of Education, 2005b, 2005d; Teacher Standards and Practices Commission, 2006). However, there is a significant divide between the number of female principals in the smaller school districts of the state and those in the larger school districts. There are at least 82 school districts in Oregon that have only one elementary school.
<table>
<thead>
<tr>
<th>Position</th>
<th>Gender</th>
<th>Percentage 2003-2004</th>
<th>Percentage 2002-2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Male</td>
<td>85%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Principal</td>
<td>Male</td>
<td>54%</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>46%</td>
<td>45%</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Male</td>
<td>60%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>40%</td>
<td>38%</td>
</tr>
<tr>
<td>Curriculum Director</td>
<td>Male</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>72%</td>
<td>71%</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Male</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>68%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Adapted from *Certificated Staff Summary 2003-2004* and *Certificated Staff Summary 2002-2003* by Oregon Department of Education. Downloaded on October 17, 2005, from www.ode.state.or.us/sfda/reports/r0072rpt.asp

These schools could include combination schools (i.e., kindergarten through eighth grade or kindergarten through high school), kindergarten through sixth grade, or elementary schools. Among the school districts with only one elementary level school, 71% of the principals are male while 29% are female (Oregon Department of Education, 2005c; 2005d). A different perception, though,
emerges among the state’s 10 largest districts. This information is presented in Table 6.

The largest school district in the state, Portland Public Schools, has placed female principals in 72% of its schools. The overall percentage of female elementary principals for the ten largest districts is 59%. Female principals hold the majority of elementary principal positions in 8 of the 10 largest school districts in Oregon.

Table 6

**Female and Male Principals in Oregon’s 10 Largest School Districts**

<table>
<thead>
<tr>
<th>District</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Portland Public Schools</td>
<td>43</td>
<td>72%</td>
</tr>
<tr>
<td>Salem-Keizer SD</td>
<td>22</td>
<td>51%</td>
</tr>
<tr>
<td>Beaverton SD</td>
<td>21</td>
<td>68%</td>
</tr>
<tr>
<td>Hillsboro SD</td>
<td>12</td>
<td>52%</td>
</tr>
<tr>
<td>Eugene SD</td>
<td>15</td>
<td>60%</td>
</tr>
<tr>
<td>North Clackamas SD</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>Bend-LaPine SD</td>
<td>7</td>
<td>47%</td>
</tr>
<tr>
<td>Medford SD</td>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td>Tigard-Tualatin SD</td>
<td>6</td>
<td>55%</td>
</tr>
<tr>
<td>Gresham-Barlow SD</td>
<td>4</td>
<td>36%</td>
</tr>
</tbody>
</table>

A look at the other 24 school districts in the Portland metropolitan area shows that 20 of the districts have placed female principals in 50% or more of their elementary schools. Five of the districts have female principals in every elementary school. This includes three districts that only have one elementary school, a district that has two elementary schools, and a district with eight elementary schools (Oregon Department of Education, 2005d). These numbers are proportional to the percentage of women holding Oregon administrative credentials.

This section has focused on the “glass escalator” initially described by Williams (1992). The escalator effect depicts a rapid rise to administrative positions by the male elementary teacher. No information was provided concerning how many male elementary teachers would be able to ride this “glass escalator” into administrative positions. Historically, the elementary school has been perceived as a place where there are female teachers and male administrators (Hansot & Tyack, 1991; Strober & Tyack, 1980). However, the statistics from Illinois, North Carolina, Oregon, and nationally depict another phenomena occurring in the public schools (Gates et al. 2003, 2004; Ringel et al. 2004; Oregon Department of Education, 2005d). The number of female principals, especially elementary principals, has grown dramatically in the last two decades. A major factor in the percentage of female elementary administrators in Oregon is the size of the school district. Smaller school districts had a smaller percentage of female elementary principals. The larger school districts were more likely to have either disproportionately high or comparable percentages of female elementary principals (Oregon Department of Education, 2005d).

Summary of the Review of Literature

Four major themes have been explored in this review of the literature concerning male elementary teachers: (a) The impact of gender on the male elementary teacher, (b) the career choice
and motivation of the male elementary teacher, (c) the working relationships of the male elementary teacher, and (d) the glass escalator and the male elementary teacher.

Gender can influence the relationships of a male elementary teacher with his students and with his fellow staff members. The position of the male elementary teacher as a male role model for the students in his classroom has been discussed, but no clear model has been presented (Allan, 1994; Jones, 2001; Montecinos & Nielsen, 2004; Sargent, 2003). The elementary school is often characterized as a place where caring and nurturing occurs, but the male teacher must balance these inclinations with concerns about touching students, hugging students and showing affection for his students (Jones, 2001; Wiest, Olive, & Obenchain, 2003). He is also working within an environment that is predominantly female. Adapting to this environment is crucial to his success in the elementary school setting (Allan, 1997; Oyler, Jennings, & Lozada, 2001).

The career motivations of male elementary teachers have been examined in several studies. One set of studies (Lortie, 1975; Montecinos & Nielsen, 1997, 2004; Williams, 1992) presents the hypothesis that men enter the elementary classroom temporarily while enroute to an administrative position. Another set of studies (Brookhart & Loadman, 1996; Freidus, 1992; Smagacz, 1991; West, Olive, & Obenchain, 2003) describes male elementary teachers who have entered the profession because of their love and concern for children. These studies also present the additional perspective that many of the men who are entering elementary education have had successful experiences with children prior to making their career decision. Statistics from the Oregon Department of Education (2005d) reflect similar percentages of male and female teachers at each step of the career ladder. No significant difference exists to illustrate the theory that male elementary teachers quickly leave the classroom for administrative positions.
Male elementary teachers are in the minority in the elementary schools. The study by Kanter (1977) explored the relationships within organizations. Although her study focused on female employees within a predominantly male environment, similarities were identified between the experiences of the female employees and male elementary teachers, both preservice and practicing. These similarities for the male elementary teachers included adapting to the rules of the majority (Sargent, 2001), not sharing emotions and perceptions (Sanatullova-Allison, 1999), and enduring gender-related humor and comments (King, 1998; Allan, 1997; Sargent, 2001). Eng (2004) found that male elementary teachers expressed both positive and negative comments concerning their relationships with female and male colleagues.

The concept of a “glass escalator” for male elementary teachers was proposed by Williams (1992). The author described how male elementary teachers rode a “glass escalator” which quickly brought the male teachers into administrative positions. This theme has been echoed in other research reports (Montecinos & Nielsen, 1997, 2004). National statistics and statistics from the states of Illinois, North Carolina, and Oregon have been presented to explore this area (Gates et al. 2003, 2004; Ringel et al. 2004; Oregon Department of Education, 2005c, 2005d). Female principals hold the majority of elementary administrative positions in 8 of the 10 largest school districts in Oregon. Statewide, female principals are present in 54% of the elementary schools. Most studies have focused on the proportion of female administrators to female teachers and male administrators to male teachers.
CHAPTER THREE

This research project investigated the myths and realities of male elementary teachers in Oregon public schools. This research project focused on exploring both quantitative and qualitative data concerning male elementary teachers in Oregon public schools.

The research was focused on these five questions.

1. What motivates a man to become an elementary teacher?
2. What are the hiring experiences and career ambitions of male elementary teachers seeking either teaching positions or careers in administration?
3. What are the potential issues for men who are elementary teachers?
4. What is the nature of the working environment for male elementary teachers?
5. What does a male teacher bring to the elementary classroom setting?

Methodology

Setting

The setting for this study was the population of male and female elementary teachers in the public schools of the state of Oregon. There are 12,116 female elementary teachers and 2,177 male elementary teachers currently teaching in Oregon classrooms. The primary focus of this study was to investigate the experiences of male elementary teachers who are present in only 15.5% of the classrooms (Oregon Department of Education, 2005e). The teaching staffs of Oregon’s public elementary schools are predominantly female. Male teachers represent less than 31% of the faculty in 93% of the elementary schools (Oregon Department of Education, 2005d). Seventy-four percent of Oregon’s public elementary schools have fewer than four male teachers on staff. Additional information concerning these statistics can be found in Tables 3 and 4.
The educational attainment and experience of Oregon’s elementary teachers is presented in Table 7. It is important to note that the educational attainment and experience of the populations of male and female teachers are comparable at each level. The majority of Oregon teachers, both male and female, have been teaching more than 10 years. The average amount of experience presented by both male and female teachers is 13 years. This includes experience in Oregon schools and in schools outside the state (Oregon Department of Education, 2005d). There is a difference among those holding master’s degrees and bachelor’s degrees. Approximately 47% of the female teachers have a master’s degree while 52% of the male teachers have a master’s degree.

Participants

This research project utilized a stratified random sample to investigate the experiences of male elementary teachers in the Oregon public schools. The two subgroups were samples of male and female elementary teachers. Since the focus of this research was the male elementary teacher, the subgroup of male elementary teachers was over sampled.

Both participant groups were chosen through systematic random sampling. The data file (Oregon Department of Education, 2005d) containing demographic information on the population was sorted using the first names of the members. The first name was used as a sorting instrument to enable each participant to have an equal chance of being selected. This method selected every 7th member of the male elementary teacher population. Since the subgroup of female elementary teachers has a larger population, systematic random sampling selected every 67th member of the female subgroup.

The systematic random sampling process yielded 491 possible participants in the research project. The sampling of male elementary teachers identified 311 possible participants or 14% of
Table 7

Educational Attainment and Experience of the Population and the Sample

<table>
<thead>
<tr>
<th></th>
<th>Female Population.</th>
<th>Female Sample</th>
<th>Male Population.</th>
<th>Male Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( N=12,116 )</td>
<td>( n=92 )</td>
<td>( N=2,177 )</td>
<td>( n=157 )</td>
</tr>
<tr>
<td><strong>Educational Attainment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than a bachelor's degree</td>
<td>0.06%</td>
<td>NA</td>
<td>0.2%</td>
<td>NA</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>53.3%</td>
<td>42.4%</td>
<td>47.2%</td>
<td>37.7%</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>46.6%</td>
<td>56.5%</td>
<td>52%</td>
<td>61.7%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0.1%</td>
<td>1.1%</td>
<td>0.4%</td>
<td>0.6%</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 to 5 years</td>
<td>27.4%</td>
<td>15.2%</td>
<td>27.2%</td>
<td>18.1%</td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>17.9%</td>
<td>14.1%</td>
<td>18.1%</td>
<td>19.7%</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>54.7%</td>
<td>70.7%</td>
<td>54.8%</td>
<td>68.2%</td>
</tr>
</tbody>
</table>

*Note:* Percentages may not total 100% due to rounding. The statistics concerning the population of Oregon elementary teachers was adapted from *Oregon Teachers in Elementary Grades, 2004-2005*, by Oregon Department of Education, Office of Analysis and Reporting, November 27, 2005.

The total population of male elementary teachers. The sampling of female elementary teachers identified 180 possible participants or 1.5% of the total population of female elementary teachers. Each participant was invited to participate in the research through the process described in the procedural section of this chapter. This included two personalized letters and a postcard reminder.

The response rate was 51% for both subgroups leading to an overall response rate of 51%.
This resulted in a sample size of 159 male elementary teachers and 92 female teachers. The male elementary teacher sample represents 7% of the total population of male elementary teachers. The female elementary sample represents .75% of the total population of female elementary teachers.

Comparisons between the educational attainment and experience of both populations and samples can be found in Table 7. Two perspectives are noticed when the populations and samples are compared. The majority of the participants in both the male and female samples have master’s degrees. The master’s degree is held by 56.5% of the female sample and by 61.7% of the male sample. Within the total population of female elementary teachers, the bachelor’s degree is held by the majority (53.3%). The experience level of both samples was predominantly teachers who had been teaching more than 10 years. This was 70.7% of the female respondents and 68.2% of the male respondents. Within the population of Oregon elementary teachers, approximately 55% of both male and female teachers had been teaching more than ten years. Twenty-seven percent of the population had taught less than six years. Similar percentages of those teachers who had taught from six to 10 years were found when the sample was compared with the population.

No major differences were identified when the female sample was compared with the male sample in either educational attainment or experience. At each level, the two samples are within six percentage points leading to the observation that the two samples are similar in these two traits.

Respondents to the survey were asked to identify the grade level taught. These indicators included kindergarten through sixth grades and an option for specialist. The specialist term was not defined for the participants. The specialist category can include those who are teaching special education, music, physical education, English as a second language, and other specialists within a school building. Teachers who identified more than two grade levels were coded as specialists.
Those who identified two grade levels were coded with the lower grade level. These statistics are presented in Table 8. An interesting discrepancy is noted at the primary level (kindergarten through second grades) where 31.5% of the female respondents are primary teachers, but only 17.7% of the male respondents. This is possibly indicative of traditional placing of male elementary teachers in intermediate classrooms or the nature of this sample. Another interesting facet is noted at third and fourth grade. Fifteen percent of the male respondents were at teaching at third grade, but 10.9 percent of the female respondents were at third grade. This situation is reversed at fourth grade where 15.2% of the female respondents and 10.1% of the male respondents were teaching. The largest percentage of either sample identified themselves as specialists.

Table 8

Classroom Positions Occupied by the Sample

<table>
<thead>
<tr>
<th>Grade</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>6.5%</td>
<td>3.2%</td>
<td>4.4%</td>
</tr>
<tr>
<td>First grade</td>
<td>15.2%</td>
<td>6.3%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Second grade</td>
<td>9.8%</td>
<td>8.2%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Third grade</td>
<td>10.9%</td>
<td>15.2%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>15.2%</td>
<td>10.1%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>13.0%</td>
<td>21.5%</td>
<td>18.4%</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>1.1%</td>
<td>.6%</td>
<td>.8%</td>
</tr>
<tr>
<td>Specialist</td>
<td>28.3%</td>
<td>34.8%</td>
<td>32.4%</td>
</tr>
</tbody>
</table>
An additional question asked the respondents to identify the gender of their principal. Female principals serve in 54% of Oregon’s public elementary schools. The distribution of the male respondents among male and female principals was almost even. Fifty-one percent of the male respondents were in schools led by female principals and 49 percent were in schools led by male principals. Among the female respondents, there was a significant difference in school leadership. Approximately 68 percent of the female respondents were in schools led by a female principal. Thirty-two percent of the female respondents were in schools led by a male principal.

**The Structured Interview Sample**

Structured interviews were conducted with 12 of the male respondents. Eleven of these interviews were conducted in person with the 12th being a written interview due to scheduling problems. Selection of these participants was based on a willingness to be interviewed, availability, and location.

These 12 participants are employed by seven different school districts in the state of Oregon. Four of the school districts would be characterized as medium-sized districts. The remaining three would be characterized as large districts (Castillo, 2005; Oregon Department of Education, 2005c). Seven of the participants work in school districts in the Portland metropolitan area. The remaining five work in school districts in southern Oregon.

Nine of the participants had been teaching more than 10 years. Within that group, four of the males had been teaching for twenty or more years. Two of the participants had taught from six to 10 years. One had been teaching less than five years. The majority of interviewees had earned a master’s degree. One had earned a bachelor’s degree, but had earned additional graduate hours as part of his continuing education program.
Each grade level from kindergarten through fifth grade and specialist was represented in the participants. The greatest representation of instructional assignments among the participants was at the intermediate level. Four of the male teachers taught at the third grade level. One taught fourth grade with three more teaching fifth. One male teacher was a music specialist. Two taught classes with multiple grade levels.

Different proportions of male and female teachers in elementary buildings were represented in the interview sample. Six of the men taught in buildings where male teachers were less than 15% of the teaching staff. The other six men taught in buildings where male teachers were more than 20% of the teaching staff.

Each participant in the structured interview sample was granted confidentiality and will be identified by a participant number, grade taught, and level of experience. In accordance with the institutional review process of George Fox University, participants signed informed consent documents describing the project, their risks and responsibilities, and voluntary nature of their participation. The participants in the structured interviews were given the opportunity to revise and edit their comments prior to inclusion in the study. Documentation of these processes is available from the researcher.

Instruments

Two instruments were used in this research project: a written survey and a set of structured interview questions. Both instruments were developed by the researcher. The survey instrument, which was mailed to all possible participants, is the Elementary Teacher Survey developed by the researcher. The instrument can be found in Appendix A. This instrument was initially developed in June 2005 and field testing was conducted using a convenience sample of 30 respondents. The
respondents included male and female graduate students in the Educational Foundations and Leadership program at George Fox University. Revisions to the instrument were made based on the results of field testing and to further align the instrument with the research questions presented in this text. A second pilot study was conducted in January 2006 with colleagues providing information concerning clarity, content of the questions, and additional information. The instrument was developed in both paper and online formats to facilitate responses by the participants.

The online version of the instrument replicated the paper version of the survey through the use of the computer program Test Pilot. A minor difference in formatting between the two surveys is present. The online survey presents answer options in a vertical format while the paper survey presents answer options in a horizontal format. The order of answer options is the same in both formats. A printed version of the online survey is available in Appendix B. Participants were given the opportunity to respond to the survey online rather than in writing. This was facilitated through the inclusion of the web address of the online version in all mailings received by the participants. The online version required the entry of the participant number to access the instrument. Participants were allowed to complete the survey once. Program security prevented the submission of duplicate or multiple submissions by the participants.

The Elementary Teacher Survey instrument contained 35 items surveying the opinions of the respondents and 8 items that seek demographic information concerning the respondents and the schools in which they work. The opinion items used a 4-point Likert scale that asked respondents to describe their agreement or disagreement with a statement. The continuum for the Likert scale used the descriptors of strongly disagree, disagree, agree, and strongly agree. Placement of the Likert scale in this order was based upon the desire to collate paper results with results that were obtained
using the online survey function of Test Pilot. The four descriptors on the Likert scale were coded 1 to 4 for statistical analysis. The coding was in ascending order from strongly disagree to strongly agree. The Elementary Teacher Survey instrument was printed horizontally on 8.5 x 14 paper and folded twice for insertion in the mail package.

The structured interview questions were developed by the researcher after identifying themes found in the literature and in the written survey responses concerning male elementary teachers. These questions can be found in Appendix C. The researcher conducted 11 of the 12 interviews in person. The interviews were recorded and transcribed. The 12th interview was conducted in writing.

Research Design

This research project is a mixed-method design. The quantitative design featured a survey of participants that required Likert-type responses to specific prompts. It was designed to provide the opportunity for generalization to the larger population of Oregon elementary teachers. The qualitative design utilized structured interviews to provide deeper understanding of the issues and realities of male elementary teachers in Oregon.

Statistical Analysis

Statistical analysis of the results was conducted on several levels using the SPSS software programs. Cross tabulation comparisons were conducted based on gender, experience, desire to be an administrator, and number of men teaching in the building. These comparisons examined both inter-gender and intra-gender relationships. Chi-square calculations were conducted to determine the significance of these cross tabulation comparisons.

The Pearson product correlation was utilized to examine the relationship between specific
items of the survey instrument. These analyses were conducted examining each item. The survey also contained several sets of parallel statements using identically worded statements, but with the gender identification changed. These statements were constructed to examine the impact of gender on the topics under consideration.

Qualitative interviews were analyzed for themes using the N6 software. The five research questions provided the broad framework for analysis. Sub themes were developed based on the comments and themes of the participants in the structured interview process. This process resulted in 46 themes. These themes, which also included the five research questions, are listed in Appendix D.

Procedure

This research project used a variation of the tailored design method by Dillman (2000) to survey the selected samples of male and female elementary teachers in the state of Oregon. This project did not follow the theory and application of the tailored design method in total, but utilized principles found in Dillman’s work to guide the implementation of the survey. The variations resulted from the limitation of resources available to the researcher. The researcher developed a 3-step process for the survey of elementary teachers. This process included two personal letters and a postcard reminder. Participants in the structured interviews indicated their willingness to be interviewed on the survey.

The initial mailing of the survey was completed in February 2006. This initial mailing included a cover letter on George Fox University letterhead introducing the project, describing confidentiality, and soliciting their participation. The survey questionnaire and a postage-paid reply envelope addressed to the researcher at George Fox University were also included. The cover letter
included the web address for the *Test Pilot* software if the participants wanted to respond electronically rather than in writing. This initial package was sent to 491 elementary teachers at their school addresses as listed in the Oregon Department of Education database (Oregon Department of Education, 2005b). This mailing was sent to 311 male teachers and 180 female teachers. The initial letter can be found in Appendix E.

Approximately one week later, a postcard was sent to each teacher expressing appreciation for their participation in the project, reminding those who had not responded to complete the survey, and repeating the web address of *Test Pilot* for those who wanted to complete the survey electronically. The text of the postcard can be found in Appendix F.

This initial effort resulted in a response rate of 43% with participants responding either in writing or online. The response rate of male and female elementary teachers was similar. There were 136 male elementary teachers who responded for a response rate of 44%. Among the female elementary teachers, 77 responded for a response rate of 43%.

A second mailing was sent in April to those elementary teachers who had not responded to the first mailing. The mailing included a second cover letter (Appendix G) which replaced the first cover letter. It also included a second copy of the survey and a postage-paid reply envelope addressed to the researcher at George Fox University. This second mailing was sent to 175 male teachers and 103 female teachers at their school addresses as listed in the Oregon Department of Education database (Oregon Department of Education, 2005b).

The second mailing resulted in 38 responses either in writing or online. This set of responses included 23 male teachers and 15 female teachers. No additional attempts were made to solicit the participation of the non-responders.
There were 27 participants who responded to the online survey using the *Test Pilot* software. These respondents included 18 male teachers and nine female teachers.

The total response rate for the survey was 51%. The participants included 159 male elementary teachers and 92 female teachers. The response rate for both male and female teachers was 51%. The sample of male elementary teachers represents 7% of the population of male elementary teachers in Oregon public schools as identified by the Oregon Department of Education (Oregon Department of Education, 2005b). The sample of female elementary teachers represents .76% of the female elementary teachers in Oregon public schools.

Twenty-two survey packages were returned during the research project, but were not included in the statistics described above. Eight were returned because the teacher chose not to participate in the project. An additional eight were returned because the teacher was not teaching at the elementary level. Three were returned by the post office for incorrect addresses. The remaining three were no longer employed as teachers in their respective school districts.

The *Elementary Teacher Survey* instrument included a question asking respondents to participate in the structured interview process. Ninety-seven teachers indicated a willingness to be interviewed. Since the focus of this research project was the male elementary teacher, it was decided to focus on the male teachers who indicated a willingness to be interviewed. There were 70 male teachers who volunteered for the structured interviews. The restraints of time and economics limited the interviews to 12 male elementary teachers. These interviews were conducted in May and June of 2006. The 12 participants were chosen based on availability, location, and grade level taught.

Initial contact with each interview participant was through the email address furnished on
the survey. After the interview was set up, a copy of the interview questions (see Appendix C) was sent to each participant prior to the interview. The interviews were conducted at places convenient to the participants: classroom, restaurant, or home. One interviewee chose to respond in writing rather than be interviewed in person. Each personal interview was recorded and transcribed. The participants received a copy of the transcript by email attachment with the options of approving the transcript, editing the transcript, or asking to be removed from the research project. All participants agreed to the inclusion of their transcripts.

The statistical analyses utilizing N6 and SPSS were conducted following the completion of the relevant step of the project. The N6 analysis occurred after all permissions had been received for the inclusion of transcripts in the research project. The SPSS analysis began after the receipt of the surveys and continued to the conclusion of the project.
CHAPTER FOUR

Findings: Motivation, Hiring Experiences, & Career Ambitions

The next three chapters will present the results of the research project. The findings from the survey and structured interviews will be presented within the themes of the five research questions. The fourth chapter will examine the motivation, hiring experiences, and career ambitions of male elementary teachers seeking either teaching or administrative positions. The fifth chapter will focus on the potential issues and working environment of the male elementary teacher. The sixth chapter will explore the qualities which a male teacher brings to the elementary setting.

The survey questions will be analyzed by computing tabulation, correlational and significance calculations in this order: (a) differences and similarities between the responses of male and female teachers, (b) differences and similarities within subgroups of the male teacher sample, and (c) differences and similarities within the subgroups of the female teacher sample. The italicized subheadings refer to the statements on the survey.

The distinctions between agreement and disagreement will be examined both within the range of responses (disagree, strongly disagree, agree, strongly agree) and within two major groupings of agreement and disagreement. The use of the term agreement without additional qualifiers will combine the agree and strongly agree responses. The use of the term disagreement without additional qualifiers will combine the disagree and strongly disagree responses.

Participants in the structured interviews will be identified by their participant number, grade level, and years of experience. This chapter will focus on the following research questions:

1. What motivates a man to become an elementary teacher?
2. What are the hiring experiences and career ambitions of male elementary teachers?
What motivates a man to become an elementary teacher?

The survey contained several statements which addressed the motivations of male and female teachers in becoming elementary teachers. Two statements focused on the male teacher’s desire of helping children and the importance of male teachers in the elementary school. Two other statements explored the classroom as a temporary position; one focused on the perspective of the male teachers and one on the perspective of the female teachers.

*Male teachers want to help all students learn and be successful.*

There was agreement between the male and female teachers in response to the statement that men enter the elementary classroom because the men “want to help children learn and be successful.” Examining the information presented in Table 9, 99% of the female respondents either agreed or strongly agreed with the statement that male elementary teachers want to help all students learn and be successful. Among the male teachers, there was a 98% agreement (either agree or strongly agree) with the statement.

A moderate and significant positive correlation was observed in the responses of the total sample between the variables “male elementary teachers want all students to learn and be successful” and “male elementary teachers as role models.” As was noticed in the complete sample of male and female teachers, there was also a moderate correlation within the male subgroup between the statement that male elementary teachers want all students to learn and be successful and the statement concerning male teachers being role models. Two moderate correlations were observed when the responses of the sample of female teachers to the statement that male elementary teachers begin teaching because they want all children to be successful were compared with their
responses to other statements on the survey. The correlations can be seen in Table 10.

Table 9

Male elementary teachers begin teaching because they want to help all children learn and be successful.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n = 90</td>
<td>n = 157</td>
<td>N = 247</td>
</tr>
<tr>
<td>Agree</td>
<td>84.1%</td>
<td>59.9%</td>
<td>68.6%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>14.8%</td>
<td>37.6%</td>
<td>29.4%</td>
</tr>
</tbody>
</table>

Note. $X^2 (2, 245) = 15.355, p < .01.$

Table 10

Correlations between the statement that male elementary teachers begin teaching because they want to help all children and other statements on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male elementary teachers see themselves as role models</td>
<td>.452**</td>
<td>.360**</td>
<td>.460**</td>
</tr>
<tr>
<td>Female elementary teachers see themselves as role models</td>
<td>.342**</td>
<td>.351**</td>
<td>.347**</td>
</tr>
</tbody>
</table>

Note. ** $p < .01$ (two-tailed).
Differences among the male teacher sample were examined by years of experience. Those who had been teaching more than 10 years were in 99% agreement that male elementary teachers want all students to learn and be successful. The subgroup of those who had taught from six to 10 years was in 93.3% agreement. Those who had been teaching less than six years were in 94.7% agreement.

Female respondents were in agreement with the statement that male elementary teachers want all students to learn and be successful. The dominant response among the three levels of experience was agree. This was chosen by 92.9% of those who had been teaching less than six years, 84.6% by those who had taught from six to 10 years and 82.0% by those who had been teaching for more than 10 years.

*It is important for all students to see male teachers in kindergarten through 5th grade.*

Participants were asked to indicate their level of agreement or disagreement with this survey statement. The majority of female teachers (91%) and male teachers (96%) agreed. No statistical significance was seen (See Table 11).

Statistically significant moderate correlations were identified linking the statement that it was important to see male teachers in the elementary grades with three other statements on the survey instrument when the responses of the total sample were analyzed. Two of the statements focused on the hiring of male teachers while the third statement described male teachers as role models (See Table 12).

Statistically significant moderate correlations were observed with five other statements when the male sample was examined (See Table 12). Similar to the results of the whole sample, significant correlations were found with the statements about hiring more male teachers and male
Table 11

*It is important for all students to see men teaching in kindergarten through 5th grades.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$n=91$</td>
<td>$n=159$</td>
<td>$N=250$</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0.0%</td>
<td>.6%</td>
<td>.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8.8%</td>
<td>3.8%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>41.8%</td>
<td>40.9%</td>
<td>41.2%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>49.5%</td>
<td>54.7%</td>
<td>52.8%</td>
</tr>
</tbody>
</table>

*Note.* $X^2(3, 250) = 3.489, p = .322.$

...teachers as role models.

One statistically significant moderate correlation was identified when the results of the female sample were examined (See Table 12). There was a moderate correlation between the statement that it was important to see male teachers in the elementary grades and the statement concerning female elementary teachers as role models.

The survey statement “it is important to see male teachers in the elementary grades” was examined for male teachers at the three experience levels. The male teachers who had been teaching less than six years were in 100% agreement. Those who were in the middle range (six to 10 years) had 97% agreement. The male teachers who had been teaching more than 10 years exhibited 94% agreement.

The sample of male teachers was divided into two groups: those who worked in buildings...
Table 12

Correlations between the statement that it is important for all students to see male teachers in the elementary grades and other statements on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>District needs to hire more male elementary teachers</td>
<td>.383**</td>
<td>.370**</td>
<td>.370**</td>
</tr>
<tr>
<td>District needs to make hiring more males a priority</td>
<td>.390**</td>
<td>.357**</td>
<td>.368**</td>
</tr>
<tr>
<td>Male elementary teachers see themselves as role models</td>
<td>.445**</td>
<td>.329**</td>
<td>.405**</td>
</tr>
<tr>
<td>Female elementary teachers see themselves as role models</td>
<td>.228**</td>
<td>.359**</td>
<td>.266**</td>
</tr>
<tr>
<td>Male teachers have to worry about touching students</td>
<td>.359**</td>
<td>.171</td>
<td>.291**</td>
</tr>
<tr>
<td>False accusations of child abuse are a major concern</td>
<td>.376**</td>
<td>.204</td>
<td>.319**</td>
</tr>
</tbody>
</table>

Note. ** p < .01 (two-tailed).

with more than three male teachers and those who worked in buildings with three or less than three male teachers. Among those who worked in buildings with more than three teachers, the level of agreement was almost evenly divided between agree and strongly agree. The percentages were agree (48%) and strongly agree (49%). However, when the group of male teachers who worked in buildings with three or less than three was observed, there was a difference between those who agreed and those who strongly agreed. Those who strongly agreed with the statement were 59% of the group. Those who agreed were 35% of the group.

Examining the sample of female teachers as disaggregated by level of experience, the majority of the female teachers agreed with the statement that it was important to see male teachers
in the elementary grades. The female teachers who had taught more than 10 years expressed the strongest agreement with 94%. Those who had taught zero to five years expressed 86% agreement while those who had taught from six to 10 years expressed 85% agreement with the statement.

_Male elementary teachers see the elementary classroom as a temporary position._

The next two statements examined the motivation of male and female teachers in becoming teachers at the elementary level. The statements focus on the idea that the elementary classroom is designed to be a temporary position for the male or female teacher as the teacher climbs the career ladder to become an administrator.

There is a significant discrepancy concerning the motivations of male elementary teachers as can be seen in Table 13. Fourteen percent of the male teachers agreed with the statement that the elementary classroom was a temporary position for male teachers. None of the male teachers expressed strong agreement for the statement. The agreement percentages among the female sample were different. Strong agreement was expressed by 4% of the sample. Thirty-six percent of the female teachers said they agreed with the statement. This means that 40% of the female teachers were in agreement (strongly agree or agree) with the statement that the elementary classroom was a temporary position for male teachers. A chi-square was conducted to determine the significance of the discrepancy between the responses of the male and female teachers. It was significant at the .01 level.

Three statistically significant moderate correlations were identified when the responses of both male and female participants to the statement that the elementary classroom was a temporary position for the male teacher were compared with other statements on the survey (see Table 14). A
Male elementary teachers see the elementary classroom as a temporary position enroute to becoming an administrator.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2.3%</td>
<td>18.5%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>58.1%</td>
<td>67.5%</td>
<td>64.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>36.0%</td>
<td>14.0%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3.5%</td>
<td>0.0%</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

Note. $X^2 (3, 243) = 29.960, p < .01.$

parallel statement focused on female teachers seeing the elementary classroom as a temporary position was moderately related to the statement that the elementary classroom was a temporary position for the male teacher.

Three statistically significant moderate correlations were identified when the responses to the statement that the elementary classroom was a temporary position for male teachers were compared with the other responses of the male sample (see Table 14). The three statements were the same three statements identified when the complete sample of male and female teachers was examined: (a) female teachers seeing the elementary classroom as a temporary position, (b) male teachers forming alliances with male principals, and (c) male teachers desiring to be administrators. The statement that the elementary classroom is a temporary position for the male teacher was moderately correlated with two other survey statements when the responses of the female
elementary teachers were examined.

Table 14

**Correlations between the statement that male teachers see the elementary classroom as a temporary position and other statements on the survey.**

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female teachers see elementary classroom as temporary</td>
<td>.513**</td>
<td>.038</td>
<td>.355**</td>
</tr>
<tr>
<td>Male teachers form alliances with male principals</td>
<td>.351**</td>
<td>.462**</td>
<td>.425**</td>
</tr>
<tr>
<td>Most male teachers would like to be an administrator</td>
<td>.432**</td>
<td>.461**</td>
<td>.504**</td>
</tr>
</tbody>
</table>

*Note.** ** p < .01 (two-tailed).

Examining the responses of the male sample to the statement that the elementary classroom is a temporary position and disaggregating those responses by experience levels, the majority at each level of experience disagreed with the statement as can be seen in Table 15. Among those male teachers who have been teaching from zero to five years, 84% disagreed with the statement. This group also had the greatest percentage strongly disagreeing with the statement (26%). Eighty percent of the male teachers in the middle range of experience expressed disagreement with the statement. The middle range also had the greatest percentage (20%) expressing agreement with the statement. The male teachers who had taught more than 10 years expressed disagreement at the rate of 88%.

The responses of the female elementary teachers to the statement that the elementary classroom is a temporary position for male teachers were examined on the basis of years of
Responses of the male sample to the statement that male elementary teachers see the elementary classroom as a temporary position enroute to becoming an administrator.

<table>
<thead>
<tr>
<th>Response</th>
<th>0 to 5</th>
<th>6 to 10</th>
<th>&gt; 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>26.3%</td>
<td>6.7%</td>
<td>20.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>57.9%</td>
<td>73.3%</td>
<td>67.0%</td>
</tr>
<tr>
<td>Agree</td>
<td>15.8%</td>
<td>20.0%</td>
<td>12.3%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Note. \( X^2 (4, n = 155) = 4.589, p = .332. \)

experience. The female teachers who had been teaching from zero to five years expressed 14% agreement with the statement. Agreement rates of 46% and 44% were expressed by the teachers who had taught from six to 10 years and those who had taught more than 10 years, respectively.

Female elementary teachers see the elementary classroom as a temporary position.

The statement that female teachers see the elementary classroom as a temporary position was designed to be a counterpoint to the statement that male teachers see the elementary classroom as a temporary position.

Responses of male and female participants to the statement that female teachers see the elementary classroom as a temporary position were similar as seen in Table 16. The disagreement
rate of the male teachers was 96% while the disagreement rate of the female teachers was 94%.
Neither male nor female teachers strongly agreed with the statement.

Table 16

*Female elementary teachers see the elementary classroom as a temporary position enroute to becoming an administrator.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>13.3%</td>
<td>21.0%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>81.1%</td>
<td>74.5%</td>
<td>76.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>5.6%</td>
<td>4.5%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

*Note.* $X^2(2, 247) = 2.319, p = .314.$

One moderate correlation was noted for the statement that female teachers see the elementary classroom as a temporary position when the responses of the sample of male and female teachers were examined (see Table 17).

An analysis of the results when calculations were performed using the subgroups of male and female samples did not reveal any significant findings or differences that were inconsistent with the results of the analysis of the entire sample of male and female teachers.
Table 17

Correlation between the statement that female teachers see the elementary classroom as a temporary position and one other statement on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male teachers see elementary classroom as temporary</td>
<td>.513**</td>
<td>.038</td>
<td>.355**</td>
</tr>
</tbody>
</table>

Note: ** p < .01 (two-tailed).

Themes expressed in the structured interviews and survey comments.

Structured interviews were conducted with 12 male elementary teachers who volunteered to participate. The interviews expanded on some of the themes that were developed through the analysis of the survey data and the literature review. One of the structured interview questions that were posed to the male teachers was “Why do men become elementary teachers?” The male teachers responded on a personal note with respect to their own decisions, on a global note with respect to all male elementary teachers, or a combination of personal and global references. Additional comments that were made by the male teachers in answering other questions and which referred to their motivation for teachings have also been included in this analysis. Structured interview participants will be identified by their participant number, grade level, and years of experience. Survey participants will be identified by their participant number.

A foundational theme that was expressed by the 12 male teachers was that the male elementary teacher loves or enjoys working with children. Their comments displayed this theme in several dimensions. The words and phrases of these male teachers included concepts such as
bonding with the children, teaching as a personal calling, excitement when the children are impacted by their learning, authenticity, enthusiasm, and the connection with the teacher’s personality reinforced the theme.

Teaching is a “job that needs to come from the heart, driving and motivating someone to do this job” (Participant 2126, 4th-5th Grades, 5 years experience). The interviewee described how he went to work every day “with the attitude that this is the best job I could possibly have and I love it.” He defined success in terms of reaching one child and making a difference in the child’s life.

A music specialist who has been teaching more than ten years (Participant 2099) spoke of connecting with the children, wanting to see the children grow and learn, and wanting to help the children when they needed help. “They (male elementary teachers) like working with kids... I love working with elementary kids... I like the way they express what they are feeling... I like connecting and feeling like I’m a bright spot in their day.”

References to other male teachers in the building included comments about the male kindergarten teacher who loves working with children and the second career teacher who feels that teaching elementary students just fits with his personality (Participant 2148, 3rd Grade, 18 years experience).

Early experiences in a behavioral learning center classroom shaped the career decisions of a 15-year veteran of teaching. The fifth grade teacher remembered how he was “blown away” by the connections that he was able to make with the children in the classroom (Participant 2169). He spoke of his first classroom. “When I got in my first class I was overwhelmed and scared to death with a second and third grade group of kids. But the bond with the kids – there’s nothing like it.”

The connection of the teacher’s personality to the elementary classroom was an element of
the theme of loving or enjoying working with children. A fifth grade teacher (Participant 2270) who has taught for 10 years spoke of his early career experiences as a music teacher.

I found that I enjoyed working with the younger kids a lot. And I felt like it fit my personality. As I was teaching in elementary school, I always enjoyed teaching music, and I enjoyed that people were like "I didn’t know younger kids could do that."

The undergraduate studies of one participant included a field experience in an elementary classroom. His career plans at that time focused on teaching physical education at the high school level. This 29-year veteran of teaching (Participant 2211, 3rd Grade) described his change in career plans, "I got put into a third grade and I just loved it," he said. The enthusiasm of the students appealed to him. He would later speak of the rewards that he receives as an elementary teacher and "how good it feels to still get recess once in a while."

One participant who is retiring after 30 years of teaching spoke of the "fit" of the elementary level for him.

Primary wasn’t a perfect fit for me. I like fourth, fifth grade kids. Just enjoy the way they learn, and what kind of fun they can have, and that kind of stuff. . . . They’re excited. You can do stuff with them. You can joke with them. You’re not wiping their nose and tying their shoes. They’re not being smart mouths and running and resisting what you want to present, most of the time. So that’s probably the reason I became a teacher. (Participant 2250, 5th Grade)

Different experiences influenced the decisions of these male teachers to enter the elementary classroom. One male teacher (Participant 2127, 3rd Grade, 16 years) told of assisting in a summer program when he was in his early twenties. He found that he enjoyed “kids” and “really
enjoyed working with them.” Experiences with outdoor school and as an assistant in a behavior learning center classroom shaped the decisions of another male teacher (Participant 2169, 5th Grade, 15 years). A 23-year veteran (Participant 2175, 4th grade) volunteered one summer at a nursery school when he was in junior high. He decided to become a teacher at the age of 13. He said, “I wonder what would have happened if I’d not volunteered that summer.” A third grade teacher (Participant 2180, 21 years) taught at the secondary level for 14 years before changing to elementary. He “fell in love with the elementary world” through the recertification experience.

Another (Participant 2148, 3rd Grade, 18 years) described how he began his studies in elementary education because he loved learning and in elementary education one could learn about all the subjects.

For me, it was elementary because I couldn’t specify – a certain area of study. Literature, history, PE, music. I loved it all, and in elementary I can teach it all. That was it for me. I remember being in the undergraduate classes, me and 23 other young ladies, and they loved children. And I didn’t. They were fine, I hadn’t really thought about how I was going to work with kids. I just well I like all these things, and I love to learn, and everyone kept telling me, “Oh, you’ll do great.” So I was like ok! And then as the years went by, yeah, I loved to learn, and I loved the math and science and language and all that, and now I love kids. I realize that I probably did all along, but didn’t realize it. And now I can actually articulate that.

Teaching elementary children is a personal calling for a male kindergarten teacher (Participant 2272) who has completed his second year of teaching. Two characteristics that a male elementary teacher must possess are that he must love to work with children and be able to relate to
the children. “I love being with kids and I can’t picture myself doing anything else. I believe that teaching is one of my spiritual gifts and that it is something I need to do.”
What are the hiring experiences and career ambitions of male elementary teachers seeking other teaching positions or careers as administrators?

This research question explores the career ladder of the male teacher from entry into the elementary classroom to career advancement into administrative positions. Eleven questions on the survey addressed various aspects of the professional careers of male elementary teachers. The first two questions on the survey focused on the hiring and recruiting of male elementary teachers. Four pairs of parallel statements were used to examine participants' beliefs concerning the hiring, tenure in elementary classrooms, promotion into administrative positions, and career ambitions of male and female elementary teachers. These pairs of parallel statements had the same sentence structures, but the gender reference was changed to allow analysis for both male and female elementary teachers. The last question on the survey polled individual participant's desires to be administrators.

*My district needs to hire more male elementary teachers.*

Four out of five participants in the survey believed that their district should hire more male elementary teachers as can be seen in Table 18. Among the female teachers in the sample, 81% expressed agreement with the statement that more male elementary teachers should be hired. The percentage of agreement for the male elementary teachers was slightly higher at 84%. The greatest proportion of these positive responses to the statement that more male elementary teachers should be hired was at the *agree* choice with 61% for the female teachers and 56% for the male teachers. Calculation of the Pearson chi-square did not reveal any statistical significance to the similarities or differences between the male and female responses.

The statement that the district needed to hire more male elementary teachers exhibited a moderate and a strong correlation to two other statements on the survey when the results of the
sample of both male and female teachers were examined (see Table 19). There was a strong correlation between the statement that the district needed to hire more male elementary teachers and the statement that hiring more male elementary teachers should be a priority. A moderate correlation was identified between the statement that the district needed to hire more male elementary teachers and the statement that it was important for students to see men in the elementary classrooms.

The results of the male sample in response to the statement that more male elementary teachers should be hired exhibited strong and moderate correlations with the responses of the male sample to two other statements on the survey (see Table 19). There was a strong correlation between the statement that more male elementary teachers should be hired with the statement that district should make hiring male teachers a priority. A moderate correlation was observed between
the statement that more male elementary teachers should be hired with the statement that it was
important for students to see male teachers in the elementary classrooms.

The responses of the female sample to the statement that more male elementary teachers
should be hired exhibited moderate or strong correlations with the responses of the female sample
to five other statements on the survey (see Table 19). There was a strong correlation between the
statement that more male elementary teachers should be hired and the statement that hiring more
male elementary teachers should be a priority.

Table 19

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>District needs to make hiring more males a priority</td>
<td>.730**</td>
<td>.679**</td>
<td>.709**</td>
</tr>
<tr>
<td>Important for students to see male teachers in k-5 grades</td>
<td>.390**</td>
<td>.329**</td>
<td>.370**</td>
</tr>
<tr>
<td>Male teachers feel loneliness &amp; isolation in school setting</td>
<td>.411**</td>
<td>.359**</td>
<td>.315**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice perceived as threatening</td>
<td>.044</td>
<td>.353**</td>
<td>.159*</td>
</tr>
<tr>
<td>False accusations of child abuse are a major concern</td>
<td>.292**</td>
<td>.370**</td>
<td>.321**</td>
</tr>
<tr>
<td>Male teachers hear female teachers tell jokes &amp; stories</td>
<td>.163*</td>
<td>.381**</td>
<td>.111</td>
</tr>
</tbody>
</table>

Note: * p < .05 (two-tailed), ** p < .01 (two-tailed).

The statement that more male elementary teachers should be hired was examined on the
basis of years of experience within the sample of male teachers. Similar levels of agreement with
The statement that more male elementary teachers should be hired were noted across the three experience levels. The extent of agreement at the zero to five years of experience level was 84%. The males who had been teaching from six to 10 years expressed 84% agreement with the statement. Those who had been teaching more than 10 years expressed 83% agreement with the statement that more male elementary teachers should be hired. The results of this analysis were not found to be statistically significant, \( X^2 (6, n = 156) = 5.404, p = .493 \).

The response of the male sample to the statement that more male elementary teachers should be hired was also examined from the perspective of the number of male teachers in the building. Among those male teachers working in buildings with three or fewer male teachers, there was 85.8% agreement with the statement that more male elementary teachers should be hired. Among those male elementary teachers working in buildings with more than three male teachers, there was 80.6% agreement. These results were found to be statistically significant at the .05 level, \( X^2 (3, n = 153) = 9.831, p < .05 \).

Examining the response of the female sample to the statement that more male elementary teachers should be hired yielded differences among the teachers at various experiential levels. The female teachers who had been teaching zero to 5 years expressed 78.6% agreement with the statement that more male elementary teachers should be hired. Among the female teachers who had been teaching six to 10 years, there was 84.6% agreement with the statement that more male elementary teachers should be hired. The female teachers who had been teaching more than 10 years expressed 80.3% agreement with the statement. These results were not seen to be statistically significant on the basis of Pearson’s chi-square calculation, \( X^2 (6, n = 88), p = .945 \).
Hiring more male teachers should be a priority.

There were significant differences in the responses of the male and female teachers to the statement that the district in which they were employed should hire more male elementary teachers as reported in Table 20. More male teachers agreed (66%) that districts should make hiring male elementary teachers a priority. The largest percentage of agreement by the male teachers was at the selection of agree with 46.2%. Almost one out of five male teachers (19.6%) expressed strong agreement. This statement was disagreed with by 61.3% of the female teachers and by just 34.2% of the male teachers.

Table 20

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>6.8%</td>
<td>3.2%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>54.5%</td>
<td>31.0%</td>
<td>39.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>30.7%</td>
<td>46.2%</td>
<td>40.7%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8.0%</td>
<td>19.6%</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

Note. $X^2 (3, n = 246) = 17.954, p < .01.$

The statement that districts should make hiring male elementary teachers a priority exhibited moderate or strong relationships with three other statements on the survey in the analysis of the responses of both male and female teachers (see Table 21). A strong correlation was demonstrated between the results of the statement that more male elementary teachers should be
hired and districts should make hiring male elementary teachers a priority.

Correlations within the responses of the male sample to the statement that school districts should make hiring male elementary teachers a priority were observed with three other statements on the survey (see Table 21). The strongest correlation was observed between the statement that districts should hire more male elementary teachers and the statement that hiring more male elementary teachers should be a priority.

One strong relationship and two moderate relationships were observed when the responses of the female teachers to the statement that hiring more male elementary teachers should be made a priority were compared with the responses of the female teachers to other statements on the survey (see Table 21). The strong correlation was observed when the responses of the two statements concerning hiring (more male elementary teachers need to be hired and hiring more male elementary teachers should be a priority) were examined.

Analyzing the responses of the male sample by years of experience identified some disagreement among the male teachers concerning whether hiring more male elementary teachers should be made a priority. The male teachers who have taught more than 10 years demonstrated the greatest agreement with the statement that hiring more male elementary teachers should be made a priority by school districts with 68.8% expressing agreement. The selection of strongly agree was made by 22.6% of those teachers. The male teachers who had taught from zero to five years expressed 63.2% agreement with the statement that hiring more male elementary teachers should be a priority of their school districts. The lowest level of agreement with the statement that school districts should make hiring more male elementary teachers a priority was expressed by the male teachers who had been teaching from six to 10 years. The agreement of this subgroup (six to
Table 21

Correlations between the statement that the district needs to make hiring more male elementary teachers a priority and other statements on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>District needs to hire more male elementary teachers</td>
<td>.730**</td>
<td>.679**</td>
<td>.709**</td>
</tr>
<tr>
<td>Important for all students to see male teachers in k-5</td>
<td>.390**</td>
<td>.332**</td>
<td>.368**</td>
</tr>
<tr>
<td>Male teachers feel loneliness &amp; isolation in school setting</td>
<td>.411**</td>
<td>.168</td>
<td>.352**</td>
</tr>
<tr>
<td>Male elementary teachers see themselves as role models</td>
<td>.345**</td>
<td>.222*</td>
<td>.359**</td>
</tr>
<tr>
<td>Male elem. teachers easier being hired for administrative</td>
<td>.121</td>
<td>.408**</td>
<td>.185**</td>
</tr>
<tr>
<td>False accusations of child abuse are a major concern</td>
<td>.299**</td>
<td>.357**</td>
<td>.321**</td>
</tr>
</tbody>
</table>

*Note. *p < .05 (two-tailed). **p < .01 (two-tailed).

10 years) was 54.9%. These differences among the male teachers did not reach statistical significance, X² (6, n = 156) = 4.948, p = .551.

Female teachers who have taught more than 10 years represent the largest subgroup of the female teacher sample. The responses of these senior teachers reflect the range of opinion concerning whether hiring more male elementary teachers should be a priority for school districts. Their responses were strongly disagree (9.8%), disagree (54.1%), agree (24.6%), and strongly agree (11.5%). The percentage of disagreement at each level of experience was: zero to five years (57.1%), six to 10 years (53.8%), and more than 10 years (63.9%). The results did not reach statistical significance, X² (6, n = 88) = 8.203, p = .224.
Male elementary teachers have an easier time being hired than female teachers.

Two statements on the survey examined hiring practices at the elementary classroom level in the schools. The first statement focused on male elementary teachers while second focused on female elementary teachers. The statements raised the issue of whether one gender receives preferential or easier treatment in the hiring process at the level of the elementary classroom. The sentence structure of both statements was the same with only references to the gender of the teacher being changed.

There was significant disagreement among the male and female teachers concerning the statement that male elementary teachers have an easier time being hired than female teachers. The data illuminating this disagreement can be found in Table 22. The percentage of female teachers expressing agreement with the statement was 56.3%. Among the male teachers, the percentage agreeing with the statement that male teachers have an easier time being hired was 29.3%. That meant that 70.7% of the male teachers disagreed with the idea that male teachers have an easier time being hired. These differences were statistically significant at the .01 level.

Responses of the sample of male and female teachers to the statement that male elementary teachers had an easier time being hired were negatively correlated with the responses of the same sample to the statement that female elementary teachers had an easier time (see Table 23). The correlation identified a moderate negative relationship between the two statements that was statistically significant at the .01 level, $r = -0.475$ ($n = 244$), $p < .01$. Since the correlation was negative, the relationship implied between the two statements was an inverse relationship, i.e., those who agreed with one statement expressed disagreement with the other.

The responses of the male sample to the statement that male teachers have an easier time
Male elementary teachers have an easier time being hired than female elementary teachers.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2.3%</td>
<td>7.0%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>41.4%</td>
<td>63.7%</td>
<td>55.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>48.3%</td>
<td>25.5%</td>
<td>33.6%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8.0%</td>
<td>3.8%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

Note. $X^2$ (3, $n = 244$) = 17.862, $p < .01$.

being hired was moderately related to the statement that female teachers have an easier time being hired (see Table 23). The correlation was also negative.

No statistically significant correlations were identified when the responses of the female sample to the statement that male elementary teachers had an easier time being hired were compared with the responses of the female sample to other statements on the survey.

The responses of the male sample to the statement that male teachers have an easier time being hired in the elementary classroom presented different perspectives when the data was disaggregated by years of experience. The male teachers who had been teaching from zero to five years expressed agreement with the statement at a rate of 42.1%. Male teachers who had been teaching from six to 10 years were 33.4% in agreement. The most experienced male teachers, more
Correlation between the statement that male elementary teachers have an easier time being hired than female elementary teachers and one other statement on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female elementary teachers have easier time being hired</td>
<td>-.539*</td>
<td>-.269**</td>
<td>-.475**</td>
</tr>
</tbody>
</table>

Note: **p < .01 (two-tailed).

than 10 years of experience, were 26.4% in agreement. The strongly disagree descriptor was chosen by 9.4% of the most experienced male teachers. These results did not reach statistical significance at the .01 level, $X^2 (6, n = 155) = 6.583, p = .361$.

The examination of the responses of the female sample to the statement that male teachers have an easier time being hired yielded a diversity of opinion across the levels of experience of the female teachers. The greatest agreement with the statement that male teachers have an easier time being hired was expressed by the female teachers who had been teaching six to 10 years. This subgroup was 69.2% in agreement. The most experienced teachers, more than 10 years of experience, were 57.4% in agreement. The agreement of the newest teachers, zero to 5 years of experience, was 38.5%. The differences were not statistically significant at the .01 level, $X^2 (6, n = 87) = 9.211, p = .162$.

*Female elementary teachers have an easier time being hired than male teachers.*

Most of the respondents to the statement that female elementary teachers have an easier time being hired than male teachers disagreed with the statement (see Table 24). Among the
responses of the female sample, there was 85.4% disagreement. The percentage of disagreement was smaller at 70.7% when only the responses of the male sample were examined. Agreement of the male sample to the statement that female teachers have an easier time being hired was 29.3%. These results were statistically significant at the .05 level.

Table 24

Female elementary teachers have an easier time being hired than male elementary teachers.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$n = 89$</td>
<td>$n = 157$</td>
<td>$N = 246$</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>11.2%</td>
<td>4.5%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>74.2%</td>
<td>66.2%</td>
<td>69.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>13.5%</td>
<td>24.2%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1.1%</td>
<td>5.1%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

*Note. $X^2 (3, n = 246) = 9.952, p < .05.*

Four moderate statistically significant correlations were identified when the responses to the statement that female elementary teachers have an easier time being hired were compared with responses to the other statements on the survey (see Table 25). These correlations are based on the sample of male and female teachers. The statement concerning female teachers having an easier time being hired was inversely correlated with its partner statement that male teachers have an easier time being hired. The inverse correlation indicates that a respondent who agreed with one
Moderate correlational relationships between the responses of the male sample to the statement that “female elementary teachers had an easier time being hired” and two other statements were identified (see Table 25). The analysis computed a negative correlation with the statement “male teachers have an easier time being hired.”

Two significant moderate correlations were identified when the responses of the female sample to the statement that female elementary teachers have an easier time being hired were compared with other statements on the survey (see Table 25). Evaluating the responses of the male sample to the statement that female elementary teachers have an easier time being hired resulted in the following statistics when the results were disaggregated by years of experience. The greatest percentage of disagreement with the statement (83.4%) was generated by the responses of those males who had been teaching from six to 10 years. Male teachers who had been teaching from zero to five years had a disagreement percentage of 79%. The most experienced male teachers (more than 10 years of experience) disagreed with the statement at 65.1%. This means that 34.9% of the most experienced males believed that female teachers did have an easier time being hired. These results were not statistically significant at the .01 level, $X^2 (6, n = 155) = 6.395, p = .380$.

An examination of the experiential levels and percentage of disagreement with the statement reveals the following: zero to 5 years (92.9% disagreement), six to 10 years (84.6% disagreement), and more than 10 years (83.8% disagreement). The results are not statistically significant at the .01 level, $X^2 (6, n = 89) = 6.488, p = .371$.

Most male elementary teachers would like to be in an administrative position

The statement that most male elementary teachers would like to be in an administrative
between the statement that female elementary teachers have an easier time
hired than male elementary teachers and other statements on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male elementary teachers have an easier time being hired</td>
<td>.539**</td>
<td>-.269**</td>
<td>-.475**</td>
</tr>
<tr>
<td>Female elem. teachers easier being hired for administrative</td>
<td>.347**</td>
<td>.263*</td>
<td>.358**</td>
</tr>
<tr>
<td>Male teacher will receive more negative attention</td>
<td>.292**</td>
<td>.405**</td>
<td>.344**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice misperceived as mean</td>
<td>.301**</td>
<td>.354**</td>
<td>.363**</td>
</tr>
<tr>
<td>Male teachers have little influence in schools</td>
<td>.383**</td>
<td>.187</td>
<td>.362**</td>
</tr>
</tbody>
</table>

Note: * p < .05 (two-tailed). ** p < .01 (two-tailed).

position at some point in their careers is the first of two parallel statements examining this career ambition. The second statement replaces male with female to examine whether female elementary teachers would like to be in an administrative position at some point in their careers.

Significant disagreement was seen in the responses of the male and female elementary teachers to the statement that most male elementary teachers would like to be administrators at some point in their careers. The responses of the sample can be seen in Table 26. The sample of male elementary teachers expressed disagreement with 86.5% choosing either disagree or strongly disagree in response to the statement that most male elementary teachers would like to be administrators at some point in their careers. The selection agree was chosen by 13.5% of the male sample. A majority (59.1%) of the sample of female elementary teachers disagreed with the
statement that most male elementary teachers would like to be administrators. However, 41% of the
female teachers expressed agreement with the statement. These differences were identified as
statistically significant at the .01 level.

Table 26

*Most male elementary teachers would like to be in an administrative position at some point in their careers.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( n = 88 )</td>
<td>( n = 155 )</td>
<td>( N = 243 )</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.3%</td>
<td>7.7%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>56.8%</td>
<td>78.7%</td>
<td>70.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>33.0%</td>
<td>13.5%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8.0%</td>
<td>0.0%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

*Note.* \( \chi^2 (3, n = 243) = 29.318, p < .01. \)

The most experienced male teachers (more than 10 years of experiences) had the greatest percentage of disagreement (87.6%) with the statement. The least experienced male teachers (zero to five years) expressed disagreement at the rate of 83.4%. The male teachers with six to 10 years of experience expressed disagreement with the statement that most male teachers would like to be an administrator at some point in their careers at the rate of 76.7%. These results were not statistically significant at the .01 level, \( \chi^2 (4, n = 153) = 3.541, p = .472. \)

Examining the responses of the sample of female elementary teachers by levels of
experience showed some disagreement among the teachers concerning the statement that most male
elementary teachers would like to be administrators at some point in their careers. The newest
teachers (zero to 5 years of experience) expressed disagreement with the statement at the rate of
78.6%. The female teachers who had been teaching from six to 10 years expressed disagreement to
the statement that most male elementary teachers would like to be administrators at the rate of
53.8%. This means that 46.2% of the female teachers who had been teaching six to 10 years
expressed agreement with the statement. The most experienced teachers (more than 10 years of
experience) expressed disagreement at the rate of 55.8%. This means that 44.2% of the female
teachers who had been teaching more than 10 years expressed agreement with the statement that
most male elementary teachers would like to be administrators at some point in their careers. These
results were not statistically significant at the .01 level, $X^2 (6, n = 88) = 4.072, p = .667$.

Three moderate correlations were identified between the statement that most male
elementary teachers would like to be an administrator at some point in their careers and other
statements on the survey when the responses of the sample of male and female teachers was
examined (see Table 27). Two of the statements had similar themes of male elementary teachers
and administrative positions. The third statement focused on the relationship between male
elementary teachers and male principals.

Three moderate correlations were observed when the responses of the male sample to the
statement that most male elementary teachers would like to be an administrator at some point in
their careers were compared with responses to other statements on the survey (see Table 27). Each
of the three statements demonstrating a moderate relationship to the statement that most male
elementary teachers would like to be an administrator also focused on administrative ambitions.
Five moderate correlations were observed when the responses of the female elementary teachers to the statement that most male elementary teachers would like to be administrators were compared to their responses to other statements on the survey (see Table 27).

Table 27

**Correlations between the statement that most male elementary teachers would like to be in an administrative position and other statements on the survey.**

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male elem. teachers easier being hired for administrative</td>
<td>.269**</td>
<td>.421**</td>
<td>.405**</td>
</tr>
<tr>
<td>Male teachers see elementary classroom as temporary</td>
<td>.432**</td>
<td>.461**</td>
<td>.504**</td>
</tr>
<tr>
<td>Male teachers form alliances with male principals</td>
<td>.280**</td>
<td>.434**</td>
<td>.391**</td>
</tr>
<tr>
<td>Female elem. teachers see themselves as substitute mothers</td>
<td>.184*</td>
<td>.351**</td>
<td>.216**</td>
</tr>
<tr>
<td>Most female elem. teachers would like to be administrator</td>
<td>.364**</td>
<td>.377**</td>
<td>.321**</td>
</tr>
<tr>
<td>I would like to be an administrator</td>
<td>.387**</td>
<td>.163</td>
<td>.234**</td>
</tr>
</tbody>
</table>

*Note. * $p < .05$ (two-tailed). ** $p < .01$ (two-tailed).*

**Most female elementary teachers would like to be in an administrative position.**

Almost all of the respondents in the sample of male and female elementary teachers disagreed with this statement (see Table 28). The responses of the sample of female teachers were 94.5% in disagreement. The male elementary teachers expressed disagreement at the rate of 92.3%. These results were not significant at the .01 level.
Table 28

*Most female elementary teachers would like to be in an administrative position at some point in their careers.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$n = 91$</td>
<td>$n = 155$</td>
<td>$N = 246$</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>11.0%</td>
<td>7.1%</td>
<td>8.5%</td>
</tr>
<tr>
<td>Disagree</td>
<td>83.5%</td>
<td>85.2%</td>
<td>84.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>5.5%</td>
<td>7.7%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

*Note. $\chi^2(2, N = 246) = 1.455, p = .483.$*

No moderate or strong correlations were identified when the responses of the sample of male and female teachers to the statement that most female elementary teachers would like to be in an administrative position were compared to the responses to the other statements on the survey.

One moderate correlation was identified when the responses of the male sample to the statement that most elementary female teachers would like to be in an administrative position were compared with the responses of the male sample to other statements on the survey (see Table 29).

One moderate correlation was identified when the responses of the sample of female elementary teachers to the statement that most female elementary teachers would like to be an administrator were compared with their responses on other items of the survey (see Table 29). A moderate relationship was identified with the parallel statement that most male teachers would like
to be an administrator.

Table 29

_Correlation between the statement that most female elementary teachers would like to be in an administrative position and one other statement on the survey._

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most male elem. teachers would like to be administrator</td>
<td>.364**</td>
<td>.377**</td>
<td>.321**</td>
</tr>
</tbody>
</table>

_Note. ** p < .01 (two-tailed)._  

Male teachers who had been teaching ten or less than ten years were 100% in disagreement with the statement that most female elementary teachers would like to be in an administrative position at some point in their careers. These male teachers represented those teachers in the two subgroups of experience: zero to five years and six to 10 years. Most of the male teachers who had been teaching more than 10 years (88%) were also in disagreement with the statement. However, approximately one out of ten male respondents who had been teaching more than 10 years agreed with the statement. The percentage of agreement was 11.4%. None of those agreeing chose the category of _strongly agree_. The results of the male sample were not significant at the .01 level, $X^2 (4, n = 153) = 6.316, p = .177$.

The responses of the female teachers to the statement that most female elementary teachers would like to be in an administrative position were consistently in disagreement. Responses of those who had been teaching zero to 5 years were in 92.9% disagreement. Those who had been teaching from six to 10 years were 92.3% in disagreement. The most experienced teachers, more
than 10 years of experience, were 95.3% in disagreement with the statement that most female elementary teachers would like to be in an administrative position. The results of the female teacher sample were not statistically significant at the .01 level, $X^2 (4, n = 91) = 2.214, p = .713$.

*The respondent would like to be an administrator.*

This item asked the participant to respond to the statement “I would like to be an administrator.” The results can be seen in Table 30. In the discussion of the item, the “I” of the statement will be replaced by the appropriate gender specific pronoun. The responses of the male and female elementary teachers in the sample were similar – most did not want to be an administrator. The percentage of female respondents expressing disagreement with the statement that she would like to be an administrator was 86.9%. The percentage of male respondents expressing disagreement with the statement that he would like to be an administrator was 88.4%. Approximately 3% of both male and female teachers strongly agreed with the statement that he/she would like to be an administrator. The selection of *agree* was chosen by 9.8% of the female respondents and 8.4% of the male respondents.

No moderate or strong correlations were observed when the responses of the sample of male and female elementary teachers to the statement that he/she would like to be an administrator were compared with responses to other statements on the survey.

One moderate correlation was observed between the responses of the male sample to the statement that he would like to be an administrator and their responses to other statements on the survey (see Table 31). The moderate correlation was observed with the statement that most male elementary teachers would like to be in an administrative position.

No moderate or strong correlations were observed when the responses of the sample of
female elementary teachers to the statement that she would like to be an administrator were compared with the responses of the sample of female elementary teachers to other statements on the survey.

An analysis of the responses of the male sample to the statement “I would like to be an administrator” presented some interesting perspectives based on the size of the subgroups at each level of experience. The percentage of male respondents agreeing with the statement was 11.6%. Among those male teachers who had been teaching from zero to five years, the percentage of male teachers agreeing with the statement that he would like to be an administrator was 27.8%. The 27.8% percentage represented the responses of five male teachers in a subgroup of 18. The male teachers who had been teaching from six to 10 years expressed 13.3% agreement with the statement. The 13.3% represented four members of a subgroup of 30 male teachers. Those who had
Table 31

Correlation between the statement the respondent would like to be an administrator and one other statement on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most male elem. teachers would like to be administrator</td>
<td>.387**</td>
<td>.163</td>
<td>.234**</td>
</tr>
</tbody>
</table>

Note: ** p < .01 (two-tailed).

been teaching for more than 10 years represented the least amount of agreement with the statement concerning being an administrator with 9.6% expressing agreement. The 9.6% represents nine members of a subgroup of 105 male teachers. These results were not statistically significant at the .01 level, $X^2 (3, n = 153) = 8.358, p = .213$.

Much like the responses of the male sample to the statement that he would like to be an administrator, the responses of the female sample to the statement that she would like to be an administrator present interesting perspectives when the results were disaggregated by level of experience. The subgroup of female teachers who had been teaching from six to 10 years expressed 38.5% agreement with the statement. The 38.5% percentage was determined by five members of a group of 13. The female teachers who had been teaching from zero to five years expressed 28.5% agreement with the statement that she would like to be an administrator. The 28.5% was determined by four members of a group of 14. Agreement with the statement that she would like to be an administrator was expressed by 4.6% of the female teachers who had been teaching more than 10 years. The 4.6% was determined by three members of a group of 65. These results were statistically
significant at the .01 level, $X^2(6, n=92) = 21.648, p < .01.$

*Male elementary teachers have an easier time being hired for administrative positions.*

The statement that male elementary teachers have an easier time being hired for administrative positions is the first of a pair of parallel statements which examine the success of male and female elementary teachers seeking administrative positions. The statements are identical in structure with the gender reference being changed to examine the issue.

Responses of the sample of male and female elementary teachers fell on both sides of agreeing or disagreeing with the statement that male elementary teachers have an easier time being hired for administrative positions than female elementary teachers (see Table 32). The majority of female elementary teachers (57.2%) agreed with the statement that male elementary teachers have an easier time being hired for administrative positions. Within the sample of female elementary teachers agreeing with the statement, 42.9% chose agree. A similar percentage of female elementary teachers (41.8%) chose disagree in response to the statement that male elementary teachers have an easier time being hired for administrative positions. The majority of male elementary teachers (66.2%) said that male teachers did not have an easier time being hired. The percentage of the male sample agreeing with the statement was 33.7% with most of those in agreement selecting agree not strongly agree.

Two moderate correlations were observed when the responses of the sample of male and female elementary teachers to the statement that male elementary teachers have an easier time being hired for administrative positions were compared with responses of the sample to other statements on the survey (see Table 33). Both statements had an administrative perspective.

No moderate or strong correlations were identified when the responses of the male sample
Table 32

Male elementary teachers have an easier time being hired for administrative positions than female elementary teachers.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1.1%</td>
<td>5.2%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Disagree</td>
<td>41.8%</td>
<td>61.0%</td>
<td>53.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>42.9%</td>
<td>31.8%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>14.3%</td>
<td>1.9%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

*Note.* $X^2(3, N = 245) = 21.832, p < .01.$

Five moderate correlations were observed when the responses of the sample of female teachers to this statement were compared with their responses to other items of the survey (see Table 33). The strongest moderate correlation was between the statement that female elementary teachers have an easier time being hired for administrative positions and the statement that male elementary teachers have an easier time being hired for administrative positions. The correlation was a negative correlation. This indicates that possibly respondents who agreed with one statement would disagree with the other statement.
Table 33

Correlations between the statement that most male elementary teachers have an easier time being hired for administrative positions and other statements on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district needs to hire more male elementary teachers</td>
<td>.119</td>
<td>.366**</td>
<td>.185**</td>
</tr>
<tr>
<td>District needs to make hiring more males a priority</td>
<td>.074</td>
<td>.408**</td>
<td>.116</td>
</tr>
<tr>
<td>Female teachers easier time being hired for administrative</td>
<td>-.119</td>
<td>-.471**</td>
<td>-.288**</td>
</tr>
<tr>
<td>Male teachers form alliances with male principals</td>
<td>.286**</td>
<td>.420**</td>
<td>.378**</td>
</tr>
<tr>
<td>Most male elem. teachers would like to be administrator</td>
<td>.269**</td>
<td>.412**</td>
<td>.405**</td>
</tr>
</tbody>
</table>

Note: **p < .01 (two-tailed).

The majority of male teachers disagreed with the statement that male elementary teachers have an easier time being hired for administrative positions than female elementary teachers when the responses were considered across levels of experience. The greatest degree of disagreement was observed when the responses of the male teachers who had been teaching from six to 10 years were considered. Disagreement with the statement was expressed by 83.4% of the male teachers who had been teaching from six to 10 years. The male teachers who had been teaching from zero to five years expressed disagreement at the rate of 79%. The most experienced teachers, more than 10 years of teaching) expressed disagreement at the rate of 65.1%. Agreement was expressed by 34.9% of the male teachers who had been teaching more than 10 years. These results were not significant at the .01 level, $X^2 (6, n = 155) = 6.395, p = .380$. 
Responses of the sample of female teachers to this statement were similar when the responses were considered across levels of experience. The percentage of agreement with the statement expressed by teachers reflected the following percentages according to levels of experience: zero to five years (57.1% agreed), six to 10 years (61.6% agreed), and more than 10 years (56.3% agreed). The percentage of disagreement with the statement reflected the following percentages by level of experience: zero to five years (42.9% disagreed), six to 10 years (38.5% disagreed), and more than 10 years (43.8% disagreed).

*Female elementary teachers have an easier time being hired for administrative positions.*

The majority of the sample of male and female teachers disagreed with the statement that female elementary teachers have an easier time being hired for administrative positions. The results can be seen in Table 34. The responses of the female sample were 96.6% in disagreement. The responses of the male sample were 84.4% in disagreement with the statement. Agreement to the statement that female elementary teachers have an easier time being hired for administrative positions than male elementary teachers was voiced by 15.6% of the male sample.

One moderate correlation was observed when the responses of the sample of male and female teachers to this survey statement were compared with the responses of the sample to other items on the survey (see Table 35). The moderate correlation was identified with the statement that female teachers have an easier time being hired for the elementary classroom than male teachers.

No moderate correlations were observed when the responses of the male sample to the statement that female elementary teachers have an easier time being hired were compared with the responses of the sample to other statements on the survey.

One moderate correlation was observed when the responses of the female teachers to the
Table 34

Female elementary teachers have an easier time being hired for administrative positions than male elementary teachers.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n = 89</td>
<td>n = 154</td>
<td>N = 243</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>11.2%</td>
<td>3.9%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>85.4%</td>
<td>80.5%</td>
<td>82.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>3.4%</td>
<td>14.3%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0.0%</td>
<td>1.3%</td>
<td>.8%</td>
</tr>
</tbody>
</table>

Note. $X^2 (3; N = 243) = 12.465, p < .01$

statement that female elementary teachers have an easier time being hired for administrative positions were compared with their responses to other statements on the survey (see Table 35). A moderate negative correlation existed with the statement that male elementary teachers have an easier time being hired for administrative positions than female elementary teachers.

The responses of the male teacher sample to the statement that female elementary teachers have an easier time being hired for administrative positions were examined across levels of experience. The percentage of disagreement with the statement was identified at the following levels: zero to 5 years of experience (94.4%), six to 10 years of experience (85.7%) and more than 10 years of experience (82.1%). The results were not significant at the .01 level, $X^2 (6; n = 152) = 3.801, p = .704$. 
Only three female teachers agreed with the statement that female elementary teachers have an easier time being hired for administrative positions than male elementary teachers. The female teachers with zero to five years of teaching were 100% in disagreement with the statement. Those who had been teaching from six to 10 years were 92.3% in disagreement with the statement. The most experienced teachers (more than 10 years of experience) were 96.8% in disagreement with the statement that female elementary teachers have an easier time being hired for administrative positions. The results were not statistically significant at the .01 level, $X^2 (4, n = 89) = 3.930, p = .416$.

*Who has an administrative credential?*

One of the questions on the survey asked whether the participants had an administrative credential. Ninety-two female teachers responded to the question. Four (4.3%) had an administrative credential. The male sample had 159 respondents. Eight (5.0%) had an administrative credential.
Themes expressed in the structured interviews and survey comments.

Responses from the male participants in the structured interviews and from selected survey participants identified several themes concerning the hiring and career ambitions of male elementary teachers. Perceptions concerning the hiring of male teachers for elementary classroom positions differed among the participants. Strong emotions were expressed as the male teachers described their decisions to remain in the classroom and not seek administrative positions. The final comments will explore the concept of the hiring of male elementary teachers for administrative positions.

Two of the male participants were adamant in their disagreement with the idea that male teachers have an easier time being hired for elementary classrooms. A 4th grade teacher with 23 years of experience expressed his frustration.

I still get tired of people saying, “Well, you men can get any job anywhere.” That's not true, because I see women get hired over men. Again, that’s a misconception I think that people really think that men can just walk in anywhere. . . . Why did it take me 5 summers to get a job here? (Participant 2175)

The other male teacher who had taught for 30 years described a changing situation for male elementary teachers.

And the third one [reason] is that I think our system is being run by females. It’s starting to take on the appearance of more and more women as principals and a lot of women in the classroom. And some men tend to not get the jobs and be a part of that. . . . It's a generalization. . . . I think for young men getting into the profession, they really have to have something going for them to beat out women who are being hired by women. . . . I
think back in the seventies... Men were still wanted in the elementary field so we got a lot of them. I think we had a little better opportunity back then. Nowadays, I think men have a hard time getting in, unless there’s some sort of ethnic, or have a heavy language background, or something like that that really stands them out. (Participant 2250, 5th grade)

A similar expression describing the experiences of male elementary teachers being hired into predominantly female elementary schools was expressed by one of the participants in the survey.

I’ve been teaching for 30 years and have seen females get preferred treatment over males many times. Instead of the "good old boys" system, it’s as if there is a "spoiled girls" system. Elementary level is more the domain of females and has been ever since I was in school in the 1950's-60's. (Participant 2074)

A different perspective was expressed by a male respondent to the survey. He described his experiences on hiring committees stating, “I have participated in numerous interviews and male applicants, generally speaking, are not as prepared from an academic and interview perspective” (Participant 2149).

Four of the female respondents to the survey added comments concerning the hiring of elementary teachers. Each respondent focused on the qualifications being the essential element in hiring, not gender.

Hiring should be based on qualifications, not gender. (Participant 1146).

I had a hard time answering with the first two questions because I feel that any district needs to hire qualified [emphasis in original] teachers... It does not matter what sex or ethnic background. (Participant 1064)
I feel people should be hired because of their skills, not gender. I have worked with wonderful male and female teachers and principals. (Participant 1086)

The best qualified person should be offered the position. Hiring should be based on performance not gender [emphasis in original]. (Participant 1173)

Personal decisions to remain in the elementary classroom were discussed by several of the participants in the structured interviews. A third grade teacher who had taught for 16 years described how becoming an administrator would take him away from being with children and being able to have a direct impact upon their learning.

I’ve been encouraged to do that, but I don’t want to do that, because I would really miss the growth, and the contact of what you can do with teaching and that directness with children. I’m not a paper-pusher, I hate paperwork. I’m more of a I want to do this to see what the results are, make a difference. (Participant 2127)

Another male teacher who taught fifth grade and was finishing his 17th year described his motivation for staying in the classroom.

But the bond with the kids – there’s nothing like it. . . . The words fall short for expressing. Being there watching these minds in full blossom, watching their spirits develop, seeing their faces, interacting with them, being a part of the stories they have to tell, that is why I stay an elementary teacher. I pursued going into administration wanting to increase my sphere of influence for these kids, and into the last year I identified that I really like being a teacher, and I want to stay there. There’s kind of a pressure to move, especially males I think, into an administrative position after a period of time, to assume more of the whole building responsibilities and I get that even as a teacher but I don’t want to lose the
connection, the magic with kids. I’m going onto the end of my 17th year now, and it’s still there, from the first day to the last day of the school year. It might be filled with various frustrations, but the magic is still there. . . . The guys that I have met that work at elementary schools make a career out of it. They don’t come for two or three years and leave. They stay and retire, after 30 plus years. One man was actually shooting for 40 years, and he’s back substituting after putting in 35 years. They really enjoy it, with no regrets. (Participant 2169)

The loss of time and connectedness with students were important considerations for another male elementary teacher as he discussed administrative possibilities. He had been teaching at the elementary and secondary levels for 21 years.

I’ve seen guys come in from other professions and become teachers that just love it, I’ve seen people who have come up through undergraduate and graduate work like myself and then become acclimated to the classroom and just find it a perfect fit and are content. Myself, I couldn’t stand giving up time with the kids to deal with community relationships and budgetary issues, and deal,…right now 80-90 percent of my day is in the classroom, working with kids and families, and if I get into administration that flip-flops, I get about 15-20 percent kids, and 80 percent of the other part I don’t find stimulating. (Participant 2180)

One of the male elementary teachers was enrolled in an administrative program at the time of the interviews. The male teacher was one of several male teachers on the staff of his elementary school. He was currently teaching in a multi-age first through third grade classroom and had been teaching for eight years.
I am actually halfway through the administrative licensure program. . . . I’m not really exactly sure what my motivations were for starting it. I’ve just always enjoyed more training, and school and camaraderie and conversations with colleagues and that stuff. I’m just halfway through that without a clear idea of where I’m going with it. And going back to the classroom for a while...or staying in the classroom is a very real possibility. . . . I just haven’t known that many male elementary school teachers. Out of the 15 or 20 I know relationally at all, there’s only one I know that has made that choice [administration], and lot that I know that aren’t going to make that choice. I wouldn’t say that there’s necessarily an expectation that a man was going to go into administration just because he’s an elementary teacher. (Participant 2240)

Job satisfaction was evident as the male teachers spoke of their students, their careers, and their motivations.

I really, really like being an elementary teacher. I love the interactions. (Participant 2099, music specialist, 27 years of experience)

I still love it. I love the idea that there are no two days alike, close, but never alike. (Participant 2169, 5th grade, 15 years of experience)

I would say that it’s been the perfect job for me. To do this for 31 years, and I’m not tired of it yet. (Participant 2211, 3rd grade)

Why didn’t I get out of it? I guess I like teaching. I do what I want to do. I got my kids. I enjoy this career. I enjoy doing this. (Participant 2250, 5th grade, 30 years of experience)

The movement from the elementary classroom into an administrative position has been explored in some of the quotations in this section. The question of opportunities for male
elementary teachers to move into administrative positions is one focus of the research questions. Different perspectives have emerged concerning the advantages for male elementary teachers who become administrative candidates.

A third grade teacher who has taught for 16 years spoke optimistically about his administrative opportunities.

I do feel as a male elementary teacher I have more doors open to me towards administrative positions than not. I've just always had that sense, that if I wanted to become a principal I could get in. I've been encouraged to do that, but I don't want to do that, because I would really miss the growth, and the contact of what you can do with teaching and that directness with children. (Participant 2127)

Another participant described his experiences in a graduate class that was part of his administrative licensure program. The participant received his administrative license. The fifth grade teacher recently finished his 30th year of teaching.

We did a simulation in one of our classes....I graduated from [a private college] with my administrative credentials. And I took a couple of classes at [a large public university], trying to save money, but I got very frustrated very quickly and so I went back to [the private college]. But it was a class at [a large public university], and we did this simulation, and we had probably twenty five or maybe thirty people in the class, very few men. We all had to stand up, and then the teacher...I was sitting down, like the second person... the person that was left was Asian, female, spoke 19 languages, single, Ok. I was just a white male, elementary teacher. And they said, well, I just didn’t fit. Because most of the administration was going through... either you're a counselor or a coach, not an
elementary teacher. (Participant 2250).
CHAPTER FIVE

Findings: Potential Issues and Working Environment

This chapter will present the results of the research project in response to the research questions: “What are the potential issues for men who are elementary teachers?” and “What is the nature of the working environment for the male elementary teacher?” The chapter will follow the same format in the presentation of results as chapter four.

What are the potential issues for men who are elementary teachers?

The research question identifying issues faced by the male elementary teacher was addressed in the survey by seven statements which focused on areas of concern that had been raised in the literature review concerning male elementary teachers. These statements considered the topics of expressing care and concern for students, touching students, child abuse, greater scrutiny of and reaction to actions and comments, and the tone of one’s voice within the experiences and perspectives of the male elementary teacher.

*Male elementary teachers often feel uncomfortable expressing care and concern for their students.*

The majority of both male (71%) and female teachers (69%) disagreed with the statement that male elementary teachers often feel uncomfortable expressing care and concern for their students (see Table 36). However, more female teachers (31%) than male teachers (28.5%) agreed with this statement.

No moderate or strong correlations were observed when the responses of the sample male and female elementary teachers to the statement that male elementary teachers often feel uncomfortable expressing care and concern for their students were compared with the responses of
The examination of the responses of the sample of male elementary teachers to the statement that male elementary teachers often feel uncomfortable expressing care and concern for their students.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3.4%</td>
<td>8.9%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>65.9%</td>
<td>62.7%</td>
<td>63.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>29.5%</td>
<td>25.3%</td>
<td>26.8%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1.1%</td>
<td>3.2%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Note. $X^2(3, n = 246) = 3.854, p = .278$

the sample to other statements on the survey.

No moderate or strong correlations were observed when the responses of the male sample to the statement that male elementary teachers often feel uncomfortable expressing care and concern were compared to their responses to other statements on the survey.

A moderate correlation was observed between the responses of the female elementary teachers to the statement that male elementary teachers often feel uncomfortable expressing care and concern and the statement that the tone of a male teacher can be perceived as threatening (see Table 37).

The examination of the responses of the sample of male elementary teachers to the statement that male elementary teachers often feel uncomfortable expressing care and concern for
their students did not produce statistically significant results at the .01 level when the responses were disaggregated by years of experience, \( r = 4.720 \) (\( n = 156 \)), \( p = .580 \). The percentage of disagreement expressed by the male elementary teachers by level of experience was zero to five years of experience (63.2%), six to 10 years of experience (70%), and more than 10 years of experience (72.9%). However, at least one in four male elementary teachers at each level of experience expressed agreement with the statement that male elementary teachers felt uncomfortable expressing care and concern. The percentage of agreement expressed by the male elementary teachers by level of experience was zero to five years of experience (36.9%), six to 10 years of experience (30.0%), and more than 10 years of experience (27.1%).

The responses of the female teachers to the statement that male elementary teachers often feel uncomfortable expressing care and concern for their students was illustrated by increasing percentages of agreement as the years of experience increased. The female teachers who had been teaching from zero to five years expressed disagreement with the statement at the rate of 84.6%. Two (15.4%) of the female teachers who had been teaching from zero to five years agreed with the
Disagreement with the statement was expressed by 76.9% of the female teachers who had been teaching from six to 10 years. Three (23.1%) of those who had been teaching from six to 10 years agreed with the statement. Among those who had been teaching more than 10 years, disagreement was expressed by 64.5% and agreement was expressed by 35.5% of the female teachers. The results were not significant at the .01 level, $X^2(6, n = 88) = 3.940, p = .685$.

Male elementary teachers have to worry more about touching students than female elementary teachers.

Strong agreement with the statement that male elementary teachers have to worry more about touching students than female elementary teachers was expressed by both male and female teachers in the sample (see Table 38). Agreement was expressed by 82.6% of the female teachers when agree and strongly agree are combined. The male elementary teachers expressed agreement with the statement at the rate of 93.7% when the two categories are combined.

Five moderate correlations were observed when the responses of the sample of male and female teachers to the statement that male elementary teachers have to worry more about touching students were compared to their responses to other statements on the survey (see Table 39). The strongest moderate correlation was observed with the statement that false accusations of child abuse are a major concern of male elementary teachers.

Two moderate correlations were observed when the responses of the sample of male teachers to the statement that male elementary teachers have to worry more about touching students were compared to their responses to other items on the survey (see Table 39). The strongest moderate correlation was observed with the statement that false accusations of child abuse are a major concern of male elementary teachers.
Table 38

Male elementary teachers have to worry more about touching students than female elementary teachers.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n = 92</td>
<td>n = 158</td>
<td>N = 250</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2.2%</td>
<td>0.0%</td>
<td>.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15.2%</td>
<td>6.3%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>63.0%</td>
<td>42.4%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>19.6%</td>
<td>51.3%</td>
<td>39.6%</td>
</tr>
</tbody>
</table>

Note. \( \chi^2 (3, n = 250) = 27.928, p < .01. \)

Four moderate correlations were observed when the responses of the female elementary teachers to the statement that male elementary teachers have to worry more about touching students than female elementary teachers were compared with their responses to other statements on the survey (see Table 39). The strongest correlation was observed with the statement that false accusations of child abuse are a major concern of male elementary teachers.

An interesting facet of the agreement was the strength of agreement expressed by the male teachers decreased as the years of experience increased. Strongly agree was chosen by 73.7% of those who had been teaching from zero to five years. None of those who had been teaching from zero to five years chose any expression of disagreement. Among those who had been teaching from six to 10 years, agree was chosen by 51.6% and strongly agree was chosen by 45.2%. Those who
Table 39

*Correlations between the statement that male teachers have to worry more about touching students and other statements on the survey.*

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male teachers feel actions &amp; comments under scrutiny</td>
<td>.281**</td>
<td>.461**</td>
<td>.378**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice misperceived as mean</td>
<td>.274**</td>
<td>.394**</td>
<td>.399**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice perceived as threatening</td>
<td>.240**</td>
<td>.394**</td>
<td>.374**</td>
</tr>
<tr>
<td>False accusations of child abuse are a major concern</td>
<td>.505**</td>
<td>.623**</td>
<td>.568**</td>
</tr>
<tr>
<td>Important for all students to see male teachers k – 5</td>
<td>.359**</td>
<td>.171</td>
<td>.319**</td>
</tr>
<tr>
<td>Male teachers have to be careful what they say</td>
<td>.158*</td>
<td>.382**</td>
<td>.402**</td>
</tr>
</tbody>
</table>

*Note.* *p* < .05 (two-tailed). **p* < .01 (two-tailed).

had been teaching more than ten years chose *agree* at 42.5% and *strongly agree* at 49.1%. The results were not significant at the .01 level, $X^2 (4, n = 156) = 6.396, p = .171.$

The sample of female teachers expressed various perspectives when the responses to the statement that male elementary teachers have to worry more about touching students than female teachers were disaggregated by years of experience. Among those who had been teaching from zero to five years, 78.5% expressed agreement with the statement. Agreement with the statement was expressed by 69.2% of those who had been teaching from six to 10 years. Disagreement with the statement was expressed by four female teachers (30.8%) who had been teaching from six to 10 years. The strongest agreement was expressed by the female teachers who had been teaching more
than 10 years as 86.1% chose either agree or strongly agree to represent their feelings. These results were not significant at the .01 level, \( X^2 (6, n = 92) = 5.295, p = .507 \).

*False accusations of child abuse are a major concern of male elementary teachers.*

Male teachers expressed significantly greater agreement with the statement that false accusations of child abuse are a major concern of male elementary teachers than female teachers when the responses of the sample of male and female teachers were examined as seen in Table 40. When agree and disagree were combined, more men (72%) agreed than women (56%).

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2.3%</td>
<td>1.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>41.9%</td>
<td>27.2%</td>
<td>32.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>46.5%</td>
<td>50.6%</td>
<td>49.2%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9.3%</td>
<td>20.9%</td>
<td>16.8%</td>
</tr>
</tbody>
</table>

*Note. \( X^2 (3, N = 244) = 8.710, p < .05 \).*

Five moderate correlations were observed when the responses of the male and female teachers to the statement that false accusations of child abuse are a major concern of male elementary teachers were compared to their responses to other survey statements (see Table 41).
The strongest correlation was observed with the statement that male elementary teachers have to worry more about touching students than female elementary teachers.

Eight moderate correlations were observed when the responses of the male teachers to the statement that false accusations of child abuse are a major concern of male elementary teachers were compared with their responses to other statements on the survey (see Table 41). The strongest correlation was observed with the statement that male elementary teachers have to worry more about touching students than female elementary teachers.

Six moderate correlations were observed when the responses of the female teachers to the statement that false accusations of child abuse are a major concern of male elementary teachers were compared to their responses to other statements on the survey (see Table 41).

Statistically significant differences were not observed when the responses of the sample of male teachers to the statement that false accusations of child abuse are a major concern of male elementary teachers were compared in terms of the experience level of the respondents, $X^2 (6, n = 156) = 5.981, p = .425$. The male elementary teachers who had been teaching from zero to five years were 89.5% in agreement with the statement. The agreement rate of the male elementary teachers who had been teaching six to 10 years was 74.2%. Male teachers who had been teaching more than 10 years were 67% in agreement with the statement. Disagreement with the statement was expressed by 33% of the male teachers who had been teaching more than 10 years.

No statistically significant differences were observed when the responses of the female elementary teachers to the statement that false accusations of child abuse are a major concern of male elementary teachers were disaggregated by years of experience in teaching, $X^2 (6, n = 86) = 514, p = .514$. Agreement with the statement was expressed by those with zero to
Table 41

Correlations between the statement that false accusations of child abuse are a major concern of male elementary teachers and other statements on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>District needs to hire more male elementary teachers</td>
<td>.292**</td>
<td>.370**</td>
<td>.321**</td>
</tr>
<tr>
<td>District needs to make hiring more males a priority</td>
<td>.299**</td>
<td>.357**</td>
<td>.349**</td>
</tr>
<tr>
<td>Male elem. teachers feel loneliness and isolation</td>
<td>.460**</td>
<td>.266*</td>
<td>.412**</td>
</tr>
<tr>
<td>Male teachers feel actions &amp; comments under scrutiny</td>
<td>.414**</td>
<td>.379**</td>
<td>.425**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice misperceived as mean</td>
<td>.324**</td>
<td>.360**</td>
<td>.378**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice perceived as threatening</td>
<td>.358**</td>
<td>.390**</td>
<td>.405**</td>
</tr>
<tr>
<td>Male teachers have to worry more about touching</td>
<td>.505**</td>
<td>.623**</td>
<td>.568**</td>
</tr>
<tr>
<td>Female teachers have informal networks of communication</td>
<td>.371**</td>
<td>.267*</td>
<td>.372**</td>
</tr>
<tr>
<td>Male teachers experience loneliness &amp; discomfort</td>
<td>.387**</td>
<td>.133</td>
<td>.320**</td>
</tr>
<tr>
<td>Important for all students to see male teachers in k - 5</td>
<td>.376**</td>
<td>.204</td>
<td>.319**</td>
</tr>
<tr>
<td>Male teachers have to be careful what they say</td>
<td>.447**</td>
<td>.382**</td>
<td>.411**</td>
</tr>
</tbody>
</table>

Note. * p < .05 (two-tailed). ** p < .01 (two-tailed).

five years of experience (50.0%), six to 10 years of experience (53.8%), and more than 10 years of experience (57.7%).
Male elementary teachers feel their actions and comments are under more scrutiny than experienced by female elementary teachers.

A significant discrepancy was identified when the responses of the male and female teachers to the statement that male elementary teachers feel their actions and comments are under more scrutiny than experienced by female elementary teachers were examined. The discrepancy was significant at the .01 level (see Table 42). The male teachers expressed agreement with the statement at the rate of 51.6% when the categories of agree and strongly agree were combined. Disagreement with the statement was expressed by 48.4% of the male teachers. Among the female teachers, 29.8% expressed agreement with the statement and 68.1% expressed disagreement with the statement.

Table 42

*Male elementary teachers feel like their actions and comments are under more scrutiny than experienced by female teachers.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Female n = 87</th>
<th>Male n = 157</th>
<th>Total N = 244</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3.4%</td>
<td>3.2%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>66.7%</td>
<td>45.2%</td>
<td>52.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>21.8%</td>
<td>32.5%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>8.0%</td>
<td>19.1%</td>
<td>15.2%</td>
</tr>
</tbody>
</table>

*Note. X^2 (3, N = 244) = 11.609, p < .01.*
Six moderate correlations were observed when the responses of the sample of male and female teachers to the statement that male elementary teachers feel like their actions and comments are under more scrutiny were compared with their responses to other statements on the survey (see Table 43). The strongest correlation was observed with the statement that male elementary teachers will receive more negative attention than female elementary teachers for the same action.

Six moderate correlations were observed when the responses of the sample of male teachers to the statement that male elementary teachers feel their actions and comments are under more scrutiny were compared with their responses to other statements on the survey (see Table 43). The strongest correlation was observed with the statement that male elementary teachers will receive more negative attention than female elementary teachers for the same action.

Six moderate correlations were identified when the responses of the sample of female elementary teachers to the statement that male teachers feel their actions and comments are under more scrutiny were compared with their responses to other survey statements (see Table 43). The strongest correlation was observed with the statement that a male elementary teacher will receive more negative attention than a female elementary teacher.

The examination of this extra scrutiny of male teachers did not identify any significant discrepancies when the male responses were disaggregated by years of experience, \( X^2 (6, n = 155) = 3.298, p < .01 \). The male teachers who had been teaching from zero to five years expressed 57.9% agreement and 42.1% disagreement with the statement. The male teachers who had been teaching from six to 10 years expressed 46.7% agreement and 53.3% disagreement. The male teachers who had been teaching more than 10 years expressed 51.9% agreement and 48.1% disagreement.
The scrutiny question was examined with respect to the gender of the principal of the school where the male teachers were employed. Similar percentages of agreement and disagreement were expressed under both male and female principals. The male teachers who were working with a female principal expressed 51% agreement and 49% disagreement with the statement. The male teachers who were working with male principals expressed 51% agreement and 49% disagreement. The result were not statistically significant at the .01 level, $X^2 (3, n = 156) = .442, p = .931$. The scrutiny question was also examined by the number of male teachers working within a
building. Ninety of the male respondents worked in buildings with three or less than three male teachers and 50% agreed. Sixty-two of the respondents worked in buildings with more than three male teachers and 52% agreed. The results were not statistically significant at the .01 level, 

\[ \chi^2 (3, n = 152) = .244, p = .970. \]

The responses of the sample of female teachers to the statement that male elementary teachers feel their actions and comments are under more scrutiny than experienced by female elementary teachers were examined within the parameters of years of experience teaching. Disagreement with the statement was expressed by 64.3% of the female teachers who had been teaching from zero to five years. The female teachers who had been teaching from six to 10 years expressed disagreement with the statement at the rate of 84.3%. Disagreement with the statement was expressed by 68.3% of the female teachers who had been teaching more than 10 years. The results were not statistically significant, \( \chi^2 (6, n = 87) = 6.131, p = .409. \)

*A male elementary teacher will receive more negative attention than a female elementary teacher even if they both do the same thing.*

The majority of both male (70%) and female teachers (82%) expressed disagreement with the statement (see Table 44). This variable will be abbreviated for discussion as “negative attention.”

Five moderate correlations were observed for the two samples when correlation was computed between the variable “negative attention” and other statements on the survey (see Table 45). The strongest correlation was observed with the statement that male elementary teachers feel their actions and comments are under more scrutiny than experienced by female elementary teachers.
A male elementary teacher will receive more negative attention than a female elementary teacher will even if they both do the same thing

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>13.2%</td>
<td>8.3%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>69.2%</td>
<td>61.5%</td>
<td>64.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>15.4%</td>
<td>23.1%</td>
<td>20.2%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2.2%</td>
<td>7.1%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

*Note. $X^2 (3, N = 244) = 11.609, p < .01.$*

Four moderate correlations were observed for “negative attention” when it was compared with their responses to other statements on the survey (see Table 45). The strongest correlation was with the statement that male elementary teachers feel their actions and comments are under more scrutiny than experienced by female elementary teachers.

Five strong or moderate correlations were observed when the responses of the female teachers to the variable “negative attention” were compared with their responses to other statements on the survey (see Table 45). The two strong correlations were with statements that focused on the tone of the male elementary teacher’s voice.

The responses of the male teachers to the variable “negative attention” were also examined by years of teaching experience. The percentage of disagreement expressed by those who had been teaching from zero to five years was 57.9%. The percentage of disagreement expressed by those
Table 45

Correlations between the statement that a male elementary teacher will receive more negative attention than a female elementary teacher and other statements on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( n = 156 )</td>
<td>( n = 88 )</td>
<td>( N = 245 )</td>
</tr>
<tr>
<td>Female elementary teachers have an easier time being hired</td>
<td>.292**</td>
<td>.405**</td>
<td>.344**</td>
</tr>
<tr>
<td>Male elem. teachers leave because it is female-dominated</td>
<td>.418**</td>
<td>.211*</td>
<td>.360**</td>
</tr>
<tr>
<td>Male teachers feel actions &amp; comments under scrutiny</td>
<td>.599**</td>
<td>.602**</td>
<td>.610**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice misperceived as mean</td>
<td>.271**</td>
<td>.701**</td>
<td>.421**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice perceived as threatening</td>
<td>.288**</td>
<td>.670**</td>
<td>.424**</td>
</tr>
<tr>
<td>Female teachers have informal networks of communication</td>
<td>.430**</td>
<td>.151</td>
<td>.369**</td>
</tr>
<tr>
<td>Male teachers have little influence in schools</td>
<td>.410**</td>
<td>.364**</td>
<td>.420**</td>
</tr>
</tbody>
</table>

Note. * \( p < .05 \) (two-tailed). ** \( p < .01 \) (two-tailed).

who had been teaching from six to 10 years was 79.3%. Among those who had been teaching more than 10 years, the percentage of disagreement was 69.8%. The results were not significant at the .01 level, \( X^2 (6, n = 154) = 3.131, p = .792 \).

The responses of the male teachers were also examined on the basis of the gender of their principal. Disagreement with the statement that a male elementary teacher will receive more negative attention than a female elementary teacher even if they both do the same thing was expressed by 70.1% of those who were working with a female principal and 70.7% of those who were working with a male principal. The results were not significant,
A third examination of the responses of the male to the variable “negative attention” was explored by the parameter of the number of male teachers in the building. Disagreement with the statement was expressed by 66.3% of those who were working in building with three or less than three male teachers and by 74.2% of those who were working in buildings with more than three male teachers. The results were not significant at the .01 level, $X^2 (3, n = 151) = 1.126, p = .771$.

The responses of the female teachers to “negative attention” were examined within the parameter of years of experience. Disagreement was expressed by 78.6% of those who had been teaching from zero to six years, 84.6% of those who had been teaching from six to 10 years, and 82.9% of those who had been teaching more than ten years. The results were not significant at the .01 level, $X^2 (6, n = 91) = 1.759, p < .01$.

The tone of a male elementary teacher’s voice can be misperceived as mean and angry when he does not intend to be angry and mean.

There was a significant discrepancy between the perceptions of the male and female teachers in responding to the statement that the tone of a male elementary teacher’s voice can be misperceived as mean and angry when he does not mean to be angry and mean (see Table 46). The statement will be abbreviated in discussion as “misperceived as mean and angry.” Disagreement with the statement was expressed by 70.8% of the female elementary teachers while only 35% of the male teachers disagreed with the statement. Sixty-five percent of the male teachers expressed agreement with the statement. The discrepancy was significant at the .01 level.

Eight moderate or strong correlations were identified when the responses of both the male and female teachers to the “misperceived as mean and angry” statement were compared to their
The tone of a male elementary teacher’s voice can be misperceived as mean and angry when he does not intend to be angry and mean.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n = 89)</td>
<td>(n = 157)</td>
<td>(N = 246)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7.9%</td>
<td>.6%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>62.9%</td>
<td>34.4%</td>
<td>44.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>28.1%</td>
<td>51.0%</td>
<td>42.7%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1.1%</td>
<td>14.0%</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

Note. \(X^2(3, N = 246) = 36.513, p < .01.\)

responses to other statements on the survey (see Table 47). The strongest correlation was observed with a similar statement that the tone of a male elementary teacher’s voice can be misperceived as threatening when the intent of the male teacher is non-threatening. The other correlations were moderate correlations.

Three moderate or strong correlations were observed when the responses of the male teachers to the “misperceived as mean and angry” statement were compared with their responses to other statements on the survey (see Table 47). A strong correlation was observed with the statement that the tone of a male teacher’s voice can be perceived as threatening and angry when the intent of the male teacher is non-threatening.

Nine moderate or strong correlations were identified when the responses of the female elementary teachers to the “misperceived as mean and angry” statement were compared with their
responses to other statements on the survey (see Table 47). Two strong correlations were identified among the nine correlations. The strongest correlation was with the statement that the tone of a male elementary teacher’s voice can be misperceived as threatening when the intent of the male teacher is non-threatening. A second strong correlation was observed with the statement that the male elementary teacher will receive more negative attention than the female elementary teacher for the same action.

Table 47

Correlations between the statement that the tone of a male elementary teacher’s voice can be misperceived as mean and angry and other statements on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male teachers feel loneliness &amp; isolation</td>
<td>.307**</td>
<td>.420**</td>
<td>.353**</td>
</tr>
<tr>
<td>Female elementary teachers have an easier time being hired</td>
<td>.301**</td>
<td>.354**</td>
<td>.363**</td>
</tr>
<tr>
<td>Male teachers feel actions &amp; comments under scrutiny</td>
<td>.328**</td>
<td>.484**</td>
<td>.413**</td>
</tr>
<tr>
<td>Male elem. teacher will receive more negative attention</td>
<td>.271**</td>
<td>.701**</td>
<td>.421**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice perceived as threatening</td>
<td>.842**</td>
<td>.905**</td>
<td>.879**</td>
</tr>
<tr>
<td>Male teachers have to worry more about touching</td>
<td>.274**</td>
<td>.394**</td>
<td>.399**</td>
</tr>
<tr>
<td>False accusations of child abuse are a major concern</td>
<td>.324**</td>
<td>.360**</td>
<td>.378**</td>
</tr>
<tr>
<td>Female teachers have informal networks of communication</td>
<td>.379**</td>
<td>.374**</td>
<td>.447**</td>
</tr>
<tr>
<td>Male teachers have little influence in schools</td>
<td>.312**</td>
<td>.395**</td>
<td>.400**</td>
</tr>
<tr>
<td>Male teachers have to be careful what they say</td>
<td>.368**</td>
<td>.330**</td>
<td>.409**</td>
</tr>
</tbody>
</table>

Note. ** p < .01 (two-tailed).
The responses of the male teachers to the "misperceived as mean and angry" statement were consistent across the subgroups based on years of experience. Agreement with the statement was expressed by 61.1% with zero to five years, 57% with six to 10 years, and the greatest percentage of agreement by those who had been teaching more than ten years with 68%. The results were not significant at the .01 level, $X^2(6, n = 155) = 3.799, p = .704$.

The responses of the male teachers to the "misperceived as mean and angry" statement were examined on the basis of the gender of the principal. Agreement with the statement was expressed by 58.8% of the male teachers who were working with female principals. A greater percentage of agreement (73.3%) was expressed by those male elementary teachers who are working with male principals. The results were not significant at the .01 level, $X^2(3, n = 155) = 5.541, p = .136$.

An additional analysis examined for the male teachers on the basis of how many male teachers were working in the building. Agreement with the statement was expressed by 67.8% of the male elementary teachers who were working in buildings with three or less than three male teachers. The percentage of agreement expressed by the male teachers working in buildings with more than three male teachers was 61.3%. The results were not significant at the .01 level, $X^2(2, n = 152) = .728, p = .695$.

The majority of female teachers expressed disagreement with the "misperceived as mean and angry" statement in the examination of the responses disaggregated by years of experience. The percentage of disagreement expressed by the female teachers who had been teaching more than 10 years was 85.8%, zero to five years 64.3% and by 53.8% of the female teachers who had been teaching from six to 10 years. The results were not significant at the .01 level, $X^2(6, n = 89) = 5.435, p = .489$. 
The tone of a male elementary teacher's voice can be perceived as threatening when the intent is non-threatening.

A significant discrepancy was present when the responses of the sample of male and female teachers to the statement that the tone of a male elementary teacher’s voice can be perceived as threatening when the intent of the male teacher is non-threatening are examined (see Table 48). The statement will be identified as “perceived as threatening” in the discussion. Disagreement with the statement was expressed by 71% of the female teachers while only 39% of the male teachers disagreed. Sixty-one percent of the male teachers agreed with the statement.

Table 48

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$n = 89$</td>
<td>$n = 157$</td>
<td>$N = 246$</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7.9%</td>
<td>.6%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>62.9%</td>
<td>38.2%</td>
<td>47.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>28.1%</td>
<td>49.7%</td>
<td>41.9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1.1%</td>
<td>11.5%</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

Note. $X^2 (3, N = 246) = 30.667, p < .01$.

Six moderate or strong correlations were identified when the responses of the sample of male and female elementary teachers to this statement were compared with their responses to other statements (see Table 49). The strongest correlation was expressed between this statement and the
statement that the tone of a male elementary teacher’s voice can be misperceived as mean and angry when he does not intend to be angry and mean. The other correlations were moderate correlations.

Four moderate or strong correlations were observed when the responses of the male teachers to the “perceived as threatening” statement were compared with other statements on the survey (see Table 49). The strong correlation was expressed with the statement that the tone of a male elementary teacher can be misperceived as mean and angry when he does not intend to be mean and angry.

Eleven moderate or strong correlations were identified when the responses of the female teachers to the “perceived as threatening” statement were compared with other statements (see Table 49).

Sixty-one percent of the male teachers expressed agreement with the “perceived as threatening” statement and when their responses were disaggregated by years of experience, the level of agreement increased with experience. The male teachers who had been teaching more than 10 years expressed the greatest agreement with 63.5% choosing either agree or strongly agree followed by six to 10 years of experience with 59%, and zero to five years 53%. The results were not significant at the .01 level, $X^2 (6, n = 155) = 1.809, p = .936$.

The responses of the male teachers to the statement “perceived as threatening” were examined on the basis of the gender of the respondent’s principal. Agreement with the statement was expressed by 57.5% of those male teachers working with a female principal and by 66.7% of those working with a male principal. The results were not significant at the .01 level, $X^2 (3, n = 155) = 3.998, p = .262$.

The responses of the male teachers to the statement “perceived as threatening” were
Correlations between the statement that the tone of a male elementary teacher’s voice can be perceived as threatening and other statements on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>District needs to hire more male teachers</td>
<td>.044</td>
<td>.353**</td>
<td>.159*</td>
</tr>
<tr>
<td>Male teachers feel actions under more scrutiny</td>
<td>.364**</td>
<td>.381**</td>
<td>.407**</td>
</tr>
<tr>
<td>Male teacher will receive more negative attention</td>
<td>.288**</td>
<td>.670**</td>
<td>.424**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice misperceived as mean</td>
<td>.842**</td>
<td>.905**</td>
<td>.879**</td>
</tr>
<tr>
<td>Male teachers often feel uncomfortable expressing care</td>
<td>.297**</td>
<td>.393**</td>
<td>.283**</td>
</tr>
<tr>
<td>Male teachers have to worry about touching students</td>
<td>.240**</td>
<td>.394**</td>
<td>.374**</td>
</tr>
<tr>
<td>False accusations of child abuse are a major concern</td>
<td>.358**</td>
<td>.390**</td>
<td>.405**</td>
</tr>
<tr>
<td>Female teachers have informal networks of communication</td>
<td>.346**</td>
<td>.404**</td>
<td>.430**</td>
</tr>
<tr>
<td>Male teachers feel loneliness and isolation</td>
<td>.279**</td>
<td>.388**</td>
<td>.326**</td>
</tr>
<tr>
<td>Male teachers have little influence in schools</td>
<td>.246**</td>
<td>.353**</td>
<td>.342**</td>
</tr>
<tr>
<td>Male teachers have to be careful about what they say</td>
<td>.362**</td>
<td>.363**</td>
<td>.411**</td>
</tr>
</tbody>
</table>

Note. * p < .05. ** p < .01.

examined by the number of male teachers in the building. Agreement with the statement was expressed by 61.1% of those working in buildings with three or less than three male teachers and by 60.3% of those working in buildings with more than three male teachers. The results were not significant at the .01 level, $X^2 (3, n = 152) = 1.221, p = .748.$
Seventy-one percent of the female teachers expressed disagreement with the “perceived as threatening” statement. When this variable was examined on the basis of years of experience, the strongest disagreement (74.2%) expressed by those with more than 10 years of experience, six to 10 years was 62%, and zero to five years was 64%. The results were not significant at the .01 level, $X^2(6, n = 89) = 3.794, p = .704$.

*Themes expressed in the structured interviews and survey comments.*

The themes expressed by the 12 male teachers in the structured interviews included their concerns about being under scrutiny by parents and others, the misinterpretation of their tone of voice, and physical boundaries with elementary children.

Scrutiny implies that the male teacher is under closer observation by parents or other individuals. The responses of the male teachers in both the survey and the interviews indicated that some felt that they were under more scrutiny while others did not identify any overt instances of being under more scrutiny.

The comments of a third grade teacher who had been teaching for 21 years spoke of a level of suspicion until the male elementary teacher was known and trusted.

I think there is culturally a little bit of suspicion until a person is known, and they are trusted, but sometimes it can be like, why is this person in the school? And why is he around kids? There’s some of that. . . . There’s that whole societal perception of why would men be in this kind of environment, there’s always that bubbling up once in a while.

(Participant 2180, 3rd grade, 21 years of experience)

Another male teacher spoke of his behavior at activities and functions being watched more carefully. “I would say that things get reported about what happens in my classroom a little bit
more, positive and negative” (Participant 2211, 3rd grade, 29 years of experience).

A third grade teacher who has been teaching for 18 years described how he went to “great lengths” to enable the parents of his students to feel comfortable in his classroom and with the idea that he was teaching their children.

I have never had a parent who was uneasy, at least as far as I knew, uneasy with me being a male with their impressionable young child. I go to great lengths. I have an open house – not just an open house, but a meeting – inviting parents and explaining what I am doing with their children, and opening the doors to communication right away, to avoid any kind of talk around my back, and in the parking lot about “What’s going on?” and “Who’s this man?” and that kind of thing. I do think that there is some of that that is probably more prevalent with male teachers than with female teachers about that sort of thing. (Participant 2148)

The idea that the presence of a male elementary teacher could challenge the perspective of a father was presented by a third grade teacher who had been teaching for 16 years. Within his comments he related the story of a father being concerned about the punishment that his daughter had received.

Another side that has a bit of a down side to it is some of the dads feel challenged sometimes. It’s almost like they want to know what you’re about, are you going to accept their authority in their kids life, and do you agree with their way of doing things. And it’s like yes, as long as your child is safe, and cared about, and progressing, I can go along with your philosophy if that’s the end result. However, if I see it’s damaging, and it’s hurtful, and it puts your child in a social situation that is not healthy for them, then I cannot agree
with that. I had a circumstance at the beginning of the year like this where I had a little girl that was using very foul language. And got sent to the office. Dad came in right after school. . . . And he took it as a challenge that she was being doubly punished, and he didn’t want her doubly punished. And he was an ex-biker, and he was playing macho, and I said, “Well, I’m sorry, but I disagree with you. This was not punishment, she was sent to the office to work out the issue, not a punishment, come up with a solution. The note home was not a punishment; it was communication form so you would understand what happened. And so if you chose to, would back up what was being done, and you would have a sit-down talk with her about inappropriate language.” . . . So sometimes that can be a downside. But not often, most guys are pretty good about not feeling challenged about their authority. They’re secure, they don’t have a problem. (Participant 212)

One male elementary teacher did not feel that he was under more scrutiny because he was a male teacher, but because he had a ponytail. Ironically, I don’t feel that I am under more scrutiny. I would say that actually because of my unique location, I am sought out by a lot of single parents who want a male teacher, and so that I don’t think scrutiny comes from there. The big joke around my school is that the scrutiny comes from parents . . . because I have a ponytail in a fairly conservative area . . . . It’s really kind of funny that’s the scrutiny that I feel, there will be certain parents who will request not to have their child placed in my class because of my long hair. (Participant 2126, 4th-5th grades, 5 years of experience)

A fourth grade teacher who has been teaching for 23 years said that he had never felt like he was being watched or scrutinized because he was a male elementary teacher. He said that he had
never had a parent who made any gender-related comments concerning his teaching (Participant 2175).

The distinction between overt and covert scrutiny was noticed by one of the male elementary teachers. He spoke of not receiving any overt scrutiny because he was a male elementary teacher, but that curiosity concerning male elementary teachers could be in the minds of parents.

I haven’t had an thing...I haven’t noticed anything negative from parents in any way ever or gotten any flak from any teachers for being male. The one challenge might be that in the back of your mind you’re concerned about people’s perceptions, ‘‘Why would a man want to be with little kids? Is there anything unusual or funky going on there?’’ and that occurs to me, and I would like to just ignore it and think that people don’t think that, but I am sure people do to a certain extent. I would suppose because of the curiosity of males working with young kids that I mentioned before, that would be present, and also because it’s different and odd, people might tend to question why I’m doing it, whether a male can teach a young child to read or not, when it’s been so predominantly a woman’s domain. So there might be more scrutiny, but I sure don’t sense that outwardly, or get any messages from anyone overtly in that way, and it could be entirely my imagination, because in my experience people have been really nothing but gracious in that respect. (Participant 2240, 3rd grade, 8 years of experience)

The tone of a male elementary teacher’s voice and his communication style can influence his interactions with his students and with his colleagues. This discussion of tone and communication style is focusing on the interactions that a male elementary teacher has with his
A music specialist related a story concerning a situation that had occurred with a parent during the school year. The parent had complained to the principal about the music specialist. And what I do is I give the kids noogies in the head, and that was one of the things that the parent complained about, is ... some kid was goofing around, and I said, “Hey if you don’t knock that off I’m going to give you a super double headlock noogie” or something like that, and the parent thinks that’s threatening. Well, if I can’t hug the kids, about the only thing you can do to express affection to them is to give them a noogie. And the parent was complaining. What the hell am I supposed to do? And the principal, when I talked to him, said don’t do anything that if a parent walking down the hallway and your door was open and they saw something they would question. (Participant 2099, 27 years of experience)

A fifth grade teacher who has been teaching more than 30 years described how his voice and the tone of his voice had been misperceived because individuals did not know the situation. My voice is loud, I tend to be heard. So if I get any kind of excitement my voice goes real high, so my voice has gotten a lot of scrutiny. If I’m yelling at a kid, and I’m excited, my voice is going to be louder. If they’re just listening to me, “Well he’s just yelling and reaming that kid out. Well, I might not be. Did they really listen? Or did they just go with the volume of my voice? (Participant 2250)

A third grade teacher who also coaches high school football spoke of how his voice was an asset, especially when his size was also considered. I’m larger, and I coach football at the high school level, and I have a big voice that I have to control. That can be an advantage when I need it, but I also think it tends to intimidate and
just that, physical presence, being larger. As far as in the building, I don’t see a lot of disadvantages to being a male in the elementary school. (Participant 2211, 29 years of experience)

Historically, the elementary school has been seen as a place where the caring for and nurturing of young children has taken place. It was seen as an extension of the teaching and environment that was present in the home. Within the perspective of caring for and nurturing of young children is the question of physical contact and physical boundaries. The question of physical contact with elementary students is the focus of the following paragraphs as the thoughts and concerns of male elementary teachers are presented.

A new male kindergarten teacher with less than three years of experience spoke of a fear that kept men from entering the elementary teaching profession. The young teacher (Participant 2272) wrote, “Finally, the biggest fear that deters men from being teachers is the fear of student accusations, whether it be abuse, or sex related, men have it much worse off than women. The threat is that real.”

A music specialist revealed a major fear that he had concerning touching students. The sexual harassment with the kids, you didn’t get into it much, but it’s something I’m really paranoid about. Because it’s the music teachers, and the coaches that are . . . Because you have a closer relationship with the kids and you’re doing things that are emotional. (Participant 2099, 27 years of experience)

Two of the participants in the structured interviews described the rules that they shared with male student teachers.

And I remember telling my male student teacher when he first came in, I don’t want you
alone with these children, you make sure that there’s always someone there. That’s too bad, but that’s the reality. I think there are too many cases where things can turn ugly fast, if we’re not real careful. (Participant 2175, 4th grade, 23 years of experience)

The second male elementary teacher presented some additional guidelines to his student teacher. “I am very quick to talk about frontal hugs. Don’t be left in the room by yourself. Don’t be in the bathroom with the children in there.” (Participant 2250, 5th grade, 30 years of experience).

The boundaries of physical contact with the students were explored by several of the participants as they shared individual guidelines for expressing care and concern within the elementary classroom. A fifth grade teacher who had been teaching for 10 years shared his experiences within music education and elementary education.

I can remember, in elementary kids want to give you a hug, and kids are always wanting to do stuff like that. And I have to make sure I’m more like a hand-shaker with kids, or a pat on the back, since I’ve been in the classroom. But when I was teaching music, it was like little kids just want to come up and give you a hug, and I never felt good about it because by the time you’re realizing what’s going on, they’re hanging on your leg, and you’re like get off of me. I had a college professor that worked with music ed majors, and she saw that one day and she felt like she had to tell me, do not let those kids give you hugs. I think that’s probably a big area. Some people make a big deal about it, other people it’s like, “Well, how often have you worked with kids?” Am I going to push a kid away? For men, I feel like that’s the one thing that people are so concerned about, men touching other kids. Where a female teacher can give hugs all the time, and they can sit on her knee and all that. I understand the concern, and I think it’s a good concern, but I think that there should
be a healthy balance there. And men maybe need to think of other ways they can physically connect with kids, and still make it a positive. Me, I greet them at the door and shake hands with them, or high-five them, them throughout the day... Hand on the shoulder, or something like that. (Participant 2270)

The required physical boundary between male elementary teacher and student results in the students missing important facets of the relationship with their teacher in the opinion of a 4th-5th grade teacher.

I feel that males most certainly have to be a lot more careful than females. There are several talks that go on throughout the year, especially for the newer male teachers, to remind them not to be overly embracing with the students, offer a hug only when it’s offered to you first, and I think that’s really sad, because I think that again, males have an opportunity to show that men can be loving and supportive, and are discouraged or are a little pretentious about offering those embraces. The kids are missing out on a great opportunity to see that men can be loving, supporting people, especially if they are not getting that from their own fathers. (Participant 2126, 5 years of experience)

A third grade teacher (Participant 2180) with 21 years of experience said, “I think that people who involve themselves in elementary education are huggy people, and so we have to be careful as men, in terms of how we present ourselves. So there’s a lot of ‘atta girls’ and sideways hugs.”

The difference in perceptions of the actions of male and female elementary teachers was noticed by a male elementary teacher with 30 years of experience.

It’s not perceived the same way. A young teacher putting her arm around a young boy,
that’s just nurturing. Look how she’s getting down and being kind to that little boy, showing that she really cares. A man does it, and you don’t get the same reaction all the time. Now, if you have healthy parents, and you have a healthy school, and you have a good rep, and all these things, and people are aware, you have a different experience. (Participant 2250, 5th grade)

The impact of having a male teacher accused of inappropriate action with a student was discussed by one of the participants who had 23 years of teaching experience. The actions of the male teacher had repercussions for him, the student, and the other male teachers in the building.

I did write in one of my answers that I’ve been in two buildings where one man was accused of inappropriate touching, and that was a very interesting experience. Because then, all of a sudden, it brought the few men of us in the building to realize we had to be very careful about this. And that was a very interesting experience watching this because he was accused and it was just assumed that he was guilty. And I thought isn’t that unfair, and I had to speak on his behalf. I never saw him do anything but it was so interesting to see that, “Well, it would have to be a man that would be doing this.” And there was a reaction like, “Well see, how typical that is.” So I’m normally very sensitive about that, it was really rough. The man was moved to another building, but it definitely stayed with me. And it reinforced the fact that just watch it. Be careful. It could happen and you could be totally innocent, and you could find yourself in a situation like that. (Participant 2175, 4th Grade)

The possibility of accusations of child abuse or inappropriate conduct are elements of being male and being an elementary or secondary teacher in the perception of a fifth grade teacher who has been teaching for 15 years.
I think we have a definite challenge – maintaining our professional security in the sense of that I think men run a much greater risk, whether at elementary or secondary, of accusations of abuse or inappropriate behavior. So by nature of our gender, we’re at risk there.

(Participant 2169)
What is the nature of the working environment for the male elementary teacher?

The research question *What is the nature of the working environment for the male elementary teacher?* explored the relationships of the male elementary teacher with his colleagues and principals in the setting of the local elementary school. The question examines issues of isolation, loneliness, communication, power, and sexual harassment as these issues intersect the lives of male elementary teachers.

The responses of the samples to ten survey statements were examined. These ten survey statements included six statements that investigate singular issues. Four of the statements are paired parallel statements in which the structure of the paired statements is similar, but the gender references are alternated to investigate gender-related perspectives of the issue. The responses of the 12 male elementary teachers who participated in the structured interviews will be considered after the analysis of the survey items.

*Male elementary teachers experience loneliness and discomfort in the staff room when the conversations focus on topics such as dating, clothing, women's medical issues, etc.*

The majority of both male and female teachers disagreed with the statement that male elementary teachers experience loneliness and discomfort in the staff room when the conversations focus on topics such as dating, clothing, and women's medical issues (see Table 50). This statement will be abbreviated as “loneliness and discomfort” in the discussion. Disagreement with the statement was expressed by 61.2% of the female teachers and 56.1% of the male teachers.
Male teachers experience loneliness and discomfort in the staff room when the conversations focus on topics such as dating, clothing, women’s medical issues, etc.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female n = 85</th>
<th>Male n = 155</th>
<th>Total N = 240</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>9.4%</td>
<td>8.4%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>51.8%</td>
<td>47.7%</td>
<td>49.2%</td>
</tr>
<tr>
<td>Agree</td>
<td>35.3%</td>
<td>31.6%</td>
<td>32.9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3.5%</td>
<td>12.3%</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

Note. $X^2(3, N = 240) = 5.035, p = .169.$

Two moderate correlations were observed when the responses of the sample of male and female teachers to the “loneliness and discomfort” statement were compared with their responses to other statements on the survey. Five moderate correlations were observed for male teachers when the “loneliness and discomfort” statement was compared to other survey statements. Two moderate correlations were observed for the female teachers when the “loneliness and discomfort” statement was compared with other survey statements. The moderate correlations can be seen in Table 51.

While 56% of all males disagreed with the “loneliness and discomfort” statement, the level of disagreement varied by years of experience. Disagreement with the statement was expressed by those who had been teaching zero to five years (58.1%), six to 10 years (63.3%), and more than 10 years (54.8%). The results were not significant at the .01 level, $X^2(6, n = 153) = 5.227, p = .515.$
Table 51

Correlations between the statement that male elementary teachers experience loneliness and discomfort in the staff room and other statements on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n = 155</td>
<td>n = 84</td>
<td>N = 239</td>
</tr>
<tr>
<td>Female teachers have informal networks of communication</td>
<td>.602**</td>
<td>.567**</td>
<td>.589**</td>
</tr>
<tr>
<td>False accusations of child abuse are a major concern</td>
<td>.387**</td>
<td>.133</td>
<td>.320**</td>
</tr>
<tr>
<td>Male elementary teachers experience loneliness &amp; isolation</td>
<td>.634**</td>
<td>.601**</td>
<td>.628**</td>
</tr>
<tr>
<td>Male teachers have little influence in schools</td>
<td>.562**</td>
<td>.136</td>
<td>.446**</td>
</tr>
<tr>
<td>Male elementary teachers leave because it is difficult</td>
<td>.397**</td>
<td>.261*</td>
<td>.361**</td>
</tr>
</tbody>
</table>

Note. * p < .05. ** p < .01.

The responses of the male teachers to the “loneliness and discomfort” statement were also examined on the basis of the gender of the male teacher’s principal. Disagreement with the statement was expressed by 59.5% of those male elementary teachers who worked with a female principal and by 53.4% of those who worked with a male principal. Though there were differences, the results were not significant at the .01 level, $X^2 (3, n = 154) = .941, p = .815$.

Responses of the male teachers to the statement concerning “loneliness and discomfort” were examined by the number of male teachers working in the building. Among those working in buildings with three or less than three male teachers, agreement with the statement was expressed by 47.7%. A lesser amount of agreement was expressed by those who worked in buildings with more than three male teachers (39%). The results were not significant at the .01 level,
\( \chi^2 (3, n = 150) = 6.150, p = .105. \)

The majority of female teachers at each level of experience who responded to the survey expressed disagreement with the “loneliness and discomfort.” For the female teachers who had been teaching from zero to five years 64% disagreed, 53.8% among those who had been teaching from six to 10 years, and 62% among those who had been teaching more than 10 years. The results were not significant at the .01 level, \( \chi^2 (6, n = 85) = 3.252, p = .777. \)

Male elementary teachers feel loneliness and isolation within the school setting because there are so few of them.

The responses of both male and female elementary teachers to the statement that male elementary teachers feel loneliness and isolation within the school setting because there are so few of them were similar (see Table 52). This statement will be abbreviated as “loneliness and isolation” in the discussion. Agreement with the statement was expressed by 38% of the female teachers and 43% of the male teachers.

Eight moderate correlations were observed for both the male and female teachers to the “loneliness and isolation” statement were compared with other statements. Seven moderate significant correlations were observed when the responses of the male teachers to the “loneliness and isolation” statement were compared with their responses to other statements. Six moderate correlations and one strong correlation were observed for the responses of the female teachers. The strong correlation was observed with the statement that female teachers have informal networks which exclude male teachers. The correlations can be seen in Table 53.

Similar percentages of agreement and disagreement with the “loneliness and isolation” statement were found when the responses of the male teachers were examined by years of
Male elementary teachers feel loneliness and isolation within the school setting because there are so few of them.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>7.0%</td>
<td>4.5%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>54.7%</td>
<td>52.6%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Agree</td>
<td>37.2%</td>
<td>34.0%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1.2%</td>
<td>9.0%</td>
<td>6.2%</td>
</tr>
</tbody>
</table>

Note. $X^2 (3, N = 242) = 6.308, p = .098$

experience. Disagreement with the statement was expressed by 57.9% of the male teachers who had been teaching from zero to five years, 63.4% of those who had been teaching from six to 10 years, and 55.3% of those who had been teaching more than 10 years. The results were not significant at the .01 level, $X^2 (6, n = 154) = 5.080, p = .534$.

The responses of the sample of male teachers to the “loneliness and isolation” statement were examined on the basis of the gender of their principal. Disagreement with the statement was expressed by 57% of those who had a female principal and 57.8% of those who had a male principal. The results were not significant at the .01 level, $X^2 (3, n = 155) = 3.888, p = .274$.

The number of male teachers in the school building was found to be a discriminating factor when the responses of the male teachers to the “loneliness and isolation” statement were examined.
Table 53

**Correlations between the statement that male elementary teachers feel loneliness and isolation within the school setting and other statements on the survey.**

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districts should make hiring male teachers a priority</td>
<td>.411**</td>
<td>.168</td>
<td>.352**</td>
</tr>
<tr>
<td>Male elementary teachers leave because it is difficult</td>
<td>.452**</td>
<td>.365**</td>
<td>.429**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice misperceived as mean</td>
<td>.307**</td>
<td>.420**</td>
<td>.353**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice perceived as threatening</td>
<td>.279**</td>
<td>.388**</td>
<td>.326**</td>
</tr>
<tr>
<td>False accusations of child abuse are a major concern</td>
<td>.460**</td>
<td>.266*</td>
<td>.412**</td>
</tr>
<tr>
<td>Male elementary teachers experience loneliness &amp; discomfort</td>
<td>.634**</td>
<td>.601**</td>
<td>.628**</td>
</tr>
<tr>
<td>Female teachers have informal networks of communication</td>
<td>.593**</td>
<td>.660**</td>
<td>.615**</td>
</tr>
<tr>
<td>Male teachers hear female teachers tell jokes and stories</td>
<td>.235**</td>
<td>.384**</td>
<td>.292**</td>
</tr>
<tr>
<td>Male teachers have little influence in schools</td>
<td>.488**</td>
<td>.268*</td>
<td>.437**</td>
</tr>
<tr>
<td>Male teachers have to be careful about what they say</td>
<td>.371**</td>
<td>.390**</td>
<td>.387**</td>
</tr>
</tbody>
</table>

*Note: *$p < .05$ (two-tailed). **$p < .01$ (two-tailed).*

Agreement with the statement was expressed by 49.4% of those male teachers who worked in buildings with three or less than three male teachers. Among those who taught in buildings with more than three male teachers, there was less agreement (35%) with the statement. The results were not significant at the .01 level, $X^2 (3, n = 151) = 4.621, p = .202$.

Sixty-two percent of the female teachers expressed disagreement with the "loneliness and
isolation” statement. When the responses were examined by years of experience, the level of agreement increased with experience. The percentage of agreement increased from zero to five years (29%), six to 10 years (39%) and more than 10 years (41%). The results were not significant at the .01 level, $X^2 (6, n = 86) = 2.953, p = .815$.

Female elementary teachers have networks of communication and power that exclude male elementary teachers.

A significant discrepancy was identified between the responses of male and female teachers to the statement that female elementary teachers have networks of communication and power that exclude male elementary teachers (see Table 54). This statement will be abbreviated as “female networks exclude males” in the discussion. Disagreement with the statement was voiced by 78% of the female respondents, but 49% of the male teachers agreed with the statement.

Table 54

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>12.2%</td>
<td>2.6%</td>
<td>6.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>65.6%</td>
<td>48.7%</td>
<td>54.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>20.0%</td>
<td>40.3%</td>
<td>32.8%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>2.2%</td>
<td>8.4%</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

Note. $X^2 (3, N = 244) = 22.183, p < .01$
Nine moderate correlations were observed when the responses of the sample of male and female teachers to the “female networks exclude males” statement were compared with their responses to other statements on the survey. Eight moderate correlations were observed for the responses of the male teachers to the statement compared with their responses to other survey statements. Five moderate and one strong correlation were identified when the responses of the female teachers to the “female networks exclude males” were compared with other survey statements. The strong correlation was observed with the statement concerning male teachers feeling loneliness and isolation in the elementary building. The correlations can be seen in Table 55.

The responses of the sample of male teachers to the “female networks exclude males” statement were examined by years of experience. The majority of the male elementary teachers who had been teaching zero to five years (63%) or five to 10 years (67%) expressed disagreement with the statement. However, the majority (55.4%) of those who had been teaching more than ten years agreed with the statement. The results were not significant at the .01 level, $X^2 (6, n = 152) = 9.635, p = .141$.

Responses of the male teachers to the “female networks exclude males” teachers were examined by the gender of the building principal. Agreement with the statement was 46.8% when the principal was female and 50% when the principal was male. The results were not significant at the .01 level, $X^2 (3, n = 153) = 5.186, p = .159$.

The number of male teachers in the building was another dimension that was explored for the male teachers’ responses to the “female networks exclude males” statement. Among those male teachers working in buildings with three or less than three male teachers, the rate of
agreement with the statement was 51%. For male teachers working in buildings with more than three male teachers, the rate of agreement was 45%. The results were not significant at the .01 level, $X^2 (3, n = 150) = 5.591, p = .133$.

At each level of experience, the female teachers strongly expressed disagreement with the “female networks exclude males” statement. The percentage of disagreement at each level of
experience was zero to five years (85.7%), six to 10 years (84.6%), and more than 10 years (74.6%). The results were not significant at the .01 level, \( X^2 (6, n = 90) = 2.116, p = .909. \)

*Male elementary teachers form alliances of power and influence with male principals.*

There is a significant difference between the responses of the male and female teachers to the statement that male elementary teachers form alliances of power and influence with male principals (see Table 56). The statement will be abbreviated as “male alliances” in this discussion. Agreement with the statement was expressed by 40.2% of the female elementary teachers and 25.7% of the male elementary teachers.

Table 56

*Male elementary teachers form alliances of power and influence with male principals.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>( n = 87 )</td>
<td>( n = 156 )</td>
<td>( N = 243 )</td>
<td></td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6.9%</td>
<td>9.0%</td>
<td>8.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>52.9%</td>
<td>65.4%</td>
<td>60.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>29.9%</td>
<td>23.1%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>10.3%</td>
<td>2.6%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

*Note. \( X^2 (3, N = 243) = 9.063, p < .05. \)*

Three moderate correlations were observed when the responses of the male and female teachers to the “male alliances” statement were compared with their responses to other statements (see Table 57).

One moderate correlation was observed for the male teachers’ responses to the “male
alliances” statement were compared with their responses to other statements (see Table 57). The moderate relationship was observed with the statement that male elementary teachers see the elementary classroom as a temporary position. Three moderate correlations were observed for the female teachers’ responses to the “male alliances” statement compared with their responses to other statements on the survey.

Table 57

**Correlations between the statement that male teachers form alliances of power and influence with male principals and other statements on the survey.**

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n = 155</td>
<td>n = 87</td>
<td>N = 239</td>
</tr>
<tr>
<td>Male elem. teachers easier being hired for administrative</td>
<td>.286**</td>
<td>.420**</td>
<td>.378**</td>
</tr>
<tr>
<td>Male teachers see elementary classroom as temporary</td>
<td>.351**</td>
<td>.462**</td>
<td>.425**</td>
</tr>
<tr>
<td>Most male elem. teachers would like to be administrator</td>
<td>.280**</td>
<td>.434**</td>
<td>.391**</td>
</tr>
</tbody>
</table>

*Note.* **p < .01 (two-tailed).*

The responses of the male teachers to the “male alliances” statement was examined by years of experience teaching. The levels of disagreement with the statement decreased significantly from zero to five years of experience (89.4%) to the two more equivalent categories of six to 10 years of experience (71%), and more than 10 years of experience (72.4%). The results were not significant at the .01 level, \(X^2 (6, n = 154) = 5.102, p = .531.\)

Similar percentages of agreement and disagreement were expressed by the male elementary teachers in response to the “male alliances” statement when the gender of the building principal was examined. Agreement with the statement among those who were working with a female principal
was 27% and for those who were working with a male principal was 25% agreement. The results were not significant at the .01 level, $X^2 (3, n = 155) = 1.317, p = .725$.

The number of male teachers was examined for the male teachers for the “male alliances” statement. The level of agreement among those who were working in buildings with three or less than three male teachers was 25% and agreement with the statement was expressed by 29% of the men who worked in buildings with more than three male teachers. The results were not significant at the .01 level, $X^2 (3, n = 151) = .312, p = .958$.

The majority of female teachers at each level of teaching experience disagreed with the “male alliances” statement. The percentage of disagreement expressed by the female teachers was zero to five years of experience (61.6%), six to 10 years of experience (69.2%), and more than 10 years of experience (57.4%). The results were not significant at the .01 level, $X^2 (6, n = 87) = 3.572, p = .734$.

*Male elementary teachers often have little influence in decisions that are made in schools with predominately female staffs and a female principal.*

The majority of male and female disagreed with the statement that male elementary teachers often have little influence in decisions that are made in schools with predominantly female staffs and a female principal (see Table 58). This statement will be abbreviated as “male influence” in the discussion. The level of disagreement expressed by the male and female teachers was 79.6% and 95.6%, respectively.

Seven moderate correlations were observed when the responses of both male and female teachers to the “male influence” statement were compared with their responses to other statements on the survey (see Table 59).
Male elementary teachers often have little influence in decisions that are made in schools with predominantly female staffs and a female principal.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>28.9%</td>
<td>12.7%</td>
<td>18.6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>66.7%</td>
<td>66.9%</td>
<td>66.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>4.4%</td>
<td>16.6%</td>
<td>12.1%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0.0%</td>
<td>3.8%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Note. $X^2 (3, N=247) = 18.366, p < .01$

Seven moderate correlations were observed for male teachers’ responses to the “male influence” statement compared with other survey statements. Three moderate correlations for the female teachers were found when the “male influence” statement was compared with other statements on the survey. The correlations can be seen in Table 59.

Similar levels of disagreement with the “male influence” statement were expressed across all levels of experience of male teachers. The levels of disagreement were zero to five years of experience (79%), six to 10 years of experience (82.8%) and more than ten years of experience (78.5%). The results were not significant at the .01 level, $X^2 (6, n=155) = 3.632, p = .726$.

Examining the male teachers’ responses to the “male influence” by the gender of the building principal shows strong disagreement with the statement either male (77%) or female (81%) principals. The results were not significant at the .01 level, $X^2 (3, n=155) = 3.719, p = .293$. 
Table 59

Correlations between the statement that male teachers often have little influence in decisions with predominantly female staffs and a female principal and other statements on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male elementary teachers leave because it is difficult</td>
<td>.401**</td>
<td>.169</td>
<td>.335**</td>
</tr>
<tr>
<td>Male elementary teachers feel loneliness &amp; isolation</td>
<td>.488**</td>
<td>.268*</td>
<td>.437**</td>
</tr>
<tr>
<td>Female elementary teachers have an easier time being hired</td>
<td>.383**</td>
<td>.187</td>
<td>.362**</td>
</tr>
<tr>
<td>Male teachers will receive more negative attention</td>
<td>.410**</td>
<td>.364**</td>
<td>.420**</td>
</tr>
<tr>
<td>Tone of a male teacher's voice misperceived as mean</td>
<td>.312**</td>
<td>.395**</td>
<td>.400**</td>
</tr>
<tr>
<td>Tone of a male teacher's voice perceived as threatening</td>
<td>.342**</td>
<td>.353**</td>
<td>.246**</td>
</tr>
<tr>
<td>Male teachers experience loneliness &amp; discomfort</td>
<td>.552**</td>
<td>.136</td>
<td>.446**</td>
</tr>
<tr>
<td>Female teachers have informal networks of communication</td>
<td>.528**</td>
<td>.239*</td>
<td>.485**</td>
</tr>
<tr>
<td>Male teachers have to be careful about what they say</td>
<td>.442**</td>
<td>.290**</td>
<td>.435**</td>
</tr>
</tbody>
</table>

Note. * p < .05 (two-tailed. ** p < .01 (two-tailed).

The disaggregation of the male teachers by the number of male teachers in the school building also showed disagreement with the “male influence” statement. The percentage of disagreement by the male teachers who worked in buildings with three or less than three male teachers was 78% and in buildings with more than three male teachers was 82%. The results were not significant at the .01 level, $X^2 (3, n = 152) = .514, p = .916$.

More than 90% of the female elementary teachers at the three levels of teaching experience
disagreed with the “male influence” statement. The percentages of disagreement were zero to five years of experience (100%), six to 10 years of experience (92.3%), and more than 10 years of experience (95.3%). The results were not significant at the .01 level, $X^2 (4, n = 90) = 1.829$, $p = .767$.

*Male elementary teachers hear female teachers tell jokes or stories about the foibles of men.*

The responses of the sample of male and female teachers to the statement that male elementary teachers hear female teachers tell jokes or stories about the foibles of men were mixed (see Table 60). This variable will be abbreviated as “male foibles” in the discussion. A majority of the female respondents (52%) expressed disagreement with just 40% of the male respondents expressing disagreement.

Table 60

*Male elementary teachers hear female teachers and staff tell jokes or stories about the foibles of men.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$n = 87$</td>
<td>$n = 157$</td>
<td>$N = 244$</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>10.3%</td>
<td>5.7%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>41.4%</td>
<td>34.4%</td>
<td>36.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>43.7%</td>
<td>52.2%</td>
<td>49.2%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>4.6%</td>
<td>7.6%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

*Note. $X^2 (3, N = 244) = 3.979, p = .264$*
Two moderate correlations were observed for the sample of male and female teachers to the “male foibles” statement when compared with other statements on the survey. One moderate correlation was observed for the male teachers’ responses to the “male foibles” statement with the statement “female teachers hear male teachers tell jokes and stories about the foibles of women.” The correlations can be seen in Table 61.

Four moderate or strong correlations were observed for the female teachers to the “male foibles” statement compared with other statements (see Table 61). The strong correlation exists between the two parallel statements concerning “male foibles” and “female elementary teachers hear male teachers tell jokes and stories about the foibles of women.”

Table 61

| Correlations between the statement that male teachers hear female teachers tell jokes and stories about the foibles of men and other statements on the survey. |
|----------------|----------------|----------------|
| Male           | Female         | Total          |
| Shortened Statement | n = 157 | n = 86 | N = 243 |
| District needs to hire more male elementary teachers | .163* | .381** | .246** |
| Female teachers have informal networks of communication | .325** | .398** | .372** |
| Female teachers hear male teachers tell jokes & stories | .401** | .828** | .553** |
| Male teachers feel loneliness & isolation | .235** | .384** | .292** |

*Note. *p < .05 (two-tailed). **p < .01 (two-tailed).

The majority of male teachers at each level of experience expressed agreement with the “male foibles” statement: zero to five years of teaching (63.2%), six to 10 years of teaching
(56.7%), and more than 10 years of teaching (61.3%). The results were not significant at the .01 level, $X^2 (6, n = 155) = 8.085, p = .232.

Male responses to the “male foibles” statement were examined by the gender of the building principal. Agreement with the statement was chosen by 62.6% of the male teachers who were working with a female principal and by 57.9% of those who were working with a male principal. The results were significant at the .05 level, $X^2 (3, n = 156) = 7.989, p < .05$.

The number of male teachers in the building was used to examine the responses of the male teachers to the “male foibles” statement. Agreement with the statement was expressed by 63.3% of the male teachers working in buildings with three or fewer than three male teachers and by 54.9% of those male teachers working in buildings with more than three male teachers. The results were not significant at the .01 level, $X^2 (3, n = 152) = 5.637, p = .131$.

An interesting dynamic occurred when the responses of the female teachers to the “male foibles” were examined on the basis of years of experience. Among the females who had been teaching from zero to five years, there was 91.6% disagreement with the statement. The agreement and disagreement among the other two levels of experience was quite different. The female elementary teachers who had been teaching from six to 10 years expressed agreement (69.2%) and those who had been teaching more than ten years expressed agreement (51.6%). The results were significant at the .05 level, $X^2 (6, n = 87) = 14.339, p < .05$.

Female elementary teachers hear male elementary teachers tell jokes or stories about the foibles of women.

This statement will be abbreviated as “female foibles” in the following discussion. Nearly identical responses were observed for male (64%) and female (65%) teachers who voiced their
disagreement with the “female foibles” statement when strongly disagree and disagree are combined (see Table 62).

Table 62

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>10.2%</td>
<td>9.6%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>54.5%</td>
<td>54.8%</td>
<td>54.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>34.1%</td>
<td>35.7%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1.1%</td>
<td>0.0%</td>
<td>.4%</td>
</tr>
</tbody>
</table>

Note. $X^2 (3, N=245) = 1.851, p = .604$.

Both the total sample of male and female teachers and the sample of male teachers exhibited moderate correlations among their responses to the “female foibles” statement and its parallel statement which said that male teachers hear female teachers tell jokes and stories about the foibles of men (see Table 63). These two statements were strongly related when the responses of the female teachers were analyzed.

The majority of the male teachers expressed disagreement with the “female foibles” statement at all three levels of experience. This level of disagreement by years of experience was zero to five years (74%), six to 10 years (57%), and more than ten years (64%). The results were not significant at the .01 level, $X^2 (6, n=155) = 8.085, p = .232$. 
Table 63

Correlation between the statement that female teachers hear male teachers tell jokes and stories about the foibles of women and one other statement on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male teachers hear female teachers tell jokes &amp; stories</td>
<td>.401**</td>
<td>.828**</td>
<td>.553**</td>
</tr>
</tbody>
</table>

Note. * p < .05 (two-tailed). ** p < .01 (two-tailed).

Similar percentages of agreement occurred for the male teachers who responded to the “female foibles” statement when compared according to the gender of the building principal. Disagreement was expressed by 64% of those male teachers working with a female principal and by 64% of those working with a male principal. The results were not significant at the .01 level, \( X^2 (3, n = 156) = 5.949, p = .051 \).

The responses of the male teachers to the “female foibles” statement were also examined by the number of male teachers in the building. Disagreement with the statement was voiced by 66% of those working in buildings with three or less than three male teachers and by 63% of those working in buildings with more than three male teachers. The results were not significant at the .01 level, \( X^2 (2, n = 152) = 5.408, p = .067 \).

Female teachers differed in their responses to the “female foibles” statement when the responses were analyzed by years of experience. Disagreement with the statement expressed by those with zero to five years of experience (92.3%), six to 10 years of experience (53.8%), and more than 10 years of experience (61.3%). The results were not significant at the .01 level,
Male elementary teachers have to be careful about what they say to female staff members because of possible charges of sexual harassment.

This statement will be abbreviated as “male teachers have to be careful” in the discussion. The majority of both male (79%) and female (69%) respondents agreed with the statement that “male teachers have to be careful” when strongly disagree and agree are combined (see Table 64).

Table 64
Male elementary teachers have to be careful about what they say to female staff members because of possible charges of sexual harassment

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3.4%</td>
<td>1.3%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>28.1%</td>
<td>19.6%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Agree</td>
<td>65.2%</td>
<td>57.0%</td>
<td>59.9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>3.4%</td>
<td>22.2%</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

Note. \(X^2(3, N = 247) = 16.740, p < .01\).

Eight moderate correlations were observed between the responses of both male and female teachers to the “male teachers have to be careful statement” and other survey statements. Seven moderate correlations were observed when the male teachers’ responses to the “males have to be careful” statement were compared with their responses to other survey statements. Five moderate
correlations and one strong correlation were observed when the responses of the female teachers to the "males have to be careful" were compared with their responses to other survey statements. The correlations can be seen in Table 65.

Table 65

*Correlations between the statement that male elementary teachers have to be careful about what they say to female staff members and other statements on the survey.*

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male elementary teachers feel loneliness &amp; isolation</td>
<td>.488**</td>
<td>.390**</td>
<td>.437**</td>
</tr>
<tr>
<td>Male teachers feel actions &amp; comments under scrutiny</td>
<td>.444**</td>
<td>.381**</td>
<td>.453**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice misperceived as mean</td>
<td>.368**</td>
<td>.330**</td>
<td>.409**</td>
</tr>
<tr>
<td>Tone of male teacher’s voice perceived as threatening</td>
<td>.362**</td>
<td>.363**</td>
<td>.411**</td>
</tr>
<tr>
<td>Male teachers have to worry about touching students</td>
<td>.348**</td>
<td>.382**</td>
<td>.402**</td>
</tr>
<tr>
<td>False accusations of child abuse are a major concern</td>
<td>.447**</td>
<td>.252*</td>
<td>.411**</td>
</tr>
<tr>
<td>Female teachers have informal networks of communication</td>
<td>.424**</td>
<td>.358**</td>
<td>.445**</td>
</tr>
<tr>
<td>Female teachers have to be careful about what they say</td>
<td>.131</td>
<td>.796**</td>
<td>.265**</td>
</tr>
<tr>
<td>Male teachers have little influence in schools</td>
<td>.442**</td>
<td>.290**</td>
<td>.435**</td>
</tr>
</tbody>
</table>

*Note.* *p* < .05 (two-tailed). **p** < .01 (two-tailed).

While the majority of male teachers agreed with the "male teachers have to be careful" statement, there were differences by years of experience. The levels of agreement were zero to five
years (84.2%), six to 10 years (70%), and more than 10 years (81.3%). The results were not significant at the .01 level, \(X^2 (6, n = 156) = 4.878, p = .560\).

The responses of the male teachers were examined on the basis of the gender of the building principal. Agreement with the “male teachers have to be careful statement” was expressed by 75.1% who worked with a female principal and by 82.9% with a male principal. The results did not reach significance at the .01 level, \(X^2 (3, n = 156) = 1.553, p = .670\).

The responses of the male teachers to the “males have to be careful” statement were also examined on the basis of the number of male teachers in the building. Seventy-eight percent of those who worked in buildings with three or less than three male teachers and 81% of those in buildings with more than three male teachers agreed with the statement. The results were not significant at the .01 level, \(X^2 (3, n = 153) = 1.861, p = .602\).

The responses of the female teachers to the “males have to be careful” statement were examined across years of experience. The percentages of agreement with the statement expressed by the female teachers at the three levels of experiences were zero to five years (61.5%), six to 10 years (53.8%) and more than 10 years (73.1%). The results were not significant at the .01 level, \(X^2 (6, n = 89) = 5.630, p = .466\).

*Female elementary teachers have to be careful about what they say to male staff members because of possible charges of sexual harassment.*

The statement will be abbreviated as “female teachers have to be careful” in the discussion. A significant discrepancy was observed when the responses of male and female teachers to “female elementary teachers have to be careful” were examined (see Table 66). Agreement with the statement was expressed by 54% of the female teachers, while only 27% of the males agreed.
**Table 66**

*Female elementary teachers have to be careful about what they say to male staff members because of possible charges of sexual harassment.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Female (n = 89)</th>
<th>Male (n = 158)</th>
<th>Total (N = 247)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>3.4%</td>
<td>9.5%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>42.7%</td>
<td>63.3%</td>
<td>55.9%</td>
</tr>
<tr>
<td>Agree</td>
<td>52.8%</td>
<td>24.7%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1.1%</td>
<td>2.5%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

*Note.* $X^2 (3, N = 247) = 20.743, p < .01.$

No moderate or strong correlations were observed when the responses of either the total sample (both male and female teachers) or the sample of male teachers to the statement that “female teachers have to be careful” were compared with their responses to other survey statements. One strong correlation was observed when the female teachers’ responses to the “female teachers have to be careful” statement were compared with their responses the parallel survey statement that focused on male teachers being careful about what they said. The strong correlation was significant at the .01 level, $r = .796$ ($n = 88$), $p < .01$.

Male teachers with six to 10 years of experience expressed the greatest disagreement (83%) with the “female teachers have to be careful” statement followed by those with zero to five years (78.9%) and then more than 10 years (68.2%). The results were not significant at the .01 level, $X^2$.
The gender of the building principal did not affect the male responses with the majority of those with a female principal (71%) and those with a male principal (71%) expressing disagreement with the “female teachers have to be careful” statement. The results were not significant at the .01 level, $X^2 (3, n = 156) = 3.766, p = .288$.

No significant difference in male responses was noticed based on the number of male teachers in the building as 73% of those in buildings with three or less than three male teachers and 76% of those in buildings with more than three male teachers disagreed with the “female teachers have to be careful” statement. The results were not significant at the .01 level, $X^2 (3, n = 153) = .413, p = .937$.

Agreement with the “female teachers have to be careful” statement increased with the years of experience among the female teachers. Agreement with the statement was expressed those with zero to five years of experience (46.2%), six to 10 years of experience (46.2%) and more than 10 years of experience (57.2%). It should be noted that the sample size of the subgroups zero to five years and six to 10 years was 13 members each. The difference between agreement and disagreement was one teacher. The results were not significant at the .01 level, $X^2 (6, n = 89) = 3.028, p = .805$.

Male elementary teachers leave the elementary classroom because it is difficult to be a male working in an environment that is predominately female.

This statement will be abbreviated as “male teachers leave the classroom” in the discussion. Both male and female respondents disagreed with this statement (see Table 67). Seventy-nine percent of the male teachers and 86.6% of the female teachers disagreed with the statement.
Male elementary teachers leave the elementary classroom because it is difficult to be a male working in an environment that is predominantly female.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$n = 89$</td>
<td>$n = 157$</td>
<td>$N = 246$</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>16.9%</td>
<td>19.1%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>69.7%</td>
<td>59.9%</td>
<td>63.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>13.5%</td>
<td>20.4%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>0.0%</td>
<td>0.6%</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

*Note. $X^2 (3, N = 246) = 3.095, p = .377*

Three moderate correlations were observed when the responses of both male and female teachers to the “male teachers leave the classroom” statement were compared with their responses to other survey statements. Five moderate correlations were observed when the male responses to the “male teachers leave the classroom” statement were compared with their responses to other survey statements. One moderate correlation was observed when the female teachers’ responses to the “male teachers leave the classroom” statement were compared with their responses to other survey statements. The correlations can be seen in Table 68.

Most of the male teachers disagreed with the “male teachers leave the classroom” statement when their responses were evaluated based on years of experience. The disagreement at each level was zero to five years (73.7%), six to 10 years (83.3%), and more than 10 years (78.3%). The results were not significant at the .01 level, $X^2 (6, n = 155) = 7.839, p = .250.$
Table 68

*Correlations between the statement that male teachers leave the elementary classroom because it is difficult to work in a female-dominated environment and other statements on the survey.*

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male teachers feel actions &amp; comments under scrutiny</td>
<td>.378**</td>
<td>.147</td>
<td>.315**</td>
</tr>
<tr>
<td>Male teacher will receive more negative attention</td>
<td>.418**</td>
<td>.211*</td>
<td>.360**</td>
</tr>
<tr>
<td>Male teachers experience loneliness and discomfort</td>
<td>.397**</td>
<td>.261*</td>
<td>.361**</td>
</tr>
<tr>
<td>Male teachers feel loneliness and isolation</td>
<td>.452**</td>
<td>.365**</td>
<td>.429**</td>
</tr>
<tr>
<td>Male teachers have little influence in schools</td>
<td>.401**</td>
<td>.169</td>
<td>.335**</td>
</tr>
</tbody>
</table>

*Note.* *p < .05 (two-tailed). **p < .01 (two-tailed).

The male responses to the “male teachers leave the classroom” statement were also examined based on the number of male teachers in the building. The greatest disagreement was expressed by those who worked in buildings with more than three male teachers (90%) while the level of disagreement in buildings with three or less than three male teachers was 70%. The results were significant at the .05 level, \( X^2 (3, n = 152) = 10.384, p < .05. \)

The female respondents strongly expressed disagreement with the “male teachers leave the classroom statement” with the level of disagreement decreasing as the years of experience increased. The percentage of disagreement across the levels of experience was zero to five years (93%), six to 10 years (92%) and more than 10 years (84%). The results were not significant at the
.01 level, $X^2 (4, n = 89) = 1.410, p = .842.

*Themes expressed in the structured interviews and survey comments.*

Male participants in the structured interviews discussed several themes focused on the relationships and situations facing male teachers in the elementary environment. Comments were made about staff room conversations, experiences at workshops, double standards, and camaraderie. These themes will be explored through their comments.

One of the questions on the survey asked respondents to indicate their degree of agreement or disagreement with the statement that male teachers experience loneliness and discomfort in the staff room when the conversations focus on topics such as dating, clothing, and women’s medical issues. A female respondent (Participant 1086) did not indicate her agreement or disagreement with the statement, but instead wrote “stupid question”.

The men in the interviews shared times when they felt uncomfortable or strategies that they followed when the conversations were not conversations in which they wanted to participate.

A music specialist who had been teaching for 27 years described his experiences.

I remember a few years ago there were a couple of gals that I had pretty good friendships with, but they were having babies, and so they would be sitting in the back of the room at lunchtime talking about breastfeeding, or talking about other female things, and I just got to the point where I would just get up and leave, because I didn’t want to sit in there. It would be embarrassing. Not that I’m embarrassed to hear it, but I can’t say anything about it, and if I do say something about it, it will be joked about. That’s an unfortunate part about it. My experience has been I keep my big mouth shut, and don’t stick my foot in it. The ladies will joke about it sometimes, and I’ve learned to smile and make a little comment, but not go
any farther than they have. . . . If they want to start talking about breastfeeding or gynecological things when I’m in the room, they just go ahead and do it, and if I don’t like it, I can leave, which I do. (Participant 2099)

One male participant spoke of a felt need to defend the male gender when different behaviors or expectations were brought up in conversations in the staff room or with female staff members. He was a fourth grade teacher with 23 years of experience.

It’s fun, I love the humor and the exchanges. I like the social connections, but I don’t like having to defend the male gender, because invariably discussions end up about male bashing, and husbands and boyfriends not rising to the challenge, or they are not meeting their expectations. And I have to say things like, “Wait a minute. It’s not all that.” They usually say things like, “Well, [male teacher] you’re just different.” So that’s supposed to make it better? Or they say things like, “Well, we’re not talking about everybody.” Well you are, when you say things like that. So I am very sensitive to that. (Participant 2175)

A similar theme was expressed by a fifth grade teacher who had been teaching for 10 years. He described how he has started speaking up when the issues were uncomfortable for him.

One of the challenges I’ve had are female teachers that go on and on about their husbands. And what’s going on there. That’s made me uncomfortable. Because if I sat there and said something about my wife, I’d never hear the end of it. But they’re just going on and on about their husbands. There have been times when I’ve said, “Now wait a minute!” Trying to be a little brave to do that. That’s been something I really didn’t expect and it’s been interesting, to have to listen to that, because I know it wouldn’t be accepted if I said it. (Participant 2270)
The question of two standards of behavior in deciding sexual harassment issues surfaced during the conversations with the male elementary teachers. The standards dealt with what was appropriate language or conversation for male and female teachers.

One potential issue is that women can get away with saying things and this is in an adult context, or in the staffroom, or the staff meeting that would be construed as sexually bigoted or gender biased. If a man does that, he is nailed now. . . . It is things like a man could not call a woman on his staff “dear” or “honey” and it slips out of women’s mouths often.

(Participant 2148, 3rd grade, 18 years)

Yeah, there are. I would say that because of the difference in numbers, that there are comments that are made by female staff members, that if the tables were turned, and the population were turned, there would be a great deal of offense taken. But because of societal norms, we are expected to brush it off. And maybe that’s a faulty perception, maybe females have to deal with that too, I’m sure lady construction workers have to deal with that too. Sexual innuendos, maybe more about discussions. . . . What is happening to ladies bodies . . . menopause. . . . menstruation. . . . For example, in our school yearbook, the ladies . . . put together this yearbook for us, and someone did the staff pictures, there was a picture of Matthew McConaghey, and the secretary is just staring at the picture, and playing that out with the whole works. Imagine if the male staff had done that. It would not be appropriate. But here, it’s considered cute. (Participant 2169, 5th grade, 16 years of experience)

The question of awareness that male members of the staff are present was raised in several comments. One male teacher described how the tone and focus of the conversation can change
when a male teacher walks into the room. He told of a grandmother sharing pictures of her
grandchild and the female staff members are in a group enjoying the pictures.

A very woman thing and that’s ok, and then the man walks in, and the energy just kind of
changes in the room because we express... and I love to look at those kind of pictures too,
and “Ohhh, look at that. They’re just now walking, isn’t that great? What was their first
word?” I love all that too. But there is a different dynamic, and it is kind of interesting to see
the response when the man walks into the room. This current school that I am at has been
much more balanced, with the gender ratio, so there’s much more awareness that men are
present. In other instances, it hasn’t been that way, and there have been some of those
lighthearted moments... that... they kind of go, “Oh, there’s this man here!”

(Participant 2148, 3rd Grade, 18 years of experience)

One male participant described his experiences at an inservice workshop that was
controlled during the 2005-2006 school year. He was the only male participant in a workshop of
approximately 250 women from Idaho, Washington, and Oregon.

Just this last year, I went to training. It was a review training for [name of spelling program].
... And I was the token male out of 250 women and I went up to the speaker and
introduced myself as, “Hi, I’m [participant’s first name], your token male for the day.” And
so there were a couple of times of references “and [participants first name]”, and this would be [participant’s first name], and one of them was a little stinging backbiting, and what was
amazing is that the speaker made a sexual harassment comment, in the context of this whole
seminar, and it was one of those simulations where people hold signs, and she said, “And
oh, here’s that creepy guy”. ... I was surprised in that circumstance, because I think people
have better filters today, about gender issues, and so I was taken aback. I just flipped it.

How would she have felt if someone had made this comment to her publicly in a room of 200 men? I’m sure she would have been mortified. (Participant 2180, 3rd Grade, 21 years of experience)

Another male participant described his experiences in a workshop setting where he was one of two male teachers in a class of 16 to 20 people. This 5th grade teacher has been teaching for 10 years.

I was thinking . . . [name of workshop], we had like, oh, 16 to 20 people in the class. There were only two men. For about three days, it was like a two or three week class, for about two or three days, the other guy was gone. And I remember including that in my writings. “Where, oh where, have you gone? I’m all alone listening to stories of menopause and . . .” I brought in a sense of humor about it. I remember just sometimes feeling I would sweat in that class because there were all these women, and they were writing about personal things, and they were writing things where I was like, I’m not sure if I should be here listening to these things. But it was also a really good experience, but it was troubling. It was funny, because I was ok when there was two of us, but as soon as I was the only one, I was a little bit feeling uncomfortable. Those types of things, when they start talking the female type talk, you’re going . . . a little uncomfortable. I’m getting more and more where I feel like I am able to state that, where in the past I would just kind of laugh and make something funny about it. (Participant 2270)

The awareness that men are present was also discussed in conversations with one of the male teachers who had been teaching for eight years and was currently teaching in a multi-graded
Even when they (male teachers) might be amongst themselves, and feel that they might make a mistake because another female might hear them accidentally, I think men are very careful in that respect and are pretty good about that towards females.

It’s one of the few environments I’d say that it’s the opposite. There might be a small tendency where women might feel more comfortable speaking about men as objects or in some way using terms that might be considered using sexual harassment, because they are more dominant and they are just assuming that there’s not a male around or they (the male teachers) don’t have much power in the situation – that might be too strong, I don’t know if that’s necessarily the case. I think they just get more comfortable in a more maternal environment and maybe just forget that there might be males in the vicinity, and the same way that males might do that in large groups, but because it is more female dominated, it might tend to happen a little more often. (Participant 2240)

A different attitude was presented by a male teacher who had been teaching for 30 years. He spoke about his perceptions of admissible conversations by male and female elementary teachers.

What I see I could never get away with saying anything we ever said in the seventies, now. And it was in good humor back then, now everyone would take it. If I said it as a male, it would be taken totally inappropriately. Women say things that are very inappropriate too, but since I am a man, I can’t look at it the same way. It’s no big deal, I’m a man, and I’m supposed to accept it differently, and I get that feeling anyway. (Participant 2250, 5th grade)

A third grade teacher with 16 years of experience provided some approximate numbers for the professionalism of the staff room conversations.
And, in some of ways, it [the off color conversations] kind of is at points, but I’ll tell you that 95 to 96 percent of the people that sit in that staff room maintain a high level of professionalism. There’s just a few that sometimes you go “aahh.” (Participant 2127)

Although male teachers are in the minority in the elementary school, the perception of many participants was that their ideas and comments were taken seriously and appreciated by the other staff members.

I have valued the fact that as male teacher in a community of predominantly women, and I’ve noticed this with some of my colleagues, when a more senior male member speaks, there is really a hush, and a silencing, a listening to the input. If a person is careful, a male especially, he can influence and shape direction and policy with just being a male and making good points and insights. . . . There is one gentlemen who doesn’t speak much, but when he speaks everyone stops, because they know that this is [male teacher’s name] view, and it has weight and relevance, because he’s talking. (Participant 2180, 3rd grade, 21 years)

A third grade teacher with 29 years of experience said, “I think my points of view have always been respected, and listened to at least, if not followed, at least listened to” (Participant 2211).

The uniqueness of each male teacher was emphasized in a recollection by a male teacher who had been teaching for 21 years. He shared how the perceptions of one of his principals were shaped by her experiences within her family.

I think of two instances where in terms of my planning and what I envision, executing content, whether it’s a literacy block or what a writer’s workshop would look like, and I had an administrator come in and look at what I’ve articulated or what I’ve created in terms of documentation, and because there was a mismatch of presentation in how to see the idea, it
was viewed being less than or as someone needing help, and it was pretty heavy handed in terms of, well this guy just needs to know I'm the boss, and I'm gonna show him and bulldog through. I found that frustrating because I found it difficult to work with someone who was wasn't just sitting down and working with me to reach the goals. My feeling in both instances is... I think, especially for the second administrator, I felt that with her experience in raising two sons and having a husband did inform the way she approached me, in being an administrator who had not worked much with males, she just imposed some of her repertoires that were effective with her prior male experiences, and they didn’t translate for me. Since then, thank God, she now approaches me in a different way, over four years we’ve run out the way we see things and the way we’re best motivated, and she’s found a better way, and now we’re both happy with the outcomes. (Participant 2180, 3rd grade)

Many of the participants spoke of the desire to have more men on the staffs in their buildings. A third grade teacher (Participant 2127, 16 years of experience) described the “lack of other men at that level. You want to have at least a male cohort that you can bounce things off of with a different perspective.” Another teacher described “hanging out with the custodians” who were the only other male staff in the building (Participant 2099, music specialist, 27 years of experience). A fifth grade teacher (Participant 2169, 15 years) said, “There’s not a real strong camaraderie out there, within the workplace, as far having a core group of other men to bond with.” Another fifth grade teacher with 30 years of experience (Participant 2250) said, “And I have found is that when there are more males on staff, I was a happier person than if I was just all by myself.”
CHAPTER SIX

Findings: The Qualities of Male Elementary Teachers

What does a male teacher bring to the elementary classroom?

This research question explored the personality, skills, perspectives, and role modeling that a male elementary teacher brings into his classroom. The topic was examined through five statements on the survey and structured interview conversations.

*Parents, staff, and community members see male teachers as role models for the students.*

Almost all of the male (98%) and female (98%) teachers agreed to this statement on “role models” (see Table 69). No moderate or strong correlations were observed when the responses of the male and female teachers to the “role models” statement were examined on the basis of their responses to other survey statements.

Table 69

*Parents, staff, and community members see male teachers as positive male role models for the students.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n = 91</td>
<td>n = 158</td>
<td>N = 249</td>
</tr>
<tr>
<td>Disagree</td>
<td>2.2%</td>
<td>2.5%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>82.4%</td>
<td>72.8%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>15.4%</td>
<td>24.7%</td>
<td>21.3%</td>
</tr>
</tbody>
</table>

*Note.* $X^2 (2, N = 249) = 3.075, p = .215.$
Male elementary teachers see themselves as role models for their students.

When the statement moved from public perceptions of role models to what male teachers perceive of their own expectation of that role, the percent who strongly agreed moved from 25% to 45% among the male respondents (see Table 70). The overall agreement among the male respondents was 99.4% while the agreement among the female respondents was 96.7%.

Table 70

Male elementary teachers see themselves as male role models for their students.

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>3.3%</td>
<td>.6%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>78.9%</td>
<td>54.1%</td>
<td>63.1%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>17.8%</td>
<td>45.3%</td>
<td>35.3%</td>
</tr>
</tbody>
</table>

Note. $X^2$ (2, $N = 249$) = 20.525, $p < .01$.

Four moderate correlations were observed when the responses of the entire sample of both male and female teachers to the statement that male teachers see themselves as role models were compared with their responses to other statements. When just the male teachers’ responses were considered, there were five moderate correlations. One strong and one moderate correlation were observed when the female teachers’ responses to the statement were compared with their responses to other survey statements. The strong correlation was observed between the statement and its parallel statement that female elementary teachers see themselves as role models. The correlations can be seen in Table 71.
Table 71

**Correlations between the statement that male elementary teachers see themselves as male role models for their students and other statements on the survey.**

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>District needs to make hiring more male teachers priority</td>
<td>.345**</td>
<td>.211</td>
<td>.359**</td>
</tr>
<tr>
<td>Male elementary teachers want all children to be successful</td>
<td>.452**</td>
<td>.360**</td>
<td>.460**</td>
</tr>
<tr>
<td>Female elementary teachers see themselves as role models</td>
<td>.474**</td>
<td>.699**</td>
<td>.523**</td>
</tr>
<tr>
<td>Parents &amp; others see male teachers as role models</td>
<td>.428**</td>
<td>.091</td>
<td>.346**</td>
</tr>
<tr>
<td>Important for students to see male teachers in grades K-5</td>
<td>.445**</td>
<td>.329**</td>
<td>.405**</td>
</tr>
</tbody>
</table>

*Note. *p < .05 (two-tailed). **p < .01 (two-tailed).*

**Female elementary teachers see themselves as role models for their students.**

Strong agreement was expressed by both male and female teachers with the statement that female elementary teachers see themselves as role models. The percentage of agreement was 93% by the female teachers and 87% by the male teachers (see Table 72).

One moderate correlation was observed when the responses of the total sample (both male and female teachers) and the male teacher sample to the statement concerning female elementary teachers as role models were compared with their responses to other survey statements. The responses of the female teachers exhibited a strong relationship with the same statement that focused on male elementary teachers as role models. There were two moderate correlations between the responses of the female teachers to the statement concerning female role models and other
survey statements. The correlations can be seen in Table 73.

Table 72

*Female elementary teachers see themselves as female role models for their students.*

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>$n = 90$</td>
<td>$n = 157$</td>
<td>$N = 247$</td>
</tr>
<tr>
<td></td>
<td>6.7%</td>
<td>12.7%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80.0%</td>
<td>61.8%</td>
<td>68.4%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>13.3%</td>
<td>25.5%</td>
<td>21.1%</td>
</tr>
</tbody>
</table>

*Note.* $X^2 (2, N = 247) = 8.786, p < .05$

Table 73

*Correlations between the statement that female elementary teachers see themselves as female role models for their students and other statements on the survey.*

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male elementary teachers want all children to be successful</td>
<td>.342**</td>
<td>.351**</td>
<td>.347**</td>
</tr>
<tr>
<td>Male elementary teachers see themselves as role models</td>
<td>.474**</td>
<td>.699**</td>
<td>.523**</td>
</tr>
<tr>
<td>Important for students to see male teachers in grades k - 5</td>
<td>.228**</td>
<td>.359**</td>
<td>.266**</td>
</tr>
</tbody>
</table>

*Note.* **$p < .01$* (two-tailed).
Male elementary teachers see themselves as substitute fathers for their students.

The majority of both male and female teachers disagreed with the statement that male elementary teachers see themselves as substitute fathers (see Table 74). Disagreement was expressed by 82% of the female teachers and 64% of the male teachers.

Table 74

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n = 88</td>
<td>n = 156</td>
<td>N = 244</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>9.1%</td>
<td>12.2%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Disagree</td>
<td>72.7%</td>
<td>51.9%</td>
<td>59.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>17.0%</td>
<td>33.3%</td>
<td>27.5%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1.1%</td>
<td>2.6%</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Note. \( X^2 (3, N = 244) = 10.578, p < .05. \)

A strong correlation was observed when the responses of all three samples to the statement concerning male elementary teachers as substitute fathers were compared with their responses to with the statement that female teachers see themselves as substitute mothers for their students (see Table 75).

The majority of male teachers disagreed with the statement that male teachers see themselves as substitute fathers with the strongest disagreement being expressed among the more experienced teachers. The percentages of disagreement were zero to five years of experience (58%),
Correlation between the statement that male elementary teachers see themselves as substitute fathers for their students and one other statement on the survey.

<table>
<thead>
<tr>
<th>Shortened Statement</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female teachers see themselves as substitute mothers</td>
<td>.660**</td>
<td>.875**</td>
<td>.723**</td>
</tr>
</tbody>
</table>

Note. ** p < .01 (two-tailed).

The female teachers also disagreed with the statement that male elementary teachers see themselves as substitute fathers with the disagreement being expressed by those who had been teaching from zero to five years (79%), six to 10 years (85%), and more than 10 years (82%). The results were not significant at the .01 level, $X^2 (6, n = 88) = 2.269, p = .893$.

Female elementary teachers see themselves as substitute mothers for their students.

Both male and female teachers disagreed with the idea that female elementary teachers see themselves as substitute mothers with 80% of the female teachers disagreeing and 75% of the male teachers (see Table 76).

One strong correlation was observed between the responses of the male and female teachers to the statement concerning female teachers as substitute mothers and the statement concerning male teachers as substitute fathers (see Table 75).
Table 76

<table>
<thead>
<tr>
<th>Response</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$n = 90$</td>
<td>$n = 156$</td>
<td>$N = 246$</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>12.2%</td>
<td>8.3%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Disagree</td>
<td>67.8%</td>
<td>66.7%</td>
<td>67.1%</td>
</tr>
<tr>
<td>Agree</td>
<td>18.9%</td>
<td>24.4%</td>
<td>22.4%</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1.1%</td>
<td>.6%</td>
<td>.8%</td>
</tr>
</tbody>
</table>

Note. $X^2 (3, N = 246) = 1.814, p = .612.$

Disagreement with the statement that female elementary teachers see themselves as substitute mothers was expressed by the majority of male elementary teachers at each level of experience: zero to five years (68.5%), six to 10 years (67.7%), and more than 10 years (78.8%). The results were not significant at the .01 level, $X^2 (6, n = 154) = 6.514, p = .368.$

Female teachers strongly disagreed with the statement that female elementary teachers see themselves as substitute mothers at each level of experience: zero to five years (78.6%), six to 10 years (84.6%), and more than 10 years (79.4%). The results were not significant at the .01 level, $X^2 (6, n = 90) = .812, p = .992.$

Themes expressed in the structured interviews and survey comments.

The analysis of the responses of the male elementary teachers and the survey participants identified five themes that explore the subject of what male teachers bring to the elementary
classroom. These themes included (a) the male elementary teacher as a male role model, (b) the male elementary teacher as a substitute father, (c) the placement of problem or troubled students in the male teacher's classroom, (d) the structure of the male elementary teacher's classroom, and (e) the need for diversity in the elementary school environment.

**The male elementary teacher as role model.**

Responses from the participants in the structured interview described several perspectives of what it means for a male elementary teacher to be a role model for his students. None of the comments presented overtly masculine qualities, but instead focused on general qualities of character. The linkage with female elementary teachers possessing the same qualities of character was also expressed by the participants.

A music specialist with 27 years of experience described his perception of a male role model and then spoke concerning female elementary teachers as role models.

For me, I see self control, not losing your temper, if a challenge comes along, you figure it out and you deal with it, being firm but express caring, those sorts of things. Being professional, but also being open and available to the kids. . . . Pretty much the same thing, but in some ways, a female role model, the stereotype would be a woman that is kind of blazing a trail or blazing a path in a traditionally male field. But with teaching being a traditionally female thing, it's a little different, the opposite. But I think the same things of a woman who is a role model would be someone who is professional, consistent, in control of themselves, doesn't lose their temper with the kids. (Participant 2099)

Another participant described being a male role model from the perspective of responding to events differently. He is a third grade teacher with 18 years of experience.
In a nutshell, it’s to see what an adult male, how an adult male can respond to his world. And that’s huge, that’s a real broad statement. So it’s not just as a teacher, but how do they respond. How do I respond to injustice? How do I respond to the wonder of a butterfly emerging from a chrysalis? How do I respond to great literature? And that love of learning? And modeling those kinds of things. It’s not just teaching the rules, but it’s where, that they can see modeling grace. I mentioned that a little bit. When a child has really just blown it, made a conscious, bad choice. Working through that in a positive way. Seeing that there are ways to solve a conflict where you don’t blow up. And when you do, because I’m not perfect, how do you deal with it in a restorative way? That’s role models. (Participant 2148)

The lack of positive male influences in a child’s life was identified by several participants as an important reason for male elementary teachers to be strong role models for their students. The participants saw themselves as needing to embody the strong qualities of character that the children were not seeing at home or in other places. A multi-grade teacher with eight years of experience expressed his perception of the need.

I think men realize there’s a lot of kids that haven’t had good male influences in their life and they may feel that they can provide that and give a little back to society. I think statistically we see so many kids growing up without fathers in the home, without significant contact with adult males in their life, I think it’s very important, and not just male kids, but female kids as well see good models of responsible, respectable, communicative, reasonable mature adult people, and I think males are lacking in that respect more than females probably, for a lot of these kids. I think that means that I have to
treat people respectfully, I need to be kind, compassionate, fair, consistent, I need to be honest, and positive, all the qualities that make for good character. As much as possible all the time, so that the kids can develop trust, and know you’re not going to be one way one day and another the next. No difference [for female elementary teachers] for any of those things, other than traits that we would tend to think to be typically male, assertiveness, or visionary, or logical, not that everyone doesn’t possess those traits in one way or another, but some of those are typically thought of more as male, and without kids seeing males and seeing that model, I think they don’t have an idea of what they can be as a male. Or on the other hand, a male modeling what might be thought of as being more feminine characteristics, of compassion and caring and nurturing, which is also ok for them to see, and see in a healthy way. (Participant 2240)

The expansion of the students’ views of acceptable male behavior was emphasized by a fifth grade teacher with 15 years of experience. He spoke of a male role model in the classroom being able to demonstrate the “breadth” of male response, not a limited version which could be the experience of some of the students.

For my perception of a strong male role model at the elementary level, it would be somebody who can exemplify the breadth with which a male can interact. That expands a child’s idea of what is a caring, compassionate and strong, thoughtful adult. And a lot of times, unfortunately, we still have kids that come with a very limited view of what is accepted male behavior. But that is true with females too, in the classroom, especially at the intermediate level, constantly trying to work and expand the child’s perception of what is gender appropriate, so that they get less and less distinct. (Participant 2169)
The positioning of the male elementary teacher as a positive male example as opposed to the negative male examples in society was also explored by a participant who has been teaching for two years. His experience has been at the kindergarten level.

I think that men bring an essence of respect that is so hard to find these days on our society. I also believe that men can demonstrate that there really are good men out there that genuinely care for kids. . . . The challenging part of being a male teacher is letting the students know you genuinely care about them and convincing them of that fact. . . . Many students may never see a positive, functional man in their lifetime and that is why male teachers have such a great responsibility to put their best foot forward in the classroom and in society as well. (Participant 2272)

A comment expressed by one of the respondents (Participant 2235) to the survey stated that instead of using the words “role model” that the statement should have used the phrase “should be a positive example.”

The exhibition of positive character qualities by both male and female elementary teachers was emphasized by an interview participant who had been teaching elementary school for more than 30 years. His latest assignment was at the fifth grade level. His perception of role model in these comments did not distinguish between male and female teachers.

But I do believe that a person, as a role model, and once again, I don’t think it’s just male, but I think it’s both female and male, they should see an honest, wholesome, ethical, healthy individual to be the role model, who can present information, who can get down on a level with the kids, and not be some yahoo up there. We’re there to model appropriate behavior, and point out behavior that is not appropriate, and I think that’s what they want out of a role
model. (Participant 2250)

One participant identified a linkage between the scarcity of male elementary teachers and the emphasis upon male elementary teachers being role models for their students. His comments also identified the need of elementary students having positive male role models as opposed to the male models that are seen in society. He is a fifth grade teacher with 10 years of experience.

Maybe for the kids in the elementary classroom, they see someone who is encouraging, and problem solving, and helping them to think through, and being role models – showing them that the steps they can take to be successful, and, I guess, anybody that’s giving them a positive example... The role model part would probably be more like showing you can be involved in relationships, and you can be involved in what the kids are doing, and you’re not some distant kind of a person. I don’t know that it would be different [for female elementary teachers], I guess I feel like we can all be role models, to the kids in that way. I think maybe it’s emphasis more on men being the role models because there aren’t as many, and that maybe people feel like there’s a lot of negative influence, or negative image of men in certain ones, it kind of depends. I think both can be role models, but there might be more emphasis on men, because there are so few of them. So when there is one, it’s like wow, you can be somebody! (Participant 2270)

The male elementary teachers described their perceptions of themselves as role models in many images. A summary of these images can be found in Table 77.

*The male elementary teacher as substitute parent.*

Closely linked with the image of the male elementary teacher as role model is the image of the male elementary teacher as a substitute father or parent for his students. The
Table 77

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self control</td>
<td>Professional</td>
</tr>
<tr>
<td>Does not lose temper easily</td>
<td>Open &amp; available to kids</td>
</tr>
<tr>
<td>Firm, but caring</td>
<td>Trailblazer</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Responds to injustice</td>
</tr>
<tr>
<td>Willing to see the butterfly emerge from chrysalis</td>
<td>Love of learning</td>
</tr>
<tr>
<td>Responds to literature</td>
<td>Models grace</td>
</tr>
<tr>
<td>Works through problems</td>
<td>Consistent</td>
</tr>
<tr>
<td>In control</td>
<td>Kind</td>
</tr>
<tr>
<td>Compassionate</td>
<td>Fair</td>
</tr>
<tr>
<td>Honest</td>
<td>Positive</td>
</tr>
<tr>
<td>Visionary</td>
<td>Modeling appropriate behavior</td>
</tr>
<tr>
<td>Caring</td>
<td>Strong</td>
</tr>
<tr>
<td>Thoughtful</td>
<td>Encouraging</td>
</tr>
<tr>
<td>Involved with the kids</td>
<td>Shows students how to be successful</td>
</tr>
</tbody>
</table>

*Note. The terms are not arranged in any hierarchical order.*

participants expressed differing viewpoints concerning their status as substitute fathers and parents for their students.

A strong personal image of the male elementary teacher himself being a father image for his
students was expressed by a fourth and fifth grade teacher who had been teaching for five years. He described the family situation of his students and then described his role as a substitute parent.

Well I can address that a personal level at my school. A large percentage or more than half of the students come from a single parent household, so I am dealing with a high level of divorced parents, I am also dealing with a high level of students that live with their grandparents. What they are lacking or missing is a male that’s about their fathers age, like in their 30’s, who is present, is there, is providing responses to the answers, to embrace their questions as well as their needs, and is able to recognize that they are important. So to me, being a role model is not just being a successful teacher, it’s also being a successful substitute parent as well, to introduce them to the high level of students who have a single parent family, also a great number of students who have fathers who may not model the best fatherly role. Now that is my opinion, because I have no basis for that, other than fatherly role. Now that is my opinion, because I have no basis for that, other than recognizing that maybe these kids don’t necessarily see a male in a role that is soft, kind and supportive, and not always just a disciplinarian. Now don’t get me wrong, I do run a tight ship in my classroom, but I also recognize individual needs and respond to each student and offer comfort, so I think that the male elementary teacher has a great potential in providing a model or a demonstration of how males can alter those stereotypes in society, breaking down those gender walls in a predominantly female career, but also offer a support and compassion where some of these kids might not see it. (Participant 2126)

Another participant described his role as being a father figure to some of the kids. He described it in terms of being available for the students as well as modeling appropriate
behavior. He is a music specialist who has been teaching for 27 years.

I'm kind of a father figure to some of the kids, if they are upset about stuff . . . they can turn to a teacher. . . . who is an example, for a kid to model, the way that they treat others, I really stress kids being kind to each other, being considerate. (Participant 2099)

Disagreement with the idea that male elementary teachers are substitute fathers or parents for their students was also expressed during the structured interviews. The disagreement was often expressed on a personal level with little expansion of the opinion to other male elementary teachers.

An 18-year veteran of teaching who described how becoming a parent himself had impacted his teaching disagreed with the idea of his parenting his students.

I don't pretend to be a parent; I'm not going to parent these children. Although there is some, at the same time you are parenting a bit, you are teaching them about responsibility and doing their best and those kinds of things. (Participant 2148, 5th grade)

A third grade teacher with 23 years of experience (Participant 2175) stated, “I'm not going to be the substitute father. I'm not going to be this guy's supposed hero.” Disagreement with the image of substitute father was also expressed by a fifth grade teacher with 30 years of experience.

I think people who say that want us to all be dads, and we have to be the perfect dad, and then I immediately respond . . . I can't be everyone's dad. I am the kind of dad I am, and it may not be the kind of dad that person needs. (Participant 2250)

One of the survey participants conducted an informal survey of the male teachers in her building and added her own comments from her experiences.

Another interesting anecdotal aside - I have found that the students frequently refer to me as "mom" "aunt" and occasionally "grandma" (and I'm not THAT old!) When I surveyed the
male staff members if the students EVER accidentally referred to them as "Dad," not ONE said that had EVER happened. It's interesting that students seem to make this subtle distinction. [Emphases in original] (Participant 1177)

The placement of problem students in the male teacher's classroom.

Four participants discussed instances of problem students being placed in their classrooms. Often the placement was made with a reference similar to the statement "Oh, he needs a male teacher because he doesn't have a father at home" or to the statement "He just needs a male teacher."

A fifth grade teacher with 15 years of experience shared a summary of a conversation that he had with a male colleague.

Another intermediate teacher and myself, he's got about 4 years or maybe 5 at the school I work at, we were talking about this the other day. So often we get the distinguished challenge of having to be the strong male role model, i.e. they need discipline. Some folks do it with the best intentions, but one thing that happens is we end up with skewed classes oftentimes. And it's not necessarily a bad thing, but when you look at the whole class chemistry, it can be very challenging. (Participant 2169)

The placement of a disruptive or troubled student in a male teacher's classroom can seem to be predicated on the gender of the teacher alone rather than the dynamics of the classroom or the teaching style of the teacher. A fourth grade teacher with 23 years of experience described his perception of the placement of disruptive or troubled students in a male teacher's classroom.

Sometimes I think we get that mixed up, we think, well, just put him in a man's room, that's what he needs. I used to think that was kind of wonderful, but after all these years, I think
it’s a stupid excuse to put a kid in a room, but I think that we can just show another side to men, that men can be nurturing. Sometimes it goes back to well, [male teacher’s name] a man, I need a man teacher for this kid, there’s no dad at home. So what am I supposed to be, the dad now? I don’t like that, I am very offended by that, I think it’s my teaching style rather than my gender that makes me a good teacher, I don’t think that I am any better because I’m a male. (Participant 2175)

A multi-grade (1st to 3rd) teacher described how the placement of troubled or disruptive students in a male teacher’s classroom can disrupt the balance or relationships within the classroom. He has been teaching for eight years.

The negative part that we [male teachers] sometimes complain about . . . that we feel like sometimes that our classes have more kids that might be more disruptive and in need of the strong male role model, and sometimes we feel that’s not entirely fair or right, because then you’re not really fulfilling your hope because then you’re spending too much time with them feeding off each other, and not being able to connect relationally like you would be able to in a class that had better balance. Sometimes we feel that our classes aren’t as well balanced as others because of that perception. (Participant 2240)

The dichotomy between his perceptions of the placement of troubled or disruptive students in his classroom because he is a male teacher and the perception of his female colleagues was identified in the response of one participant. He also spoke of the respect that a male teacher might receive that a female teacher might not receive. He is a third grade teacher who has been teaching for 18 years.

One of the challenges that I get is that I often get the more unruly students.
And fortunately I have learned how to deal with them and not stress about it too much. It just becomes a fact of life that I will get more of them. Some of my female colleagues would say it’s not true, but yeah, I think maybe it is. That’s really ok because students tend to respond better to men if they are appropriate in their correction and discipline procedures and management procedures. I think men have it easier than women. I think women get walked on by kids more easily, and some women learn real well how to put up a good front, a good face, when they are doing management and they don’t take the guff that kids tend to give them. But I think men from the get go are going to get more respect to begin with. They will get more respect from the kids. Now if they don’t earn it, if they don’t maintain the respect, then things will get crazy. But I think from the get go they have a little more ease, and so the challenge is that they tend to get more kids that they will need that for.

I did get a student last year, who, it was the middle of the year, and I had more students than my colleague in third grade but I was assigned this student because the mom requested a man. Uhhh, this young man, how can you be so bright, he was amazingly bright, and not aware of how socially and emotionally immature you are. He had no clue. I would say to him, if I had a video camera on what you just did in the last five minutes, you probably wouldn’t believe it was you. It was amazing. He came to me because I was the male. But I took it as a challenge, worked with it – but I guess that’s a kind of a low point, ok, you’re the male so you get this. But I wanted to make a success out of it, so I worked with it.

( Participant 2148)

The structure of the male elementary teacher’s classroom.

The images of the classrooms of the structured interview participants are varied. Their
comments speak of both firm and loose classroom management, different styles of organization, and perceptions of learning. There is also the description that male teachers can regain control of their students easier than their female colleagues.

One of the participants taught in a 4th and 5th grade classroom. He had been teaching for five years. His comments spoke of both loose and firm control in his classroom.

So the tight ship is just that we are very structured at certain times, and of course at other times when the ship is so-called docked, there is time for reprieve and we do enjoy ourselves as well. So it’s striking that fine balance between being very strict in the classroom, and then also allowing for the creativity that could be stifled under too much strictness. That is where I was going with that. I would say that at my school there are three male teachers out of nine, so 33%. I would guess, I don’t know the numbers, but I would guess that’s a little higher than most elementary schools. And I would say that the males in general do run a little bit looser classroom environment, a little more playful and a little less strict. But I think that is because it makes it very easy then to snap a finger and regain control. Where a female, a motherly figure, it might not be so easy for her to snap her fingers and regain control if she allows any leeway in classroom behavior. So I agree that could possibly the situation there. (Participant 2126)

A fifth grade teacher with 15 years of experience contrasted his view of male classroom management with the myth that male teacher are more disciplinarian than female teachers. He also expressed the view that men can regain control of their students easier than their female colleagues.

Again, speaking in a general term, not a specific one, more often than not, despite the myth that men are more disciplinarian than women, more men than women have a looser sense of
control in the classroom. They allow more activities, they allow more freedom for the students, and maybe it’s inherent with the . . . . But they gain control much quicker. In the sense of structure and organization, and there are exceptions to this, but I have seen male teachers that are super organized and female teachers that are very relaxed in their approach. My impression overall has been much the opposite, that the female teacher is more organized and relies on structure quite a bit more, and the male relies on relationship more. (Participant 2169)

A different perspective concerning organization and management was expressed by four of the participants in the structured interviews. Their perspectives included both individual references to their own practices and references to other male teachers. A multi-grade (1st through 3rd) teacher with eight years of experience spoke of male teachers in general.

[Male teachers] Probably being a little more organized, a little more logical, a little more methodical, a little more goal-oriented, so I think it brings some of those qualities that kids can see and learn from. I think men, especially male primary teachers, seem to have a really good sense of humor in general, and I think that’s brought as well. (Participant 2240)

Another male teacher spoke of the organization in his classroom as a distinct difference from the perception that male teachers have messy classrooms. He is a fifth grade teacher with 10 years of experience.

Then there’s stereotypes, like for me, I am really organized in the classroom. I don’t like a lot of clutter around, and some people are so surprised because they have a stereotype that men have messy rooms, and they are disorganized. I get that all the time. They’re like how is your room the way it is? I feel that’s important for kids. . . . It kind of makes them feel
more secure. I’ve had to battle that, its like, well am I too organized? This year I decided that was an ok thing, to get away from that stereotype and not be “sloppy [teacher’s name]”, or something, just to fit in. (Participant 2270)

Two teachers spoke of stricter classroom management. Their references were individual to their own practices and did not make any extension to male elementary teachers in general. A third grade teacher with 16 years of experience described his expectations for his students and his responses when they did not meet his expectations.

I’m a little bit firmer on discipline. I don’t let the kids cross a certain line, like when we’re walking down the hall we’re respectful for other classes whose doors are open, so this is a no-talk zone. If you choose to talk, we will go back to the classroom and try again.

And I don’t get mad, and I don’t get upset, I tell the kids that when I’m getting a little bit put out, my voice gets quieter. And that’s kind of just how I handle that. I think you are kind of scrutinized by that. It’s like, why is that teacher walking down the hall and her kids are all over the place, and how come he’s walking there, still smiling and enjoying his class and yet they’re taking care of themselves? How does that happen and why? The kids like the class, they enjoy it. (Participant 2127)

A fifth grade teacher with 30 years of experience compared his classroom management style with the classroom management style of his female colleagues. “I can be more strict. I’m more black and white. I don’t think I’m as nurturing as a female teacher would be. And I think kids need that” (Participant 2250).

A third grade teacher with 29 years of experience compared his teaching style with the style of his female colleagues.
I think I can push harder for the kids to be more independent, because the expectation is that I'm not going to coddle. I'm not going to have soft shoulders, that sort of thing. Even though I am sure just as many kids wrap me around their finger as the women, there's probably not any statistical difference between them. But the point of view from parents is, you're in a man's class and you're just going to have to deal with it. (Participant 2211)

A third grade teacher with 21 years of experience described the perspective of a male elementary teacher as the teacher looks at the child in his classroom.

I think that. I think that when the male looks at the child, there is a sense of forwardness. There is a sense of achieving a goal and seeing what that child will become. I think that men are pretty single minded and intentional in the things that they create, and when they apply that ability to be linear and forward thinking in the nurturing of a child, that the content delivery, the affective activities that are being built into the classroom really shape that future vision we have in those kids. There is that instilling of you're going to be somebody, you're going be the difference maker, you're going to be the one that the future leaders in the community, those future corporate people are going to love having around. I think that men get a hold of that and drive that home in a way that's significant. (Participant 2180)

The need for diversity in the school environment.

Diversity, as used in this section, is focused on the idea that both male and female perspectives need to be present in the elementary school. This section will focus on ideas that were developed during the structured interviews concerning these different perspectives.

A third grade teacher with 18 years of experience spoke of the different perceptions of male and female teachers regarding student behavior.
They [female teachers] tend to key in on children’s emotions. They tend to look more at what is causing this, a little more empathetic to what’s happening with children. And a man tends to see what’s the behavior, and I’m going to nip this in the bud right now, they are a little more harsh and rough around the edges, and I think when you have that perspective, it’s easy to go too far to the female side, and it’s easy to get too rough, so it’s a complement. That perspective where if a man is working next to a female teacher, and she is talking about how this child is having problems, or whatever the issue is, and he’s kind of seeing that maybe she isn’t seeing the reality because her maternal instincts are too strong, he can say have you thought about this? And what about this and this? And kind of bring her a little more to a place that’s probably closer to what’s real. And she can do the same thing for him, well maybe, have you thought about what’s going on in this child’s life? (Participant 2148)

The teaming possibilities and the building upon one another’s strengths by male and female teachers were identified by several participants as positive influences of having both male and female elementary teachers in the same building.

A fifth grade teacher with ten years of experience spoke of both elementary and secondary needs for positive male and female role models as teachers.

I think then too, its like, people think you need a man in secondary because of the kids you are dealing with. Maybe women aren’t able to deal with that. You have those two things going on. You get into the whole thing of you need that balance, in both settings, you need the female and male influence, and role modeling in elementary as well as secondary. Kids need to see that in all areas. (Participant 2270)
The different perspectives possessed by male and female teachers were emphasized in the comments by a fifth grade teacher with 30 years of experience. He spoke of selecting the best teacher for the job, but also the undesirability of being the token male on the teaching staff. I think the men bring a whole different way of presenting information, of relating with the kids. I think there’s a masculine way of working with kids. I think women tend to mother a little bit more. I think male teachers bring a bit more of a reality to the classroom. That might be a generalization on my part, but I think kids need both ways. . . . I don’t think it needs to be fifty-fifty. . . . I think you should have the best teacher for the job, and I don’t think that males should have jobs just because they’re male, and I don’t think women should have jobs just because they’re female. I really don’t. I think you should pick the best person for it. But I do believe to have a healthy school, a healthy program, you need to have a mix of men within your grade levels. I am a firm believer that boys need to have men role models, but we can’t all be the same dads, we’re all different kinds of dads. . . . But for the elementary school, I think to have a healthy one, they need a well-balanced, and not to be looked at as the token male of the staff, I don’t like that feel. (Participant 2250)

Teaming was emphasized by a multi-grade (1st through 3rd) teacher with eight years of experience. He said that it was important for the students to have a variety of experiences with male and female teachers. I like the way we team, because it’s important for kids to get a variety of models and adult experiences. So I like the way that we team and use each other’s strengths and the kids aren’t isolated physically with walls or with certain teachers. (Participant 2240)

A similar perspective on the teaming of male and female teachers was expressed by a third
grade teacher with 18 years of experience. His comments included the decision-making process involving what classrooms that students would be placed in for the following year.

For example, we have just spent a few days dividing the students into the next years classes, and in the next group there’s a male and a female teacher. You know, this particular child, needs to be with that man. It’s clear. And that’s such a freeing thing. And that’s not to say that the woman can’t discipline or anything like that. But I have this one student that doesn’t give me much guff, and when he does, he responds quickly to my direction, but he is so disrespectful to women. With those differences, that’s a powerful thing that men can bring to a traditionally female setting. You actually get a better mix for the kids, plus you get the way that men approach teaching, because they approach differently as a group than women do. A little more from, the left side, well, the male perspective, and if you get a team, a man and woman team that works together appropriately, the kids get the best of both worlds.

You get a more diverse experience, and I use the word diverse in a positive way.

( Participant 2148)

A survey participant included additional comments on his survey concerning the professionalism of his male and female colleagues and the health of an elementary school.

I am always very impressed with the high level of professional conduct and teaching strengths of my coworkers—female and male. The blend of m/f [sic] teachers in an elementary setting is a sign of strength and diversity. An appropriate mix of gender/ethnicity and diversity of teaching styles is a key indicator of a schools' health. (Participant 2094).
CHAPTER SEVEN

Discussion

This research project explored different facets and perspectives of the world of the male elementary teacher. The research was guided by questions concerning the motivations, careers, issues, working environment, and contributions of male elementary teachers. An underlying theme of the research questions was the exploration of the myths and realities surrounding the work of male teachers in the elementary schools. Myth is being defined as a false perception of male elementary teachers that are often part of societal or educational discussions. Reality, for this discussion, is defined as legitimate experiences and perceptions of the male elementary teachers in this study.

The identification of the myths and realities required that both male and female perspectives be considered. It was within these perspectives that discrepancies were identified which exposed myths concerning male teachers in the elementary schools. The realities were defined by the sample of male elementary teachers. Agreement with the perception of the male elementary teachers was voiced by the sample of female elementary teachers in some instances. Discrepant perceptions by female elementary teachers often reinforced myths concerning male elementary teachers. Since most elementary schools have predominantly female staffs, these myths can become pervasive without consideration of the perspective of the male elementary teacher.

*Myth.* The elementary classroom is seen by male elementary teachers as a temporary position enroute to an administrative position. This strand of thought predicts that most male elementary teachers will remain in the elementary classroom only long enough to develop their administrative ambitions and career paths (Loftis, 1975; McNay, 2001; Montecinos & Nielsen,
206


*Reality:* Does this hypothesis hold true for the male elementary teachers in this study? Both male and female elementary teachers expressed significant agreement with the idea that male teachers enter the elementary classroom because they want to help all students to learn and be successful. However, there was a significant discrepancy between the responses of male and female participants concerning whether the elementary classroom is a temporary position for the male teacher. The elementary classroom was not seen as a temporary position by four out of five male teachers. The majority of female teachers also did not see the elementary classroom as a temporary position for the male teachers, but one out of three female teachers did express agreement with the idea that the elementary classroom is a temporary position for the male teacher.

The male teachers in this study did not enter the elementary classroom with the view that it was only a temporary stop on the way to an administrative position. Instead, both their views and their years of teaching experience deny that most male elementary teachers have left the classroom to become administrators. A comparison of the experiential levels of both male and female elementary teachers in the state of Oregon also confirmed this perception in that there were no major differences in percentages of male and female elementary teachers at the five levels of experience (zero to two years, three to five years, six to 10 years, 11 to 15 years, and more than 15 years).

The hypothesis that the elementary classroom is only a temporary stop for the male teacher denied the power of expression which was seen in the words of the male elementary teachers as they described the connections which they made with the children under their tutelage. The hypothesis implies that the elementary classroom is only a job, not a calling, career, or ministry for
the male elementary teacher. The male elementary teachers in this study disagreed with the hypothesis that teaching in the elementary school is only a temporary job and that the male teachers are actually seeking a better position while teaching in the elementary classroom. The male teachers in this study have found the place where they belong and where they find satisfaction – the elementary classroom.

Different dimensions of connectedness with the children emerged as these men spoke of their relationships with the children and the influences which led them to the elementary classroom. Male elementary teachers in the study were people who loved and enjoyed working with children. Their teaching was from the heart. Success was defined by one male teacher as being able to reach out to one child and make a difference in that child’s life. Teaching elementary children is a personal calling, according to another male teacher, who described it with a spiritual dimension. Spiritual gifts were described by one participant as including the ability to love kids and connect with them. The excitement and enthusiasm of the children as they were learning were powerful influences in the decisions of these male teachers.

These expressions mirrored the themes found in other research concerning the motivation of male elementary teachers. The study by DeCorse and Vogtle (1997) found that second career professionals described their enjoyment from working with children. Meaning, personal satisfaction, and purpose were three themes identified by Freidus (1992) in a research project that examined second career male elementary teachers. Bradley (2000) found that male elementary teachers enjoyed working with kids. The personality traits of the children such as enthusiasm, spontaneity, and affection were motivations in the desire of the males to become teachers (Wiest, Olive, & Obenchain, 2003).
Comments emphasizing either the recruitment of more male elementary teachers or the lack of male elementary teachers have been seen on the state, national, and international levels. However, these comments often neglect an important area of recruiting more male elementary teachers and do not emphasize the connectedness which led these male teachers to remain in the elementary classroom. The male teachers that were interviewed spoke of experiences with children that shaped their decisions to become elementary teachers. The study by Montecinos and Nielsen (1997) found that the males in their study made their decisions to become teachers either in high school or college. Previous experiences with children were an important influence in the career decisions of the male teachers in the study by Wiest, Olive, and Obenchain (2003).

Designing experiences to expose male students and professionals to the realm of elementary education could be a valuable asset if school districts and/or state boards of education truly wish to recruit more male elementary teachers. It is intimately connected with the concept that the more positive experiences that a male has with the children, the more likely he is to become a teacher of young children. Teacher education programs should explore the possibility of requiring all their students to have experiences at both the elementary and secondary levels. These experiences could include required practica or experiences, work-study assignments in elementary schools, or other experiences which expose male students and professionals to the environment of the elementary student. Universities with colleges of education or teacher education programs should consider requiring all students, regardless of major, to participate in practical or field experiences in the schools. This requirement would be a valuable instrument in not only increasing the number of male elementary educators, but also providing a more informed public concerning the challenges and environment of the public school system. It is through these experiences that some male
students may make the decision to become elementary teachers.

Could it be that the true challenge of recruiting more male elementary teachers is not solely confined to the realms of raising salaries or reducing the false claims of child abuse, although both of these are important, but instead involves the creation of positive experiences that expose male students and adults to the joys of working with young children? It was audible in the words of the male elementary teachers that their lives had been changed by working with elementary children. Unfortunately, societal demands or pressures have also pushed males away from teaching elementary children. Indeed, that is the paradox for society, at the same time, says that more male elementary teachers are needed.

Myth. Male teachers have an easier time being hired for elementary classroom positions than female teachers.

Reality: Discussion in the literature review highlighted the call for more male elementary teachers since male teachers occupy fewer than 20% of the elementary classrooms in the United States (Fratt, 2004; Helmer, 2005; Lobron, 2005; Shen, Wegenke, & Conley, 2003). The percentage of male elementary teachers in the state of Oregon is even less at 15% (Oregon Department of Education, 2005e).

Male preservice teachers have been presented with the perception that since there is a shortage of male elementary teachers, they will have an easier time being hired than female elementary teachers. The majority of female teachers have said that they do not want the hiring of male elementary teachers to be a priority in their districts. What is the reality for the male elementary teacher?

Seven out of 10 male survey respondents did not feel that male teachers had an easier time
being hired than female teachers. These were male elementary teachers whose experiences ranged from being new teachers to teachers with more than 25 years of experience. Approximately one out of three male respondents did feel that female elementary teachers had an easier time being hired than male teachers.

This discussion highlights some interesting dynamics concerning the hiring of male elementary teachers. The majority of male elementary teachers responding to the survey disagreed with the premise that male elementary teachers have an easier time being hired. The perspective of some of those male teachers is that female teachers have an easier time being hired. Written or verbal comments by three male participants described a system in which it was harder for male candidates to be hired. Two of those participants linked the harder time being hired to the gender of those who were doing the hiring.

Most of the male and female respondents agreed with the idea that more male elementary teachers were needed. But should districts make hiring more male elementary teachers a priority? The majority of male teachers said that hiring more male elementary teachers should be a priority for school districts. However, the majority of female elementary teachers disagreed with that idea.

Numerous reports have advocated a need for more male elementary teachers, but few programs exist that are designed to develop and recruit more male elementary teachers. The question emerges whether the advocacy and successful recruitment is being suppressed with an attitude like “It’s good to talk about it, but let’s not do anything about it.” Perhaps this is related to a theme expressed by Montecinos and Nielsen (2004) that recruiting more male teachers would result in a continuation of a dominant masculinity. Allan (1997) described the hiring environment for male teachers as one in which female teachers held the power and functioned as gatekeepers at the
elementary school level. Intentionally recruiting more male elementary teachers could diminish that power base.

It is evident that male teachers are a minority in the elementary school. While their numbers are greater than the number of teachers who represent ethnic or racial minorities, they are still a minority. Awareness is often present of the need for diversity among ethnic and racial minorities within the school setting, but extending the concept of diversity to include male elementary teachers is often absent (Sandefur & Moore, 2004). A healthy teaching staff will have both male and female teachers with members of both genders displaying different teaching styles and personalities. Diversity must include the recruiting and hiring of male elementary teachers if the desire is to have a diverse teaching staff.

Myth. Male elementary teachers have an easier time being hired for administrative positions than female teachers. Williams (1992) developed the idea that males entering the elementary classroom soon travel upon a “glass escalator” which conveys them into administrative positions and out of the elementary classroom to the disenfranchisement of female elementary teachers. This image of a “glass escalator” has been reinforced through the research of Montecinos and Nielsen (1997, 2004) and McNay (2001).

Reality. The majority of both female and male respondents did not agree with the premise that male administrative candidates have an easier time being hired for administrative positions than female candidates.

If the concept of a “glass escalator” for male elementary teachers in the state of Oregon is the accurate model, then an examination of the experiential levels of the population of male and female elementary teachers should show significant differences. It would be expected that the
“glass escalator” effect would significantly reduce the percentage of male elementary teachers with more than 10 years of experiences. After all, the “glass escalator” would soon take them out of the elementary classroom and into the halls of administration. However, that is not the case. The examination of experiential levels of male and female elementary teachers in the state of Oregon did not show any significant discrepancies between the percentages of male and female teachers at each level of experience. Any differences were minimal.

When the participants were asked whether they wanted to become administrators at some point in their careers, almost nine out of 10 male and female respondents expressed their lack of desire in becoming administrators.

The structured interviews echoed with the voices of male elementary teachers who were committed to their students and to the elementary classroom. The connectedness with their students was vital to the male elementary teachers. Advancing to administrative positions would cause them to lose that connectedness; those relationships which bring them to the elementary classroom.

Male elementary teachers, as a group, are not seeking to ride a “glass escalator” from the elementary classroom to administrative positions. The demographic statistics concerning years of experience from the state of Oregon did not show an exodus of male elementary teachers from the classroom to administrative positions. Indeed, the survey results and demographics show male elementary teachers remained in the classroom at the same percentages as female elementary teachers.

A small percentage of male teachers indicated a desire to become administrators, but whether a “glass escalator” exists for that small percentage is open to questioning. The “glass escalator” concept also implied that the male elementary teacher would have an easier time being
hired for the administrative position than female candidates.

The hypothesis that administrative hiring practices favor male candidates over female candidates is also challenged by the fact that female administrators hold 54% of the elementary principal positions in the state of Oregon. While it has been argued that the number of male and female administrators should be proportional to the number of male and female teachers (Gates et al. 2003, 2004; Ringel et al. 2004), a more significant statistic is found in the percentage of male and female elementary teachers who actually want to become administrators. An indication of that motivation is the possession of an administrative credential which authorizes the individual to serve as an administrator in the state of Oregon. Male teachers hold 52% of the administrative credentials in Oregon while female teachers hold 47% of the credentials (Teacher Standards and Practice Commission, 2006). The number of female elementary administrators is proportional to the number of female teachers holding administrative credentials. Reality in the state of Oregon contradicts the hypothesis that there is a “glass escalator” for male elementary teachers seeking elementary administrative positions. The “glass escalator” hypothesis would predict that the percentage of male elementary principals would be significantly higher than female elementary principals. Historically, that may have been true, but in the year 2006 it is not the case in the state of Oregon.

Realistic employment expectations for male elementary teachers should be included in the curricula of the state’s administrative licensure programs. While the hiring experiences of administrative personnel are individual, the perceptions of bias or favored treatment have been alleged for both male and female candidates in the responses to the survey. District personnel or hiring committees should work to ensure that all candidates receive consideration with neither gender being favored. Fair and equitable consideration will be especially important when the
members of either gender are the majority of the hiring committee or district personnel.

Myth. The image of a male elementary teacher as role model is to continue the dominance of males in society. The perception of male teacher as male role model has also conjured up perspectives of teaching masculinity which reinforces the patriarchal traditions that foster male domination (Apple, 1998; King, 2000; Roulston & Mills, 2000).

Reality. When the male respondents spoke of themselves as role models, they described the positive character traits which would define positive, responsible citizens in a diverse society. Nearly unanimous responses to the three statements about role models in the school setting highlight this issue: (a) teachers, parents and community members see male elementary teachers as positive role models for their students, (b) male elementary teachers see themselves as role models, and (c) female elementary teachers see themselves as role models.

The teachers identified qualities such as caring, thoughtful, honest, visionary, consistent, kind, fair, positive, encouraging, modeling appropriate behavior, problem solving, responds to injustice, and models grace to describe the qualities that they sought to embody in their teaching. As the male teachers described these character traits, the comment was often made that these traits also described the position of female elementary teachers as role models for their students. The male did not specify that any of these traits were masculine traits, nor did they indicate that other males in the community did not possess these traits. The feeling was expressed that some of the children in their classrooms had not seen the breadth of actions and concerns of positive role models. The male elementary teacher as a positive role model would enable the male and female students to experience the breadth of those relationships.

Closely identified with the theme of teacher as role model is the theme of the teacher as a
substitute parent. This concept is especially expressed with respect to male elementary teachers who are teaching students who have come from single parent homes. Traditionally, it has been felt that the father is the missing figure and so the male elementary teacher can help fulfill that role.

Disagreement with the statement that male elementary teachers see themselves as substitute fathers for their students was expressed by the majority of male and female respondents. It is by living this life of character that he will influence and help mold the lives of his students. The image of the male in the elementary school is that of a male role model who is teaching the students by his words, action, and life. There will be times when he will be caring for his students much like he cares for his own children, but he will be doing it as their teacher and role model, not as their father. The roles of teacher and father are distinct, but there are also times when the responsibilities coincide. It is at those times, and only those times, when there is a blurring of the roles. The male teacher should remember that he is the teacher, and not the parent of the student.

Myth: Male elementary teachers only need to learn the prohibitions concerning their contact and relationships with their students.

Reality. The elementary classroom is often described as a place where caring, love, and nurturing is expressed (King, 2000). Other studies have identified conflicts for male elementary teachers between wanting to express their care and concern for their students while at the same time being cautious due to concerns about false accusations of child abuse (DeCorse & Vogtle, 1997; Nelson, 2002). It is into this environment that the male elementary teacher in Oregon steps every day. This discussion is focused on the issues which confront the male elementary teacher in his relationships with his students by seeking to identify the potential issues.

Most of the male respondents felt comfortable expressing care and concern for their
students when the concept was presented in generic terms. However, the question of touch was a sensitive issue. Physical touch can be an avenue to convey a teacher’s care and concern for his students. Almost all of the male respondents said that male elementary teachers had to be more concerned about touching their students than female elementary teachers. Closely aligned with the issue of touching children is the possibility of false accusations of child abuse. Most of the male respondents said that false accusations of child abuse are a major concern.

False accusations of child abuse were one of the reasons cited for the shortage of male elementary teachers (Nelson, 2002). The structured interviews highlighted the perception that most teacher education programs and district inservices have focused on the prohibitions for male elementary teachers, but neglected to provide the male elementary teacher with positive ways to affirm and connect with the students in his classroom. Presentation of prohibited conduct does set boundaries for the male elementary teacher, but it does not allow discussions to occur in which male elementary teachers share their frustrations and concerns. Discussions in which male elementary teachers are allowed to explore and examine the issues will empower the male elementary teacher to be proactive rather than reactive. It is also important for female elementary teachers and community members to realize the strain placed on male elementary teachers by these concerns about touching, expressing care and concern, and false child abuse accusations. An important facet of this realization should be that accusation of abuse or inappropriate touching does not equal guilt or even wanting to talk about this issue.

Male elementary teachers face a unique challenge as they seek to establish relationships and connections with their students. Their female colleagues may, or may not, understand the pressure or scrutiny that comes with being a male teacher in the elementary classroom. The majority of
female respondents did not feel that male teachers are under more scrutiny. The results of this study replicate earlier studies which described the challenges faced by male elementary teachers as they sought to establish positive relationships with their students while maintaining boundaries that limited their touch and contact with their students (King, 2000; Nelson, 2002; Sargent, 2000).

Most professors in elementary teacher education programs are female (U. S. Department of Education, 2003). Most of the teachers in the elementary setting are female. The male elementary teacher faces unique challenges in working with young children because of his gender – these challenges may or may not be understood by his professors or his colleagues. The structured interviews yielded the assumption that providing only prohibitions are sufficient to guide the male teacher’s steps. Little opportunity has been given for male elementary teachers to explore the issues of establishing relationships and connections with students while seeking to avoid false accusations of child abuse and inappropriate touching within a male perspective.

*Myth:* It is always possible to determine the intent of a male teacher by the tone of his voice.

*Reality:* Nearly two-thirds of the male respondents said that the tone of a male teacher’s voice could be misperceived as mean and angry when that was not his intent. However, most of the female respondents denied that the tone could be misperceived. Similar results were seen when the statement focused on the idea that the tone of a male teacher’s voice could be perceived as threatening when that was not his intent.

The male elementary teacher can use the tone of his voice to command attention or to provide directions to a large group of students. Excitement or enthusiasm can increase the volume or provide additional animation or inflection to the tone. A male teacher is speaking to a student, a group of students, or a fellow staff member. The tone of his voice changes. Is he angry, mean, or
threatening? Is the observer or participant listening to the words that he speaks? Or is the response of the participant or observer a reaction to the tone. The differing responses of male and female participants create that challenge. The majority of male respondents said that it could be misperceived as mean, angry, and threatening. The majority of female respondents denied that the misperception could occur.

The dichotomy of difference in the responses of the male and female participants to the statements about the tone of the male teacher’s voice is striking. The majority of male teachers believe that the tone of their voices can be misperceived as mean, angry, or threatening. The majority of female teachers disagreed. This dichotomy illustrates a difference in communication styles that is not discussed within school or teacher education settings. The tone of a male teacher’s voice can be misperceived. Have conclusions been formed about the intent of the tone without considering the intent, mindset, and words of the male teacher? Have there been cases where the male teacher is assumed to be guilty (just as in child abuse accusations) when it was not his intent to be mean, angry, or threatening? These are challenges that a male elementary teacher faces because the tone of his voice is different than the tone of a female teacher’s voice.

*Myth:* The minority status of male teachers in the elementary building can be ignored because males historically have had dominant status in society.

*Reality.* Male teachers are in the minority in most elementary school settings. The low percentages of male teachers within each school building (15% or less) can lead to the males being considered as “tokens” using the language developed by Kanter (1977). Her study found that in organizations with discrepant membership percentages between two subgroups (i.e., 85% and 15%) that the smaller group could be perceived as “tokens” while the larger group could be perceived as
Kanter’s study (1977) examined female employees of a large industrial corporation as the “tokens” with the male employees as the “dominants.” Members of the “tokens” were seen as representatives of a category rather than as individuals. Several characteristics described the professional lives of the female employees. There was a shielding of personal opinions by the female employees because they did not feel safe to express their opinions. Loyalty to the majority included listening to gendered statements without objection, allowing females and their gender to be sources of humor, and the expression of gratitude for their status by not criticizing or pressing for more advantage within the corporation.

Within the perspectives of the elementary school and the study by Kanter, there is a significant societal reversal for male and female teachers. Male elementary teachers are not the “dominants,” but instead have become the “tokens.” It is within this dimension of relationships and roles that some male elementary teachers have stepped.

Approximately four of 10 male elementary teachers expressed agreement with the concepts that male elementary teachers experience loneliness, discomfort, and isolation within the elementary school setting. The sources of these feelings can be related to the topics of conversation in the staff lounge as well as to the small numbers of male teachers in the buildings. The informal conversations within the elementary school setting have been identified as issues for male elementary teachers in earlier studies. Allan (1997) described the teacher’s lounge as the territory of the women. Sargent (2001) found that the male teachers could be uncomfortable with the topics of conversation in the staff lounge and that comments by male teachers could be dismissed by the female teachers as only the male perspective. Similar themes were noted by Cushman (2005) who
noted that the conversation of female teachers could focus on children, relationships, and clothing, but that when the male teachers sat together they were the targets of gender stereotypical teasing.

The majority of the male teachers who responded to this study agreed with the statement that male teachers hear female teachers tell stories and jokes about the foibles of men. Nearly half of the female teachers who responded agreed with the statement. However, when the issue of male elementary teachers telling jokes and stories about the foibles of the female gender was presented, the majority of male and female respondents said that this is not occurring in the elementary schools.

Closely related to the statements concerning jokes and stories about the opposite gender is the question of sexual harassment and whether male and female staff members are under the same rules concerning sexual harassment. Strong levels of agreement were expressed by both male and female respondents to the statement that male elementary teachers have to worry about what they say to female staff members because of sexual harassment issues. Most male teachers felt that female teachers did not have to worry about what they said to male staff members because of sexual harassment issues. The response from the female participants was ambivalent to the question of whether female teachers had to worry about what they said to male staff members because of sexual harassment issues.

The interview participants expressed the perception that male teachers are expected to ignore the stories and jokes, but that if the males were the ones telling the stories that there would be immediate consequences. The perception exists that males are required to be more careful in what they say while the female staff members feel more comfortable in sharing ideas which might see males as sex objects or would be construed as sexual harassment if a male said the same thing.
One participant said, “I’m a man and I’m supposed to accept it differently” (Participant 2250).

Gender-related comments and experiences which isolated male elementary teachers as minorities in predominately female elementary teacher workshops and professional development settings were also identified by the participants. The experiences either magnified the awareness that the male was a solitary male participant or ignored the presence of the male.

Referring back to the work by Kanter (1977) and examining the responses to the survey and structured interview questions, there were elements of “tokenism” for the male elementary teacher. Gendered statements expressed by female staff members are acceptable, but a gendered statement by a male staff member is not acceptable. Male teachers hear stories and jokes about their gender, but the unwritten expectation is that the stories and jokes have to be accepted without objection. Calls for gender equity have often ignored these dimensions of equity, at least for the male elementary teacher.

Sexual harassment training and workshops have heightened the awareness of male participants concerning appropriate language, comments, and images in workplaces occupied by both male and female employees. The question emerges from the responses to the survey and the comments expressed in the structured interviews whether this awareness of appropriate language, comments, and images exists when the male is in the minority as seen in the elementary school and educational workshop settings. The survey results do not highlight a pervasive problem, but instead an area that should be examined within the context of sexual harassment training. The same standards should be present for both male and female elementary teachers. Expecting a male teacher to accept the jokes, stories, and other comments simply because he is a male is similar to the treatment experienced by the female employees in Kanter’s study (1977). It is also not acceptable to
expect the male elementary teacher to leave the room if the conversation makes him uncomfortable. Teacher education programs and school districts should include discussions which highlight the experiences of the male elementary teacher as a minority to increase the awareness of their female elementary teachers concerning the appropriateness of jokes, stories, and other comments.

This study began with the investigation of the motivations, career ambitions, experiences, issues, and contributions of male elementary teachers. The inclusion of both qualitative and quantitative methods in the research has enabled the researcher to identify myths which have become pervasive about male elementary teachers while also identifying the realities under which the male elementary works.

Future Research Studies

This research project has focused on male elementary teachers in the state of Oregon. A stratified random sample of male and female elementary teachers was surveyed and structured interviews were conducted with 12 respondents. Four areas should be considered for future research projects.

The replication of this research project utilizing a random sample of male elementary teachers in the United States would enable the researchers to develop more conclusive and nationally generalizable images of the male elementary teacher. Previous research projects and this research project have been limited either by resources or by sample size. Snapshots of male elementary teachers within specific settings have been developed, but no national studies have been conducted.

A second research project should analyze the actual hiring practices at the school district level. This analysis would include examination of the data concerning the number of male and
female applicants at the elementary level, number of male and female applicants interviewed, the
number of male and female applicants hired at the elementary level, composition of interview
teams, and evaluations of the interview process to investigate whether bias towards male or female
candidates is being expressed at the district level or at the state level.

The performance of male and female candidates during the interview process should be the
focus of a third research project. This project should explore the communication styles,
performance, academic preparation, and perceptions of the interview committee to determine if
there is a noticeable difference in the performance of male and female candidates. This project
would also seek to identify the qualities, communication styles, and vocabulary which would best
prepare the candidate for the interview.

A fourth research project should examine the curricula, teaching materials, and classes of
elementary teacher education programs to determine if bias against male elementary teacher
candidates exists. The bias might not be overt, but instead would be represented in texts and
discussions which continually portray the male as dominant while overlooking the minority status
of the male elementary teacher. The project should also consider whether any attention is given to
the unique situation of the male teacher working in the predominantly-female environment of the
elementary school. The attention should include not only the child abuse perspectives, but also the
working relationships and communication between male and female elementary teachers.
REFERENCES


Nelson, B. G. (2002). *The importance of men teachers and reasons why there are so few*. Minneapolis, MN: MenTeach and Men in Child Care and Elementary Education Project.


Oregon Department of Education. (2003). *Demographic characteristics of persons currently enrolled in an administrative license program at an Oregon college or university.* Available December 28, 2005, from http://www.ous.edu/SAELP


Oregon Department of Education. (2005c). *Oregon school directory 2005-06.* Salem, OR:


APPENDICES
Appendix A

Elementary Teacher Survey

February 2006

*Please indicate your level of agreement or disagreement with the following statements.*

*SD – Strongly Disagree, D – Disagree, A – Agree, and SA – Strongly Agree.*

1. My district needs to hire more male elementary teachers. | SD   | D   | A   | SA |
2. My district needs to make hiring more male elementary teachers a priority. | SD   | D   | A   | SA |
3. Male elementary teachers have an easier time being hired than female elementary teachers. | SD   | D   | A   | SA |
4. Female elementary teachers have an easier time being hired than male elementary teachers. | SD   | D   | A   | SA |
5. Male elementary teachers have an easier time being hired for administrative positions than female elementary teachers. | SD   | D   | A   | SA |
6. Female elementary teachers have an easier time being hired for administrative positions than male elementary teachers. | SD   | D   | A   | SA |
7. Male elementary teachers see the elementary classroom as a temporary position enroute to becoming an administrator. | SD   | D   | A   | SA |
8. Female elementary teachers see the elementary classroom as a temporary position enroute to becoming an administrator. | SD   | D   | A   | SA |
9. Male elementary teachers leave the elementary classroom because it is difficult to be a male working in an environment that is predominantly female.

10. Male elementary teachers begin teaching because they want to help all children learn and be successful.

11. Male elementary teachers see themselves as male role models for their students.

12. Female elementary teachers see themselves as female role models for their students.

13. Male elementary teachers see themselves as substitute fathers for their students.

14. Female elementary teachers see themselves as substitute mothers for their students.

15. Parents, staff, and community members see male teachers as positive male role models for the students.

16. Male elementary teachers feel like their actions and comments are under more scrutiny than experienced by female teachers.

17. A male elementary teacher will receive more negative attention than a female elementary teacher even if they both do the same thing.

18. The tone of a male elementary teacher’s voice can be misperceived as mean and angry when he does not intend to be angry and mean.

19. The tone of a male elementary teacher’s voice can be perceived as threatening when the intent of the male teacher is non-threatening.
20. Male elementary teachers often feel uncomfortable expressing their care and concern for their students.

21. Male elementary teachers have to worry more about touching students than female elementary teachers.

22. False accusations of child abuse are a major concern of male elementary teachers.

23. It is important for all students to see men teaching in kindergarten through 5th grades.

24. Male teachers experience loneliness and discomfort in the staff room when the conversations focus on topics such as dating, clothing, women's medical issues, etc.

25. Female elementary teachers often have informal networks of communication and power that exclude male elementary teachers.

26. Male elementary teachers feel loneliness and isolation within the school setting because there are so few of them.

27. Male elementary teachers form alliances of power and influence with male principals.

28. Male elementary teachers hear female teachers and staff tell jokes or stories about the foibles of men.

29. Female teachers hear male teachers and staff members tell jokes or stories about the foibles of women.

30. Male elementary teachers have little influence in decisions that are made in schools with predominantly female staffs and a female principal.
31. Male elementary teachers have to be careful about what they say to female staff members because of possible charges of sexual harassment.

32. Female elementary teachers have to be careful about what they say to male staff members because of possible charges of sexual harassment.

33. Most male elementary teachers would like to be in an administrative position at some point in their careers.

34. Most female elementary teachers would like to be in an administrative position at some point in their careers.

35. I would like to be an administrator.

The following questions will help us to describe those who have responded to the survey. Please circle the appropriate response.

<table>
<thead>
<tr>
<th>What is your gender?</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long have you been teaching?</td>
<td>0-5 years</td>
<td>6-10 years</td>
</tr>
<tr>
<td>What is your highest degree?</td>
<td>BA</td>
<td>MAT</td>
</tr>
<tr>
<td>Do you have an administrative credential?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>What grade do you teach?</td>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>What is the gender of your principal?</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>How many classroom teachers work in your building?</td>
<td>_______Female</td>
<td>_______Male</td>
</tr>
<tr>
<td>How many teachers have been hired in your building in the last 2 years?</td>
<td>_______Female</td>
<td>_______Male</td>
</tr>
</tbody>
</table>
A sample of respondents will be contacted for follow-up interviews exploring the themes of this study. If you would like to participate in this process, please check this box and enter your name and email address below.

If you would like to receive a summary of the research results, or be notified when the results or published, please check this box and enter your name and email address below.

Name ____________________________________________

Email Address _____________________________________

Please feel free to make any comments or suggestions concerning this research project. The researcher (Robert Bonner) can be contacted at rlbonner@georgefox.edu or by phone (503) 538-7489 if you have questions or concerns.
Please indicate your level of agreement or disagreement with the following statements by clicking on the appropriate button.

1. My district needs to hire more male elementary teachers.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

2. My district needs to make hiring more male elementary teachers a priority.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

3. Male elementary teachers have an easier time being hired than female elementary teachers.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

4. Female elementary teachers have an easier time being hired than male elementary teachers.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree
5. Male elementary teachers have an easier time being hired for administrative positions than female elementary teachers.
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

6. Female elementary teachers have an easier time being hired for administrative positions than male elementary teachers.
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

7. Male elementary teachers see the elementary classroom as a temporary position enroute to becoming an administrator.
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

8. Female elementary teachers see the elementary classroom as a temporary position enroute to becoming an administrator.
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
9. Male elementary teachers leave the elementary classroom because it is difficult to be a male working in an environment that is predominantly female.
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

10. Male elementary teachers begin teaching because they want to help all children learn and be successful.
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

11. Male elementary teachers see themselves as male role models for their students.
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

12. Female elementary teachers see themselves as female role models for their students.
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
13. Male elementary teachers see themselves as substitute fathers for their students.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

14. Female elementary teachers see themselves as substitute mothers for their students.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

15. Parents, staff, and community members see male teachers as positive role models for the students.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

16. Male elementary teachers feel their actions and comments are under more scrutiny than experienced by female teachers.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree
17. A male elementary teacher will receive more negative attention than a female elementary teacher even if they both do the same thing.
   ( ) Strongly Disagree
   ( ) Disagree
   ( ) Agree
   ( ) Strongly Agree

18. The tone of a male elementary teacher's voice can be misperceived as mean and angry when he does not intend to be angry and mean.
   ( ) Strongly Disagree
   ( ) Disagree
   ( ) Agree
   ( ) Strongly Agree

19. The tone of a male elementary teacher's voice can be perceived as threatening when the intent of the male teacher is non-threatening.
   ( ) Strongly Disagree
   ( ) Disagree
   ( ) Agree
   ( ) Strongly Agree

20. Male elementary teachers often feel uncomfortable expressing their care and concern for their students.
   ( ) Strongly Disagree
   ( ) Disagree
   ( ) Agree
   ( ) Strongly Agree
21. Male elementary teachers have to worry more about touching students than female elementary teachers.
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

22. False accusations of child abuse are a major concern of male elementary teachers.
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

23. It is important for all students to see men teaching in kindergarten through 5th grades.
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

24. Male teachers experience loneliness and discomfort in the staff room when the conversations focus on topics such as dating, clothing, women's medical issues, etc.
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
25. Female elementary teachers have informal networks of communication and power that exclude male elementary teachers.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

26. Male elementary teachers feel loneliness and isolation within the school setting because there are so few of them.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

27. Male elementary teachers form alliances of power and influence with male principals.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

28. Male elementary teachers hear female teachers and staff tell jokes or stories about the foibles of men.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree
29. Female teachers hear male teachers tell jokes or stories about the foibles of women.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

30. Male elementary teachers often have little influence in decisions that are made in schools with predominantly female staffs and a female principal.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

31. Male elementary teachers have to be careful about what they say to female staff members because of possible charges of sexual harassment.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

32. Female elementary teachers have to be careful about what they say to male staff members because of possible charges of sexual harassment.
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree
33. Most male elementary teachers would like to be in an administrative position at some point in their careers.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

34. Most female elementary teachers would like to be in an administrative position at some point in their careers.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

35. I would like to be an administrator.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

The following questions will help us to describe those who have responded to the study.

36. What is your gender?

- Female
- Male

37. How long have you been teaching?

- 0 to 5 Years
- 6 to 10 Years
- More than 10 Years
38. What is your highest degree?
- BA
- MAT
- MA/MEd
- PhD/EdD

39. Do you have an administrative credential?
- Yes
- No

40. What grade do you teach?
- Kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- Specialist

41. What is the gender of your principal?
- Female
- Male

42. How many female classroom teachers work in your building?

43. How many male classroom teachers work in your building?

44. How many female classroom teachers have been hired in your building in the last 2 years?

45. How many male classroom teachers have been hired in your building in the last 2 years?

46. A sample of respondents will be contacted for follow-up interviews exploring the themes of this study. If you would like to participate in this process, please write your email address below.

47. If you would like to receive a summary of the research results, or be notified when the results are published, please write your email address below.

48. Please feel free to make any comments or suggestions about this research project in the space below. The researcher (Robert Bonner) can be contacted at rbonner@georgefox.edu or by phone (503) 538-7489 if you have questions or concerns.
Appendix C

Structured Interview Questions

1. Why do men become elementary teachers?

2. What do men bring to the elementary classroom?
   
   Followup: Is this different from female elementary teachers? How is this different from female teachers?

3. What factors discourage men from becoming elementary teachers?

4. What factors have influenced your remaining as an elementary teacher?
   
   Followup: Based on your observations, what factors have caused men to leave the elementary classroom?

5. Do we need to recruit more men into elementary teaching?
   
   Followup: Why? What can be done to recruit more men into elementary teaching?

6. What are the challenges that a man faces as an elementary teacher?

7. What does it mean for a male elementary teacher to be a role model?

8. In your opinion, what does it mean for a female elementary teacher to be described as a role model?

9. Describe your experiences as a male working within a predominantly female environment.
   
   Probes: Highpoints/lowpoints.

10. Describe your experiences and perceptions regarding sexual harassment issues in the workplace.
   

11. Describe your experiences involving communication and decision making in your building and/or buildings.
Followup: What factors do you see influencing the communication networks and decision making in your building?

12. Do you feel that you are under more scrutiny because you are a male elementary teacher?

Followup: What areas and/or issues are sources of concern?

Probes: Interactions with children, voice

13. What were some of your memorable experiences as a male teacher in your teacher education program? Can you describe any times when you feel awkward or uncomfortable being a male teacher in a predominantly female program?

14. Do you have any additional comments that you would like to share?
Appendix D

Themes Identified in N6 Analysis

1. Motivation
   a. Pre-teaching experience
   b. Role model
   c. Love of children
   d. Other
   e. Decision time
   f. Comfort level
   g. Schedule

2. Hiring experiences and career ambitions
   a. Teaching positions
   b. Administrative positions
   c. Remaining in the classroom

3. Potential issues
   a. Cultural norms
   b. Physical touch of children
   c. Sexual harassment – staff
   d. Female working environment
   e. Maternal
   f. Financial
   g. Suspicion
h. Stereotypical behavior
i. Male ways of interacting
j. Trust of the students

4. Working environment
   a. Staff room conversations
   b. Cliques
   c. Perception of principal
   d. Educational workshop experiences
   e. Staff meetings
   f. Unequal sexual harassment issues
   g. Camaraderie
   h. Spitting

5. Male teacher benefits
   a. Role model
   b. Class structure
   c. Balance
   d. Male perception
   e. Male interaction
   f. Troubled kids
   g. Father figure
   h. Voice and presence
   i. Breaks for male teachers
6. General comments
7. Memorable moments
8. Educational programs – Non Gender related
9. Expressed preference – male or female
Appendix E

Initial Letter to Participate In the Project

February 20, 2006

Teacher Name
School
Address
City, State Zip Code

Dear [Teacher’s Name]:

I am writing to ask your participation in my dissertation research exploring the world of the male elementary teacher in the state of Oregon. Male elementary teachers comprise only 15 percent of the teaching population and very little research has been conducted examining this phenomena. An important perspective that I bring to this research is that I, too, am an elementary teacher in Oregon. I am asking both male and female elementary teachers to participate in this research as I examine the motivation, experiences, perceptions, and working relationships of male elementary teachers. Your participation is essential to the development of a thorough image of male elementary teachers in the state of Oregon.

This research is being conducted in two strands. The first strand of this research utilizes a random sample of male and female elementary teachers listed in the Oregon Department of Education database. Your name was randomly chosen from this database. The second strand of the research process will include structured interviews in which I hope to investigate the subject with more in-depth questions and observations. The survey will provide you with an opportunity to indicate if you want to participate in the second strand.

Your participation in this research will be confidential. Results of the survey will only be released in summaries in which no individual’s responses can be identified. There is an identification number on your survey, but its purpose is only to allow the tracking of participation, not the identification of specific responses.

I have enclosed a postage-paid business reply envelope for the submission of your survey.

An online version of the survey is available if you would like to use it instead of the paper survey. It can be found at http://academic.georgefox.edu/testpilot/rlbonner/rlbonner.tp3. Please enter the identification number 3999 when prompted for an identification number.

This research is being conducted under the supervision of my dissertation committee at George Fox University. Should you have questions or concerns about this research, the primary researcher, Robert Bonner, can be reached at rbonner@georgefox.edu or (503) 538-7489. The chairman of my committee is Dr. Mark Carlton, assistant professor at George Fox University. He can be contacted at mcarlton@georgefox.edu or (503) 554-2873.

Thank you for participating in this research!

Sincerely,

Robert Bonner
Appendix F

Postcard Reminder & Expressing Appreciation

February 27, 2006

Last week you received a survey seeking your opinions and ideas concerning male elementary teachers in the state of Oregon. Your name was randomly chosen from a listing maintained by the Oregon Department of Education.

Please accept my sincere thanks for participating in this research project. Your responses will provide additional insights into the world of the male elementary teacher. Your responses are being added to the knowledge base of this research.

If you have not submitted your survey yet, please take a few minutes to complete the survey and return it in the postage-paid business reply envelope. The survey is also available online at http://academic.georgefox.edu/testpilot/rlbonner/rlbonner.tp3. Please use the four-digit number printed above your name on the address label as your identification number to log in for the online survey.

Thank you again for your participation. I can be reached at rlbonner@georgefox.edu or (503) 538-7489 if you need additional information.

Robert Bonner
Researcher
Appendix G

2nd Letter Mailed To Participants Who Did Not Respond to First Letter

April 3, 2006

Teacher's Name
School
Address
City, State Zip

Dear [Teacher's Name]:

Approximately six weeks ago, I wrote you concerning your participation in a study of male elementary teachers in the state of Oregon. I want this research project to be representative of both male and female elementary teachers in the state of Oregon. Many of your colleagues have responded to this survey. Your participation is also necessary as we explore the motivation, experiences, perceptions, and working relationships of male and female elementary teachers. Your name was chosen as part of a stratified random sample of male and female elementary teachers using information found in the Oregon Department of Education database of elementary teachers.

If you have already submitted your survey, please ignore this letter and accept my appreciation for your assistance. If you have not, I have included a second survey and a postage-paid business reply envelope for your use in completing and returning the survey.

Your participation in this research will be confidential. Results of the survey will only be released in summaries in which no individual's responses can be identified. There is an identification number on your survey, but its purpose is only to allow the tracking of participation, not the identification of specific responses.

An online version of the survey is available if you would like to use it instead of the paper survey. It can be found at http://academic.georgefox.edu/testpilot/rlbonner/rlbonner.tp3. Please enter the identification number 3999 when prompted for an identification number.

This research is being conducted under the supervision of my dissertation committee at George Fox University. Should you have questions or concerns about this research, the primary researcher, Robert Bonner, can be reached at rbonner@georgefox.edu or (503) 538-7489. The chair of my committee is Dr. Mark Carlton, assistant professor at George Fox University. He can be contacted at mcarlton@georgefox.edu or (503) 554-2873.

Thank you for participating in this research!

Sincerely,
Robert Bonner