Perceptions of Florida Administrators on the Absence of Male Teachers in K-12 Public Schools

Kimberly A. Dunn
Concordia University - Portland

Follow this and additional works at: http://commons.cu-portland.edu/edudissertations

Recommended Citation
http://commons.cu-portland.edu/edudissertations/5

This Open Access Dissertation is brought to you for free and open access by the Graduate Theses & Dissertations at CU Commons. It has been accepted for inclusion in Ed.D. Dissertations by an authorized administrator of CU Commons. For more information, please contact libraryadmin@cu-portland.edu.
WE, THE UNDERSIGNED MEMBERS OF THE DISSERTATION COMMITTEE
CERTIFY THAT WE HAVE READ AND APPROVE THE DISSERTATION OF

Kimberly Ann Dunn

CANDIDATE FOR THE DEGREE OF DOCTOR OF EDUCATION

Brandy Kamm, Ph.D., Faculty Chair Dissertation Committee
Robert Voelkel.Ed.D., Content Specialist
Craig Rogers, Ed.D., Content Reader

ACCEPTED BY
Joe Mannion, Ed.D.
Provost, Concordia University, Portland

Sheryl Reinisch, Ed.D.
Dean, College of Education, Concordia University, Portland

Jerry McGuire, Ph.D.
Director of Doctoral Studies, Concordia University, Portland
PERCEPTIONS OF FLORIDA ADMINISTRATORS ON THE ABSENCE OF MALE TEACHERS IN K-12 PUBLIC SCHOOLS

Kimberly A. Dunn
Concordia University – Portland
College of Education

Dissertation submitted to the Faculty of the College of Education in partial fulfillment of the requirements for the degree of Doctor of Education in Teacher Leadership

Committee Chair, Brandy Kamm, Ph.D.
Craig Rogers, Ed.D.
Robert Voelkel, Ed.D.

Concordia University Portland
2016
ABSTRACT

The purpose of this study was to determine if a relationship exists between the perceptions of K-12 Florida Public School administrators and the absence of male teachers. The quantitative survey instrument provided the means to examine the significance of the administrators’ perceptions regarding the lack of male teachers at all grade levels. A shortage and absence of male teachers in public schools in the United States is an issue that continues to be relevant in research. Much literature has explored the obstacles that keep male teachers from entering and staying in the K-12 public educational system. Results from this quantitative survey study were developed using chi square analysis and revealed much agreement between both male and female administrators regarding the hiring of males under the categories of difficulty in hiring males, equal representation of male and female teachers, and parent acceptance of male teachers. Surprisingly, however, both female and male administrators were neutral in the areas of providing affirmative action to ensure an equal number of male and female teachers and perceiving that the current salaries deter men from applying for teaching positions.

Keywords: male teachers, public schools, male mentors, administrator perceptions, mentors, hiring practices
DEDICATION

All glory and honor goes to my Savior, Jesus Christ. For without Him, nothing would be possible. I also dedicate this journey to my sweet momma, who is no longer with me physically; however, without her spirit to guide me, I would have given up many times throughout this endeavor. To my precious girls, Lauren, Emiley and Carlie, I could not have maintained my sanity without your support and constant encouragement. I love you all for loving me so much.

To my dear daddy and his steadfast, unwavering faith in the Lord and in me, I can never put into words the gratitude I have in my heart.
# TABLE OF CONTENTS

- **ABSTRACT** ............................................................................................................................... iii
- **DEDICATION** .............................................................................................................................. iv
- **Table of Contents** ...................................................................................................................... v
- **LIST OF FIGURES** ....................................................................................................................... ix
- **LIST OF TABLES** ....................................................................................................................... xi

**Chapter 1: Introduction** ............................................................................................................ 1
  - Introduction to the Problem ........................................................................................................... 1
  - Background, Context, History, and Conceptual Framework for the Problem .................................. 3
  - Statement of the Problem ............................................................................................................... 4
  - Purpose of the Proposed Study ..................................................................................................... 5
  - Research Questions ....................................................................................................................... 5
  - Rationale, Relevance, and Significance of the Proposed Study ..................................................... 7
  - Nature of the Proposed Study ........................................................................................................ 8
  - Definition of Terms ........................................................................................................................ 9
  - Assumptions, Delimitations, and Limitations ................................................................................. 9

**Chapter 2: Literature Review** ..................................................................................................... 10
  - Introduction to the Literature ....................................................................................................... 10
  - Conceptual Framework ................................................................................................................ 12
  - Review of the Research Literature and Methodological Literature ............................................ 14
  - Historic Background .................................................................................................................... 14
  - Feminization of the Teaching Profession ...................................................................................... 17
  - Role Models .................................................................................................................................. 18
<table>
<thead>
<tr>
<th>Chapter 3: Methodology</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>29</td>
</tr>
<tr>
<td>Purpose of the Proposed Study</td>
<td>30</td>
</tr>
<tr>
<td>Research Questions and Hypothesis</td>
<td>32</td>
</tr>
<tr>
<td>Research Design</td>
<td>33</td>
</tr>
<tr>
<td>Target Population, Sampling Method, and Related Procedures</td>
<td>35</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>37</td>
</tr>
<tr>
<td>Data Collection</td>
<td>38</td>
</tr>
<tr>
<td>Operationalization of Variables</td>
<td>38</td>
</tr>
<tr>
<td>Data Analysis Procedures (Quantitative, Qualitative)</td>
<td>38</td>
</tr>
<tr>
<td>Limitations of Research Design</td>
<td>39</td>
</tr>
<tr>
<td>Expected Findings</td>
<td>40</td>
</tr>
<tr>
<td>Ethical Issues</td>
<td>40</td>
</tr>
<tr>
<td>Chapter 3 Summary</td>
<td>40</td>
</tr>
</tbody>
</table>

Chapter 4: Data Analysis and Results ................................................................. 42

Introduction ........................................................................................................... 42
Research Questions ........................................................................................................ 42
Description of the Sample ............................................................................................. 43
Research Methodology and Analysis ............................................................................. 44
Results of Statistical Analysis ....................................................................................... 45
  Research Question One ................................................................................................. 45
    Salary Deterrent ........................................................................................................ 46
    Supportive Systems .................................................................................................... 46
  Descriptive Analyses of Remaining Criteria ............................................................... 47
  Research Question Two ................................................................................................. 49
    Salary Deterrent ........................................................................................................ 50
    Supportive Systems .................................................................................................... 50
  Research Question Three ............................................................................................. 52
    Salary Deterrent ........................................................................................................ 52
    Supportive Systems .................................................................................................... 52
Summary of the Findings .............................................................................................. 55

Chapter 5: Conclusions and Discussion ....................................................................... 57
  Introduction .................................................................................................................... 57
  Summary of the Results ............................................................................................... 58
  Discussion of the Results ............................................................................................. 59
  Discussion of the Results in Relation to the Literature ................................................ 60
  Limitations .................................................................................................................... 62
  Implication of the Results for Practice, Policy, and Theory ........................................ 62
  Recommendations for Further Research .................................................................... 64
Conclusion ........................................................................................................................................... 65

References......................................................................................................................................... 66

APPENDICES...................................................................................................................................... 71

Appendix A: Survey Consent ........................................................................................................... 71
Appendix B: Survey ............................................................................................................................ 73
Appendix C: Survey Data ................................................................................................................... 76
Appendix D: IRB Approval Letter ..................................................................................................... 77
LIST OF FIGURES

Figure 1: Concept map of the researcher's initial framework of research literature .................. 13
Figure 2: Percentages of teachers by gender .................................................................................. 16
Figure 3: Florida Percentages of Male Teachers ........................................................................... 16
Figure 4: Analysis of Remaining Criteria as Relevant to Gender ................................................. 48
Figure 5: Analysis of Remaining Criteria as Relevant to Age ....................................................... 51
Figure 6: Remaining Criteria Relevant to Years of Experience ................................................... 54
LIST OF TABLES

Table 1: Demographics ............................................................................................................. 45
Table 2: Administrator Perception Based on Gender ................................................................. 47
Table 3: Administrator Perception Based on Age ...................................................................... 50
Table 4: Administrator Perception based on Years of Experience ........................................... 53
Chapter 1: Introduction

Introduction to the Problem

The shortage and absence of male teachers in public schools in the United States is an issue that continues to be relevant in research. Much literature has explored the reasons why males often do not enter into, or remain in, the K-12 public educational system. Reasons such as social stigma, feminization of the profession, and wages were common discussions in the literature. However, absent from the literature was an exploration into the issue from the administrative viewpoint, and specifically an investigation into whether there is bias during the hiring process. This study explored this gap in this literature and focused on administrative bias in the hiring process. The gender demographics of teachers nationwide are overwhelmingly female in a profession that in the past was dominated by males.

In a society that is constantly changing, and where educational institutions have become more than a place of academia, schools need male role models to aid in the success of students and facilitate a more positive experience for all students throughout their educational experience. Social theory suggests that males do not feel comfortable filling K-12 teaching positions (Martino, 2008). However, male teachers present an area of critical need, especially when schools desire a balanced gender representation. A New Zealand study noted this in its survey of 250 primary school administrators, and discovered evidence that the principals preferred male teachers who held to traditional, stereotypical attributes (Cushman, 2005). This suggests a need to address the benefits of male mentors, hiring incentives for male teachers, review of the hiring perspectives of public school leaders, and exploration of the relationship between administrator perceptions and the hiring of K-12 teachers, which was the focus of this study. Males comprised only 23.7% of U.S. public school teachers in 2013 (NEA, 2014). This imbalance can be
attributed to the sociocultural factors that permeate the teaching profession, especially at the elementary level. This suggests that there is a need to address the benefits of male mentors, the incentives for male teachers, the hiring perspectives of public schools, and the transformation of and assistance for administrators in the hiring process. From the research findings, this study attempted to determine the perspectives of K-12 administrators from three counties in a southern state regarding the absence of male teachers in the K-12 public school system.

The question that drove this research was as follows: What relationship exists between school administrator traits and the administrator’s perspectives on the hiring of male teachers in Florida’s K-12 schools?

The researcher’s hypothesis was as follows: There is no significant correlation between the administrators’ hiring perspectives and the absence of male teachers in K-12 schools.

Specifically, this study sought evidence for answers to the following questions:

What relationship exists between school administrator traits and the administrator’s perspectives on hiring male teachers in Florida’s K-12 schools?

1. To what extent is there a difference in the perceptions of school administrators based on the gender of the administrator with respect to hiring male teachers?

   H1o: There is a difference in the perceptions of school principals based on their gender with respect to hiring male teachers

   H11: There is no difference in the perceptions of school principals based on their gender with respect to hiring male teachers.

2. To what extent is there a difference in the perceptions of school administrators within the age range of 45 years and below versus 46 years and above with respect to hiring male teachers?
H2₀: There is a difference in the perceptions of school principals aged 45 years or younger and those over 46 years old with respect to hiring male teachers.

H2₁: There is no difference in the perceptions of principals aged 45 years or younger and those over 46 years old with respect to hiring male teachers.

3. To what extent is there a difference in the perceptions of school administrators with 10 or fewer years of experience versus 11 years of experience and more with respect to hiring male teachers?

H₃₀: There is a relationship between school administrator years of professional experience and the administrator’s perspectives on hiring male teachers in Florida’s K-12 schools.

H₃₁: There is no relationship between school administrator years of professional experience and the administrator’s perspectives on hiring male teachers in Florida’s K-12 schools.

**Background, Context, History, and Conceptual Framework for the Problem**

The literature review revealed a gap in the understanding of the significance of administrative perceptions addressing the lack of male K-12 teachers. While many researchers agreed on the many factors keeping men from the profession (Cushman, 2008; Feistritzer, 2011; Skelton, 2003), research was less clear about what could be done to attract men to the profession. Cushman (2008) asserted, “Studies have found little evidence to suggest that the shortage of male teachers is related to any gap in educational outcomes for boys or girls” (p. 80).

Nevertheless, she argued that “there is increasing evidence to suggest that other reasons for increasing the number of male teachers deserve further emphasis” (Cushman, 2008, p. 80). She argued that male students prefer male teachers when addressing personal or emotional issues, “which is supported by an earlier study by Farquhar (1998) that suggested the values of having teachers of both genders is largely social psychological” and that this in itself reaps educational
benefits (p. 80). Cushman (2008) further noted that students “gain from the opportunity to interact with a diverse group of adults” (p. 80). For these reasons, this researcher pursued a study based on the perceptions of current administrators.

The foundational theoretical framework of sociological theory underscored the premise of this research. A goal of a sociological theory is to seek understanding and to clarify the interpretive cultural conditions, such as the absence of male K-12 teachers. Additionally, the conceptual framework for this research enveloped the sociological principles of social constructivism that helped connect the administrators and the institutional environment. The conceptual framework of a study is the “system of concepts, assumptions, expectations, beliefs and theories that support and inform” the research (Maxwell, 2005, p. 33). The researcher based the concepts for this research on the issue of why there is not more gender-balanced faculty in the K-12 public educational system, the idea that students at all levels need male role models, and the need for a more gender-balanced faculty in the schools.

Statement of the Problem

The problem for this study originated from the absence of male teachers in K-12 schools in the United States. Recently, America’s public schools comprised of 51% male students, many of whom lacked male role models (Bauman & Davis, 2013), and yet males comprised only 23.7% of U.S. public school teachers in 2013 (NEA, 2014). This imbalance can be attributed to the sociocultural factors that permeate the teaching profession, especially at the elementary level, such as salaries, social stigma, and the feminization of the teaching profession. Researchers have suggested that public schools need male role models to foster a more balanced representation of society (Cushman, 2005, 2008, 2012; Klecker & Loadman, 1999; Skelton, 2003). For this reason, a deeper understanding of whether the gender imbalance is a societal misconception, an
administrator bias, or a foundational human resource conflict at the hiring level guided this researcher to explore the views of administrators regarding hiring male teachers.

**Purpose of the Proposed Study**

Few U.S. public school teachers are male (only 23.7% in 2013), which has led to an imbalanced gender representation in America’s school faculties and an unequal opportunity for effective role models for students (NEA, 2014). As a result, the purpose of this study was to investigate perspectives of K-12 administrators from the state of Florida regarding the absence of male teachers in the K-12 public school system. To date, there has been limited empirical research addressing the views of administrators regarding the absence of male teachers. Therefore, this quantitative survey study explored administrator hiring perspectives toward male applicants for a position in the teaching profession. These findings have the potential to inform school administrators of the need for an increase of male teachers at all grade levels in order to provide a more balanced gender representation among the faculties and male role models for students.

**Research Questions**

The research question and sub-questions that drove this study were as follows:

What relationship exists between school administrator traits and administrator’s perspectives on hiring male teachers in Florida’s K-12 schools?

1. To what extent is there a difference in the perceptions of school administrators based on the gender of the administrator with respect to hiring male teachers?

H10: There is a difference in the perceptions of school principals based on their gender with respect to hiring male teachers
H1: There is no difference in the perceptions of school principals based on their gender with respect to hiring male teachers.

2. To what extent is there a difference in the perceptions of school administrators within the age range of 45 years and below versus 46 years and above with respect to hiring male teachers?

H20: There is a difference in the perceptions of school principals aged 45 years or younger and those over 46 years old with respect to hiring male teachers

H21: There is no difference in the perceptions of principals aged 45 years or younger and those over 46 years old with respect to hiring male teachers.

3. To what extent is there a difference in the perceptions of school administrators with 10 or fewer years of experience versus 11 years of experience and more with respect to hiring male teachers?

H30: There is a relationship between school administrator years of professional experience and the administrator’s perspectives on hiring male teachers in Florida’s K-12 schools.

H31: There is no relationship between school administrator years of professional experience and the administrator’s perspectives on hiring male teachers in Florida’s K-12 schools.

Hypothesis:
There is no significant correlation between the hiring practices and the absence of male teachers in K-12 schools.

Specifically, this study sought evidence for answers to the following questions:

1. To what extent is there a significant difference between male and female administrators’ hiring of male teachers?
2. To what extent is there a significant difference in the hiring of male teachers by administrators within the age range of 35 years and below versus 36 years and above?

3. To what extent is there a significant difference in the hiring of male teachers by administrators with 15 or fewer years of experience versus administrators with 16 or more years of experience?

Rationale, Relevance, and Significance of the Proposed Study

For the purpose of this study, the researcher collected data using a quantitative survey method. The researcher compiled the data according to the Likert scale categories. A Likert scale uses quantitative values to provide a means for a statistical analysis. This method allowed the researcher to make the statistical estimates and conclusions from the survey (Fowler, 2014). Each category was weighted with a numerical value (e.g., Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), Strongly Disagree (5)), and the researcher provided an analysis of the similarities and differences within the variables. To explore the administrators’ perceptions, the researcher used a survey that included a Likert scale instrument and administrator demographics. These methods allowed the researcher to extrapolate the differences among administrators’ perceptions and views and how administrators could impact a balancing of faculty gender representation. Specifically, the researcher made every effort to contact all public school administrators in the state via email, with the aid of the state department’s data records of email addresses. The researcher presented the administrators with the purpose of the study and informed them of their rights as human subjects, including the anonymity of the survey results, as well as the risks. The invitational email included directions for how to complete the electronic survey via Qualtrics Software.
The Likert-type survey helped the researcher to determine the relationship between administrator viewpoints and the absence of male K-12 teachers. The researcher then compared this relationship to the gap in the literature findings from this study. The researcher used a chi square test of independence to assess differences in the distribution of percentages. For example, she examined whether there were differences in the perceptions of Florida administrators addressing equality of gender representation on school faculty, and whether there were differences in perceptions among secondary administrators versus elementary administrators, or among male versus female administrators. The researcher grouped the responses to the survey according to the independent variables.

This analysis examined the perceptions of Florida administrators of the issue of gender-imbalanced faculties at K-12 schools in the state of Florida. The researcher intended for the analysis to help school administrators understand whether administrators’ perspectives impact the need for an increase in male teachers at all grade levels, in order to provide a more balanced gender representation among the faculties and male role models for students.

**Nature of the Proposed Study**

The population for this study consisted of elementary, middle, and high school principals in 10 counties in a southern state. Using the sample to population was more appropriate for demonstrating why the issue of the absence of K-12 male teachers can be researched through the lens of administrators. The survey data from these sample administrators was representative of the population. The researcher invited all active principals in 10 districts in the state to participate in the survey.

The survey instrument used to collect the data for this study was reviewed and approved by the IRB Committee. Permission was granted and obtained from the author. The original
published survey was designed and reviewed by professionals at that University of South Dakota to establish reliability and credibility (Sealy, 2010). The Qualtrics online source allowed the researcher to compose the survey, distribute it to the participants, and track the responses, all in one place. For collecting data for this study, the researcher used a survey to address the research questions. She specifically designed the survey to illicit responses from current K-12 public school administrators in three counties in a southern state concerning their perceptions and suggestions regarding the absence of male teachers, the hiring of male teachers, and incentives or suggestions to encourage more males to seek the teaching profession.

**Definition of Terms**

*IRB Committee*: Institutional Review Board

*Participants*: current public school administrators invited to participate in the survey study.

*Sample population*: current public school administrators in the state of Florida.

*Survey instrument*: a document in which the participants recorded their responses to the researcher’s questions.

**Assumptions, Delimitations, and Limitations**

Limitations to this research study could include weaknesses associated with the sample to population pattern, the text of the survey questions, the survey instrument, or the actual number of surveys returned for the compilation of data. While surveys were available to all administrators in the 10 counties of a southern state, not all participated. The survey instrument was digital, and therefore participants needed a familiarity with the format in order to complete the survey. Further, the text of the survey questions was subject to interpretation and could have bias. There were no foreseeable risks to the participants in this study. Indirect benefits of this study could include enhanced hiring perspectives of K-12 school administrators.
Chapter 2: Literature Review

Introduction to the Literature

A shortage of male K-12 teachers at all grade levels is an issue that continues to be relevant in research. Schools need male teachers to change the balance in gender representation and to provide respected role models for male and female students (Dee, 2007; Martino, 2008). The gender demographics of teachers nationwide are overwhelmingly female. According to 2013 National Education Association (NEA; 2014) data, males comprised only 23.7% of 3,107,349 U.S. public school teachers. In other words, there were only 739,026 male teachers, compared to 2,368,323 female teachers nationwide (NEA, 2014). This suggests that public schools need more male role models to aid in the success of students and facilitate a more positive experience for all students throughout their educational experiences (Medford, Knorr, & Cook, 2012).

This gender imbalance could be attributed to sociocultural factors that permeate the teaching profession, especially at the elementary level (Klecker & Loadman, 1999). Several sociological issues contribute to the absence of male teachers, such as the monetary aspect of teaching and status associated with the profession. Teaching has been considered a feminine profession in American society (Cushman, 2005; Drudy, 2008). Additionally, the teaching profession has been predominately female since America’s inception of the educational system. Social theory suggests that males do not feel comfortable filling K-12 teaching positions (Martino, 2008). However, male teachers present an area of critical need, especially when schools desire a balanced gender representation. A New Zealand study noted this in its survey of 250 primary school administrators, and discovered evidence that the principals preferred male teachers who held to traditional, stereotypical attributes (Cushman, 2005). This suggests that there is a need to address the benefits of male mentors, hiring incentives for male teachers,
review of the hiring practices of public school leaders, and exploration of administrator bias in the hiring of K-12 teachers, which was the focus of this study.

Researchers Ashley and Lee (2003) suggested that one solution to the student achievement problem could be to recruit and employ more male teachers in order to provide male students with respected male role models. A deeper understanding of whether the gender imbalance is a societal misconception, administrator bias, or a foundational human resource conflict at the hiring level was what guided this researcher to explore the views of administrators on hiring male teachers.

Cushman (2005) suggested that:

While the reasons for the decline in the number of males enrolling in teacher education are complex and multi-faceted, four factors which have been identified as contributing to the decline are experiences and attitudes related to status, salary, working in a predominantly female environment, and physical contact with children. (p. 227)

While this researcher acknowledged these factors, this study focused on the views held by administrators addressing the lack of male teachers in K-12 public schools.

In their article “Male Elementary School Teachers’ Ratings of Job Satisfaction by Years of Teaching Experience,” Klecker and Loadman (1999) argued that teaching in American public schools in grades K-12 was largely a female pursuit. Their study’s purpose was to further the research on male elementary teachers through a descriptive study using survey questionnaires. The survey focused on questions that would elicit responses regarding what aspects of teaching elementary teachers find most and least satisfying, any gender differences in job satisfaction ratings between male and female teachers, and any differences in male elementary teachers’ ratings of job satisfaction as related to their years of teaching experience. The study found that:
few researchers have chosen to focus on the need for more males in the teaching force.
The scarcity of male teachers as student role models is a subject of concern at all levels, but it is of particular concern in the early grades. (p. 504)

Klecker and Loadman (1999) used a qualitative study to calculate responses to the job satisfaction survey, which found that while both male and female teachers responded favorably in regard to job satisfaction, male teachers were more likely to make a career move into administration. National statistics of teacher demographics indicate that the national teaching population is 72% female and 28% male (NEA Research, 2014). This is an arguable reason for administrators to make more of a conscious effort to hire male teachers.

**Conceptual Framework**

The foundational theoretical framework of sociological theory underscored the premise of this research. A goal of a sociological approach is to seek understanding and to clarify the interpretive cultural conditions, such as the absence of male K-12 teachers (Boghossian, 1999). Additionally, the conceptual framework for this research enveloped the sociological principles of social constructivism that helped connect the administrators and the institutional environment. In considering this theory, Boghossian (1999) explained that “something that is socially constructed is to emphasize its dependence on contingent aspects of our social selves. It is to say: This thing could not have existed had we not built it” (p. 1). Because constructivism focuses on the individuals’ creation of knowledge, the perception that teaching is a role for women underscores the absence of male teachers as related to the lens of the administrator (Schweitzer & Stephenson, 2008; Vygotsky, 1978). Male teachers present an area of critical need, especially when schools desire a balanced gender representation (Balchin, 2002). In light of this, the responsibilities of school principals encompass the commitment to all areas of the organization,
from community to the instructional practices within the classrooms (Graczewski et al., 2009). This commitment should include the intentional focus to balance the gender representation of the faculty.

The conceptual framework of a study is the “system of concepts, assumptions, expectations, beliefs and theories that support and inform” the research (Maxwell, 2005, p. 33). The researcher based the concepts for this research on the issue of why there are not more male teachers in the K-12 educational system, the idea that students at all levels need male role models, and the need for a more gender-balanced faculty in the schools. Figure 1, below, provides the initial framework of the research literature to show the emphasized areas in addressing the absence of male teachers in schools K-12.

Figure 1. Concept map of the researcher's initial framework for research literature.
Research Questions:

1. To what extent are K-12 site leaders gender-biased when hiring teachers?
2. What deters males from applying for K-12 teaching positions?
3. What needs to change for men to choose to apply for K-12 teaching positions?

Review of the Research Literature and Methodological Literature

For this study, the researcher conducted a comprehensive review of related literature using online peer-reviewed journal articles, dissertations, print materials, and other resources. In research, it is crucial to build upon previous research and literature (Eisenhart, 1991). Because the topic of the absence of male teachers is not a new phenomenon, the literature review for this study was not an exhaustive review of all resources and research. However, the review was relevant and pertinent to the research. This review consisted of the major findings that support the researcher’s hypothesis that administrators are gender-biased when hiring, in spite of the need for more male teachers in order to create a more gender-balanced representation in school faculties.

Historical Background

To explore the foundations of this research study, it was important to look at a brief history of the teaching profession. Historically, from colonial times until the early years of the 19th century, most K-12 teachers were men. The teachers could have been anyone who taught during the months the schools were in session, if they did not work other jobs, such as farming, surveying or inn-keeping (PBS, n.d.). More affluent schoolmasters might desire a higher position in society, such as becoming a pastor in the church or joining the legal profession (Johnson, 2008). These men used their teaching careers as a way to move into these higher-salaried positions.
Horace Mann, an education reformer, believed in creating a more democratic and universal type of school, and in the 1800s, these Common Schools soon became plentiful across the nation (PBS, n.d.). This expansion of schools led to the need for more teachers, and Mann and other reformers began to see the need for not just more teachers, but for quality teachers. At the same time, America’s young men were drawn to the promising western frontier and leaving the profession, so young women began to arise as perfect “teacher” replacements. “The Common School reformers seized on the idea of hiring women to teach in the new schools…and adding that women need be paid only a third what men received” (PBS, n.d.), which ushered in the perception of the early 1900s society in which “male educators fretted about The Woman Peril, making dire prophecies about the emasculating effects of women teachers” (PBS, n.d.). This transition helped to usher in the dominant female structure of today’s teaching profession.

The dominance of female teachers continues today. Figure 2 depicts the percentages of teachers by gender in the United States from 1986 to 2011 (Feistritzer, 2011). From this figure, it is clear that the decline in the number of male teachers is an issue.
Figure 2. *Percentages of teachers by gender 1986-2011.* Adapted from “Profiles of Teachers in the U.S. 2011” by C. E. Feistritzer, 2011, National Center for Education Information, p. 12. Copyright 2011 by the National Center for Education Information.

In Figure 3, the national data is mirrored in the percentages of male teachers in the state of Florida.

<table>
<thead>
<tr>
<th>Dist #</th>
<th>District</th>
<th>Total Male</th>
<th>% Male Teachers</th>
<th>Total Male &amp; Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>FLORIDA</td>
<td>34,572</td>
<td>20.5%</td>
<td>168,342</td>
</tr>
</tbody>
</table>

*Figure 3. Florida percentages of male teachers. Adapted from the Florida Department of Education 2014-15, Survey 2 (as of 12/10/14)*

Cushman (2005) revealed that:

while the reasons for the decline in the number of males enrolling in teacher education are complex and multi-faceted, four factors which have been identified as contributing to
the decline are experiences and attitudes related to status, salary, working in a predominantly female environment, and physical contact with children. (p. 227)

It was from this statement that the researcher sought to discover what administrators view as the reason why there is a lack of male teachers, and to determine if there is bias when hiring.

**Feminization of the Teaching Profession**

The data suggested, “one of the explanations for increasing the number of men teachers is to counteract the ‘feminisation’ of primary schooling” (Skelton, 2003, p. 195). Skelton (2003) found that the data from the study showed “that male student teachers of upper primary children (7-11-year-olds) were more likely to be concerned about and supportive of traditional images of masculinity than those men who were training to teach lower primary pupils (3-8-year-olds)” (p. 195). Skelton (2003) also addressed limitations to the study in that “there needs to be some consideration given to the fact that ‘masculinity’ and ‘femininity’ is not simply a property of bodies but is intertwined into the daily management and organisation of primary schools” (p. 207). While this study rendered useful information from the data, and suggested that hiring more male teachers to create a more balanced gender representation is paramount, there were still questions left unanswered regarding how organizations can increase the population of male teachers.

Martino (2008) further discussed the feminization of the profession, coupled with the idea that teaching is not a “manly” profession. As Williams (1993) suggested, the damaged masculinity issue supports the claim that “men use various strategies to maintain their masculinity in [female-dominated] occupations, often transforming the work in the process” (as cited in Martino, 2008, p. 213). While there was no direct evidence in any of the reviewed studies to support the argument that male teachers had any more influence on student
achievement than female teachers, questions should be asked about the consequences of gender disparity of teachers in America’s schools.

**Role Models**

Cushman (2008) pointed out conflicting studies regarding the benefit of male teachers in schools. Studies by Ashley and Lee (2003) and Lyons (2005) suggested that “the absence of men from classrooms has been linked to the underachievement of boys, behavioral issues, a lack of male role models, and the feminization of schools” (as cited in Cushman, 2008, p. 80). On the other hand, Cushman (2008) observed that other studies noted that researchers “have found little evidence to suggest that the shortage of male teachers is related to any gap in educational outcomes for boys or girls” (p. 80). For example, Martin and Marsh (2005) found that boys and girls are “no more or less motivated and engaged in classes taught by females than they are in classes taught by males” (as cited in Cushman, 2008, p. 80). Cushman (2008), however, continued to argue that “such findings do not dispute the need for men in schools, but rather, contest the commonly accepted rationale for their presence” (p. 80). In this study, Cushman (2008) abstracted from the previous research to provide an overview of the reasons for the underrepresentation of male teachers in the classroom, specifically in the primary grades (Cushman, 1998, 1999, 2000, 2005a, 2005b, 2006) and discussed strategies in “different countries to forestall or reverse the trend” (p. 81).

Through her examination of current research, Cushman (2008) used a Likert-type questionnaire “to survey 250 primary school principals on their views toward the employment of male teachers, and their perception of the term ‘male role model’” (p. 98). She also distributed other questionnaire surveys to obtain data from students and teachers. In concluding her findings, Cushman (2008) argued that the issues surrounding the lack of male teachers reaches
further than just meeting a number for gender balancing. Moreover, this issue must be “addressed by multilevel and multifaceted comprehensive, long-term, governmental policies” in order to establish permanent change (p. 92).

Theory and research show that men provide beneficial experiences for student learning and social development. Dee (2007) found that gender interactions between teachers and students had significant effects on educational outcomes. Her quantitative data suggested that assignment to a teacher of the opposite sex lowers student achievement by about 0.04 standard deviations. Among 13-year-olds, results suggested that one year with a male English teacher would eliminate nearly a third of the gender gap in reading performance, specifically improving the performance of boys but at the same time lowering the performance of girls (Dee, 2007). With this understanding, the importance of assuring a more balanced gender representation among the faculty is paramount. Furthermore, the interaction between students and male teachers can foster a view that men can be accepted in the role of caring for and teaching young children. On the other hand, an absence of male teachers, especially in the primary grades, can leave the impression that the role of a teacher is not meant for a male (Farquhar, 1997).

**Recruiting Male Teachers**

The initiative to hire more male teachers is not exclusive to the United States. Skelton (2003) indicated that in the United Kingdom, “the relatively low number of male teachers in primary schools has become increasingly seen by governments across the western world as a matter of real concern” (Smith, 1999; Lahelma, 2000; Hutchings, 2001; Sargent, 2001). Men who are already in the teaching profession deal with the social perception that there is something “amiss” if they choose to teach young children. Skelton quoted Williams’ (1993) book *Doing Women’s Work*, in which Williams wrote “that men who enter female occupations have their
masculinity placed under scrutiny and, in response, often emphasize it by acting out ways of being ‘properly masculine’” (as cited in Skelton, 2003, p. 206). However, Skelton (2003) also noted that the social assumption of the importance of increasing the proportion of male teachers to increase positive role models for young children is founded upon gender theory that has been widely challenged.

In her research, Skelton (2003) discussed the issue of recruiting male primary teachers in England. To address this issue, Skelton’s (2003) study explored the views of student teachers. The study included participants from 30 initial teacher training (ITT) institutions, all located in England, with the exception of one Welsh university. The questionnaire included both closed and open-ended questions and returned a response rate of 41%. Although an earlier research, in the study conducted by Alan (1997), collaborative interviews were conducted among Iowa elementary teachers. Alan (1997) examined the assumed advantage men have in affirmative hiring and explored men's experiences of conflict in a profession dominated by females. This aspect of the study contributed, in part, to examining factors that may influence why men are not hired for teaching positions.

From the research, Alan (1997) suggested that:

gender as ‘the absent presence’ (Apple, 1990) in our understanding of schools becomes clearer when we discover to what extent it shapes and is in fact a part of "the work" for men of being an elementary teacher. In negotiating gendered structures of power and control in the elementary school, men are conscious that they ‘do’ gender, ‘work at’ constructing masculinities shaped by and constrained by the social milieu. (p. 24)

In addition to Alan’s (1997) discussion, Rice and Goessling (2005) reviewed and discussed the absence of male teachers based on current literature. Their article also discussed the need for
strategic ways in which to encourage, recruit and retain more male special education teachers. The article was divided into categorical sections dealing with the deterrents such as “low status, low salaries, the perception of teaching as women’s work, potential complaints of child abuse and sexual harassment, and a lack of male peer groups factor into this low percentage” (p. 348).

A common element in the research literature suggested that low-salary levels were a deterrent to enticing and hiring male teachers at the K-12 level. Research revealed that educators viewed the profession as underpaid. In today’s society, job seekers often view financial considerations as a high priority when searching for employment. Rice and Goessling (2005) cited a study by Wood and Hoag (1993) which found that some “males do not seem to look at teaching as career opportunity, because of money” (p.17). However, in this study, some men who chose to teach did so for the intrinsic value (Rice & Goessling, 2005). In addition, Brookhart and Loadman (1996) noted that men were more likely to decide to move up to an administrative position within five years of employment. If salary is one of the deterrents for men entering the teaching profession, it should be an obvious avenue for district leaders to address in order to conceptualize ways to fund financial incentives for hiring practices.

Many organizations have human resource programs to address employment and hiring requirements. For instance, past U.S. military service veterans often receive the first opportunity to apply for teaching positions through programs such as Troops to Teachers. This program was enacted as a response to the need for a volume of teachers who were able to influence student achievement. Siekkinen (2008) pointed out that Troops to Teachers helps to “enhance positive social change by supporting an alternative means of attracting a diverse and reliable population of new teachers” (p. i).
Many job opportunities are subject to affirmative action for the hiring of minorities. Researchers Baugh and Stone (1982) suggest that employing both “equal employment opportunity and affirmative action contributed to a reduction in discrimination against women in education” (p. i). Similar alternative human resource opportunities for hiring teachers might assist administrators in recruiting more male teachers. Therefore, with these programs in place and arguably available, the researcher questions whether there is administrator bias during the hiring process.

**Review of Methodology and Methodological Issues**

**Methodology.** In the research conducted by Warren (2008), a survey and questionnaire was employed for data collection. The purpose of this study was to examine the factors that affected the job satisfaction of male teachers, and to investigate the differences in those factors as compared to those influencing female teachers. The sample consisted of 519 teachers (99 male and 420 female) from a southeastern state (Warren, 2008). Warren (2008) noted, “the surveys were distributed to all grade-level supervisors in the districts” (p. 40). The administrators handled the distribution of surveys at the schools during a faculty meeting. Participants were to complete and return the forms to a designated staff person, and the researcher collected the surveys and conducted the data analysis.

For this research study, the researcher generated a more specific quantitative survey design from previous research to uncover bias and alignment between administrative perceptions and the lack of male teachers, in order to create a more balanced representation of males in K-12 public schools. Based on a quantitative research design, using the sample to population method, this study provided a survey to the administrators in the state of Florida to solicit data about their hiring practices, and specifically their views addressing the of hiring male teachers for their
The researcher used a survey instrument and a Likert scale to determine the perceptions of the administrators of the state of Florida. This survey should provide insight as to why men are not being hired for K-12 teaching positions, and it could provide possible solutions or ideas for recruiting more men into the teaching profession.

The researcher used a quantitative design as the methodology for the strategy of inquiry. The researcher sought “to develop relevant true statements, ones that can serve to explain the situation that is of concern or that describes the causal relationships of interest” (Creswell, 2003, p. 8). Quantitative research seeks to describe current conditions (Gay, Mills & Airasian, 2012). In this research, it was not the goal to determine what schools must do to address the issue of the absence of male teachers, but to understand and extrapolate what administrators think should or should not be done and to determine administrator bias when hiring. Through the use of a sample to population pattern, the researcher developed and distributed a survey to administrators across the state of Florida.

This research study used a survey to extrapolate data from Florida public school administrators and may have encountered study limitations or issues. The researcher gathered state data on the percentage of male K-12 teachers per district and statewide administrator contact information.

**Methodological issues.** Limitations to this research study included weaknesses associated with the sample to population pattern, the text of the survey questions, the survey instrument, and the actual number of surveys returned for the compilation of data. While the researcher made surveys available to all administrators within 10 school districts in the state, not all participated. The survey was digital; therefore, participants needed familiarity with the
format in order to complete the questionnaires. Further, the text of the survey questions was subject to interpretation and could have had bias.

**Synthesis of Research Findings**

A shortage of male teachers at all grade levels is an issue that continues to be relevant in research. Schools need more male role models at the elementary level to aid in the success of younger students and to help facilitate a more positive experience throughout the educational experience (Skelton, 2009). Overall, having more male teachers can increase student achievement (Skelton, 2009). The desire for a deeper understanding of whether it is a societal conception, administrator bias, or a foundational human resource conflict at the hiring level guided this research as a means to further explore views of administrators.

Male teachers are needed to change the lack of balance in gender representation. The gender demographic of teachers nationwide is overwhelmingly female. Males comprised only 23.7 percent of U.S. public school teachers in 2013 (NEA, 2014). This imbalance can be attributed to the sociocultural factors that permeate the teaching profession, especially at the elementary level. This suggests that there is a need to address the benefits of male mentors, the incentives for male teachers, the hiring practices of public schools, and the transformation of and assistance for administrators in the hiring process. In their article “Male Elementary School Teachers' Ratings of Job Satisfaction by Years of Teaching Experience,” Klecker and Loadman (1999) argued that teaching in American public schools in grades K-12 was largely a female pursuit. The foundational theoretical framework of social theory underscored the premise of this research. A goal of a social approach is largely to seek understanding and to clarify interpretive conditions such as the absence of male K-12 teachers. Male teachers present an area of critical need, especially when schools desire a balanced gender representation.
The research indicates that “despite much attention and some effort to get more males into K-12 teaching, the dominant public school teaching force in the United States continues to be female. Eighty-four percent of public school teachers are female. This is up from 82 percent in 2005, 74 percent in 1996, 71 percent in 1990 and 69 percent in 1986” (Feistritzer, 2011, p. 12).

Recently, one area of education, alternative teacher preparation for certified school teachers, has produced a higher proportion of male teachers. “Twenty-two percent of teachers coming through alternate routes are men, compared with 16 percent of teachers entering the profession through traditional programs” (Feistritzer, 2011, p. 12). This data suggests that the alternative certification path would be a viable area for districts and administrators to use as a way to attract more male teachers to the profession. Feistritzer (2011) explained that “while men constitute only 16 percent of all public school teachers, one-third of them (32 percent) – compared with 22 percent of women – entered teaching through an alternative route to traditional college campus-based teacher education route” (p. 12; see Figure 2.) In addition, Figure 3 shows that in the state of Florida, the statistics for male teachers were comparable to the nation’s, which showed that 20.5% of teachers were male (FDOE, 2013, para. 4).

**Critique of the Literature**

Skelton (2003) discussed the issue of recruiting male primary teachers in England. To address this issue, Skelton conducted a study to explore the views of student teachers. The study included thirty initial teacher training (ITT) institutions located across England, with the exception of one Welsh university. The questionnaire included both closed and open-ended questions and returned a response rate of 41% (p. 204). Skelton (2003) addressed limitations to the study in that “there needs to be some consideration given to the fact that ‘masculinity’ and
‘femininity’ is not simply a property of bodies but is intertwined into the daily management and organisation of primary schools” (p. 207). Skelton (2003) also addressed the universal drive to recruit more male primary teachers in England. One of the motivations to increase the number of male teachers was to counteract the “feminisation” of schools. This assumption was based on sex role socialization theories, and the study builds an in-depth review of the implications. While this study rendered useful information from the data, and suggests that the goal of hiring more male teachers to create a more balanced gender representation is paramount, there are still questions left unanswered regarding how organizations can increase the population of male teachers.

Cushman (2008) pointed out conflicting studies regarding the benefit of male teachers in schools. Some studies suggested that “the absence of men from classrooms has been linked to the underachievement of boys, behavioral issues, a lack of male role models, and the feminization of schools (Ashley & Lee, 2003; Lyons, 2005)” (p. 80), while other studies noted that researchers:

have found little evidence to suggest that the shortage of male teachers is related to any gap in educational outcomes for boys or girls. Moreover, Martin and Marsh (2005) found that boys and girls are “no more or less motivated and engaged in classes taught by females than they are in classes taught by males” (p. 332).

Cushman (2008), however, argued that “such findings do not dispute the need for men in schools, but rather, contest the commonly accepted rationale for their presence” (p. 80). Through her examination of current research, Cushman (2008) used a Likert-type questionnaire “to survey 250 primary school principals on their views toward the employment of male teachers, and their perception of the term ‘male role model’” (p. 98). She also distributed other questionnaire surveys to obtain data from students and teachers. Cushman (2008) argued that the issues
surrounding the lack of male teachers reaches further than just meeting a number for gender balancing. Moreover, this issue must be “addressed by multilevel and multifaceted comprehensive, long-term, governmental policies” in order to establish permanent change (p. 92). Cushman also offered solutions to address the lack of males in the K-12 schools.

Summary

The findings from this literature review reveal a gap in the significant element of administrative perceptions in addressing the lack of male K-12 teachers. While it is clear that the researchers noted many of the same factors keeping men from the profession, it is not clear what can be done to attract men to the profession.

The research indicates that “Despite much attention and some effort to get more males into K-12 teaching, the public school teaching force in the United States continues to become more female. Today, 84% of public school teachers are female” (NEA Research, 2014). This is up from 82% in 2005, 74% in 1996, 71% in 1990, and 69% in 1986. Alternative preparation routes tend to produce a higher proportion of male teachers. In his article “Profile of Teachers in the U. S.,” Feistritzer (2011) wrote, “Twenty-two percent of teachers coming through alternate routes are men, compared with 16 percent of teachers entering the profession through traditional programs” (p. 12). In considering this data, this study attempted to add to these findings by surveying administrators in the state of Florida to solicit their perceptions and suggestions to further the discussion. In addition, this study attempted to provide a new perspective on gender issues in the teaching profession.

In the review of the existing literature, researchers’ results suggest that while administrators should attempt to hire the most qualified individuals as teachers, administration should also attempt to hire individuals, including men, who could provide a more balanced
education for students. Administration should increase male teacher recruitment efforts to aid in the creation of a more balanced gender representation of school faculty.

While these previous studies revealed useful information through their data collection, the question of whether there is evidence of administrative hiring biases toward females was still unanswered. In the review of these studies, all researchers addressed counter-arguments regarding research that suggested that gender does not play a part in student achievement. However, it is noted that more research addressing how to resolve the issue of the shortage of male teachers is still unclear. In fact, Cushman (2007) asserted that “studies have found little evidence to suggest that the shortage of male teachers is related to any gap in educational outcomes for boys or girls” (p. 80). Nevertheless, she argues that “there is increasing evidence to suggest that other reasons for increasing the number of male teachers deserve further emphasis” (Cushman, 2008, p. 80). For this reason, this researcher pursued a study based on the perceptions of administrators.
Chapter 3: Methodology

Introduction

This quantitative survey design research study explored the perceptions of Florida administrators addressing the absence of male teachers in K-12 schools. In their article, Klecker and Loadman (1999) argued that teaching in American public schools in grades K-12 was largely a female pursuit. The absence of male teachers created an unbalanced gender representation in school faculties, limited opportunities for student role models, and an unbalanced opportunity for students to receive a full educational experience. These are significant reasons for states and districts to employ as a basis for fundamental changes in the hiring process. In order to explore the perceptions of administrators addressing their roles in the hiring process, this research used similar methods to the research study conducted by Sealey (2009), in which the researcher surveyed South Dakota public, private, and tribal elementary school administrators in order to determine their perceptions regarding hiring male elementary teachers.

In Sealey’s (2010) study, the author’s sample populations consisted of 289 elementary principals from South Dakota. Sealey (2010) noted, “all active elementary principals in the state were surveyed” (p. 25). Sealey collected data from principals in public, private, and tribal schools, beginning by emailing all South Dakota elementary principals to ask them to complete the electronic survey. This quantitative study was to determine the perceptions of South Dakota elementary principals regarding hiring male teachers in elementary schools. Sealy’s (2010) study revealed that:

Even though female teachers greatly outnumbered males, female administrators were shown to agree more with the idea that men and women should be equally represented on an elementary school teaching staff, while male administrators showed
more agreement on perceiving that male teachers would be more likely to pursue administrative careers. (p. ii)

The current study elaborated on these perceptions through the inclusion of administrators from all grade levels, K-12.

For this research study, the researcher generated a more specific quantitative study from previous research to uncover the alignment between administrative perceptions and the lack of male teachers in order to create a more balanced representation of male teachers in the K-12 public school environment. Using a survey instrument allowed the researcher to evaluate the responses to determine if there was a relationship between the administrator perceptions and the lack of male teachers. Was there bias in the hiring process when comparing demographics such as age, longevity, and gender? Based on a quantitative research design, using a G power calculation, with an estimated sample size of 400 administrators across 10 districts in the state of Florida, the researcher calculated a return rate of 385 at 95% confidence level with a 3% margin of error. This study provided a survey to the administrators in the state of Florida to solicit data regarding their perceptions of their hiring and evaluation practices in hiring male teachers for their schools. The researcher used a survey instrument and a Likert scale to determine the perceptions of the administrators of the state of Florida. This survey could provide insight as to why men were not being hired for K-12 teaching positions.

**Purpose of the Proposed Study**

The purpose of this study was to gain understanding about whether the imbalance of gender representation in K-12 public schools was a societal misconception or a foundational human resource conflict at the hiring level. Low starting pay, old stereotypes regarding male and female roles, and stigma are some of the aspects that have deterred men from entering the field
of education. Students need male teachers in schools to change the balance in gender representation among faculties. Having a more balanced representation would aid in a more realistic picture of society, render more opportunities for students to receive a well-rounded educational experience, and provide male role models for all students. Researchers Ashley and Lee (2003) suggested that the solution to the student achievement problem was to recruit and employ more male teachers in order to provide male students with respectable male role models. A more balanced representation would also provide male role models to aid in the success of students to help facilitate a more positive experience throughout the students’ educational experiences.

The researcher attempted to determine the perspectives of Florida administrators regarding the hiring practices of male teachers in the K-12 public school system. A review of the literature provided commonality in the findings of the sociocultural factors that serve as deterrents that convince men not to enter the teaching profession. Other research addressing this problem focused on fewer participants, and focused mainly on the perceptions of male teachers already employed and not on the perceptions of administrators. In addition, previous researchers developed their studies largely through a qualitative method (Cushman, 2008; Feistritzer, 2011; Skelton, 2003). In response, a survey design, distributed to all current K-12 administrators in 10 Florida counties, was the methodology of this study. This survey provided the information from the participants’ responses and the data that will be analyzed. The survey also provided data collected from a fraction of the population, or a sample, to represent the population as a whole (Fowler, 2014). This study focused on administrator perceptions.
Research Questions and Hypothesis

The purpose of this study was to determine if the perceptions of K-12 Florida Public School administrators impacts the absence of male teachers. The following are the hypothesis and sub-questions that guided the research.

What relationship exists between school administrator traits and the administrator’s perspectives on hiring male teachers in Florida’s K-12 schools?

1. To what extent is there a difference in the perceptions of school administrators, based on the gender of the administrator, with respect to hiring male teachers?

   H10: There is a difference in the perceptions of school principals based on their gender with respect to hiring male teachers.
   H11: There is no difference in the perceptions of school principals based on their gender with respect to hiring male teachers.

2. To what extent is there a difference in the perceptions of school administrators within the age range of 45 years and below versus 46 years and above with respect to hiring male teachers?

   H20: There is a difference in the perceptions of school principals aged 45 years or younger and those over 46 years old with respect to hiring male teachers
   H21: There is no difference in the perceptions of principals aged 45 years or younger and those over 46 years old with respect to hiring male teachers.

3. To what extent is there a difference in the perceptions of school administrators with 10 or fewer years of experience versus 11 years of experience and more with respect to hiring male teachers?
There is a relationship between school administrators’ years of professional experience and administrators’ perspectives on hiring male teachers in Florida’s K-12 schools.

H3: There is no relationship between school administrators’ years of professional experience and administrators’ perspectives on hiring male teachers in Florida’s K-12 schools.

**Research Design**

The design of this research was a quantitative survey study. Quantitative research involves collecting numerical data, which are statistically analyzed to answer narrow, specific research questions (Atieno, 2009; Christensen et al., 2011; Creswell, 2008; Leedy & Ormrod, 2010). In this study, the phenomenon of study was administrator perceptions to the lack of male K-12 teachers instructing K-12 students. Survey research was the choice of design for this quantitative study. In survey research, the researcher selects a sample of respondents and administers a questionnaire to gather data (Fowler, 2002). The researcher then uses the resulting data to describe the population to learn about elements such as attitudes, beliefs, opinions, and behaviors.

For this study, the sample choice of the population of administrators across the state of Florida was more attainable than surveying the entire administrative population of the United States. In their publication, Rea and Parker (1997) determined that “the foremost advantage of the sample survey techniques is the ability to generalize about an entire population by drawing inferences based on data drawn from a small portion of that population” (p. 5). Using the survey method following a Likert scale model allows gathering of accurate information about a large number of people using a small sample, thereby having both a research tool and a research design. Creswell (2003) used Babbie’s (1990) definition to explain further that “surveys include cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with the intent of generalizing from sample to a population (p. 14). Because this
research sought the perspectives of the participants, a quantitative design in which the attribution theory underscores the design, was the methodology the researcher used as the strategy of inquiry. The researcher “will seek to develop relevant true statements, ones that can serve to explain the situation that is of concern or that describes the causal relationships of interest” (Creswell, 2003, p. 8). Quantitative research seeks to describe current conditions (Gay, Mills & Airasian, 2012). In this research, it was not the goal to determine what schools must do to address the issue of the absence of male teachers, but to understand if hiring practices account for an issue with underrepresentation of males. The researcher modified a published survey instrument and distributed the survey to administrators across 10 school districts in the state of Florida.

The foundational theoretical framework of sociological theory underscored the premise of this research. A goal of a sociological approach is to seek understanding and clarify the interpretive cultural conditions, such as the absence of male K-12 teachers. Specifically, this social constructivism approach allowed the researcher to develop meaning through the complexity of administrator views toward the gender imbalance within the faculty of K-12 schools (Ruiz, 2009). A major advantage of constructivist inquiry is that it can offer understanding of the meanings behind the actions of individuals (Pickard & Dixon, 2004). Male teachers present an area of critical need, especially when schools desire a balanced gender representation. In other words, the researcher designed this study quantitative study to discover the perceptions of administrators regarding the reasons there are not more men in K-12 teaching positions. The hypothesis of this study was that the imbalance of teacher gender representation was due to the negative sociocultural perceptions of men in teaching positions.
Target Population, Sampling Method and Related Procedures

The population for this study consisted of elementary, middle and high school principals in the state of Florida. The researcher requested and gathered information from the Florida Department of Education Research Department that listed 8466 principals for the 2014-2015 school year. Using the chosen population of Florida K-12 administrators was more appropriate for demonstrating why the issue of the absence of K-12 male teachers could be researched through the lens of administrators. School administrators conduct the interviews and hiring of teachers (Machi & McEvoy, 2012). The survey data from administrators in 10 districts of the state of Florida was representative of the population. The researcher invited all active principals from 10 districts in the state of Florida to participate in the survey.

The survey instrument that the researcher used to collect the data for this study was one she designed, and modeled after a previously published instrument. The IRB committee approved this survey, titled Perceptions of Florida Administrators on the Absence of Male Teachers Survey. The researcher stored data from the survey instrument on her computer and stored all printed materials in a locked file cabinet. The researcher was the only individual who had access to the data. Although information submitted electronically could not be guaranteed as secure, the survey did not include personal identification questions as a means of keeping the identity of the participants confidential and anonymous. It was possible for someone to trace the submission of the survey instrument back to the participant via an IP address. However, the researcher used Qualtrics and turned off the “collect” IP Address feature. Because the researcher was a student, all required consent forms were to be retained by the researcher for three years.

The first section of the survey was a Likert-type five-point scale to assess the perceptions of administrators regarding the issues associated with male teachers. A “1” on the scale indicated
the administrator had strong agreement, while a “5” indicated the administrator had strong disagreement with the statement, providing a corresponding point value for each answer (Fowler, 2014). The survey scale was designed so a low score would represent strong agreement with the statements presented while a high score would represent disagreement (Gay, Mills, & Airasian, 2009). The second section collected demographic and professional data about the principal, his or her school, and the number of male teachers within the school, via multiple-choice options.

Upon receiving an invitation to participate in this study, if they chose to participate, participants entered the website (Qualtrics) to complete the survey instrument. After a brief introduction and explanation to the purpose of the study, there was a one-click button that stated “YES” and reflected the participants’ consent to giving their answers in the computer survey. There were no follow-up questions, which would have required further consent. The researcher explained the series of questions as part of the collection of data for analysis. The researcher assured the participants of the confidentiality pledge and informed the participants that the results of the study would be available to them if requested. When participants completed the survey, they submitted the instrument, and Qualtrics provided the source of data collection. Since the data was anonymous, no deception was employed, and no debriefing was afforded.

No survey instrument is without limitations, compromise, and flaws (Fowler, 2002). Rea and Parker (1997) revealed that there were limitations in the return ratio, the lack of participation, and incomplete response (p. 6). For the purposes of this study, the researcher obtained an email list serve from the Florida Department of Education that included all administrators in the state. The researcher expected a return rate of 5% to 10%, due in part to participant involvement and superintendent willingness to disseminate the survey. Weaknesses associated with the sample population included the wording of the survey questions, the survey
instrument, and the actual number of surveys returned for the compilation of data. While the researcher made surveys available to all administrators in the state, not all participated. The survey was digital; therefore, participants needed familiarity with the format in order to complete the questionnaire. Furthermore, the wording of the survey questions was subject to interpretation and could have had bias.

**Instrumentation**

For the purpose of collecting data for this study, the researcher chose to use a survey instrument to address the research questions. The researcher specifically designed this survey to illicit responses from current K-12 public school administrators in the state of Florida concerning their perceptions of the absence of male teachers in schools and the hiring of males in the teaching profession. The original survey was designed and reviewed by professionals at that University. The doctoral committee members, all with educational administration and teacher education backgrounds at the University of South Dakota, reviewed the published survey the researcher used to model this study’s instrument, and checked it for content validity (Sealey, 2010).

For this research, a Likert scale survey was the method the researcher used to sample the population. Fowler (2004) states that “the first step in evaluating the quality of a sample is to define the sample frame” (p. 15). The focus of this research was to explore administrators’ perspectives addressing the issue of the absence of male teachers in the state of Florida. The literature that the researcher reviewed showed certain deterrents for male teachers, as identified by surveys completed by men in the teaching profession (Cushman, 2007; Sealy, 2010; Warren, 2008). However, the gap in the literature revealed a need to evaluate the phenomenon through
the views of administrators. This social theory-based research study aimed to fill in this gap concerning the administrative aspect.

**Data Collection**

The researcher invited all current administrators in 10 districts in the state of Florida to participate in the survey. To effectively distribute the survey, the researcher emailed the current K-12 administrators with an invitation, introduction, and directions for the survey. In addition, the researcher included information that assured the participants of their rights as human subjects. The Likert-type survey helped the researcher to determine the relationship between administrator viewpoints and the absence of male K-12 teachers. This relationship was compared to the literature findings from this study. The researcher used the chi-square test to assess differences in the distribution of percentages (McMillan, 2012). For example, were there differences in the perceptions of Florida administrators addressing the equality of gender representation on a faculty? Were there differences in perceptions among secondary administrators versus elementary administrators?

**Operationalization of Variables**

The independent variables were the statement items included in the survey. The dependent variables were the responses to the statements regarding perceptions of their hiring practices included in the survey. The researcher grouped the responses to the survey according to the independent variables.

**Data Analysis Procedures**

In this study, the researcher wanted to determine whether a relationship existed between the perceptions of K-12 Florida Public School administrators and the reasons for the absence of male teachers in K-12 schools. She used sub questions that sought differences in school
administrator gender, age, and professional experience and she used categorical data, i.e., ordinal Likert scale scores on the surveys and categorization of the administrators. Chi square is capable of analyzing both relationship and differences. In addition, it requires data that is categorical. Consequently, the Chi square contingency table analyses was highly suited for the study.

This analysis examined the perceptions of Florida administrators regarding the issue of gender-imbalanced faculties at K-12 schools in the state of Florida. The researcher intended for the analysis to help school administrators understand the need for an increase in male teachers at all grade levels in order to provide a more balanced gender representation among the faculties and male role models for students. The researcher used the chi square statistical method to extrapolate the perceptions and suggestions from the survey participants.

Each category was (e.g. Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), Strongly Disagree (5)) and the researcher provided an analysis of the similarities and differences within the variables. To explore the administrators’ perceptions, the researcher used a survey that included a Likert scale instrument and administrator demographics. These methods allowed the researcher to extrapolate the differences among administrators’ perceptions of faculty gender representation.

Limitations of the Research Design (Internal Validity, Credibility, Eternal Validity, Transferability)

Limitations to this research study included weaknesses associated with the chosen population, the text of the survey questions, the survey instrument, or the actual number of surveys returned for the compilation of data. While the researcher made surveys available to all administrators in the state, not all chose to participate. The survey was digital in format; therefore, participants needed a familiarity with the format in order to complete the
Expected Findings

A shortage of male teachers at all grade levels is an issue that continues to be relevant in research. The purpose of this study was to gain understanding of whether the imbalance of gender representation in K-12 public schools was a societal misconception or a foundational human resource conflict at the hiring level, as suggested by the reviewed literature. From this, the study was to determine the perspectives of Florida administrators regarding the issue of the absence of male teachers in the K-12 public school system. The researcher expected that the data would reveal commonality of viewpoints, as in previous research. The researcher differentiated between views of female and male administrators.

Ethical Issues

“Like all social research, surveys should be carried out in ways designed to avoid risks to participants, respondents, and interviewers” (Fowler, 2014, p. 140). The researcher emailed an invitation to current administrators in 10 randomly chosen Florida districts. The letter to the principals also included the directions and informed them of their rights as human subjects. Before the researcher mailed surveys, she received permission from The Institutional Review Board of Concordia University, and attached the Board’s approval letter to the survey.

Chapter 3 Summary

The researcher used a quantitative survey method to explore the perceptions of Florida administrators addressing the absence of male teachers in K-12 schools. The researcher chose to invite all current Florida K-12 administrators in 10 randomly chosen districts as listed by the Florida Department of Education. To explore the administrators’ perceptions, the researcher
used a two-section survey that included a Likert scale instrument and administrator demographics section. These methods allowed the researcher to extrapolate the differences among administrators’ perceptions addressing the imbalance of gender representation within school faculties.
Chapter 4: Data Analysis and Results

Introduction

As described in Chapter 3, the purpose of this study was to gain understanding about whether the imbalance of gender representation in K-12 public schools was a societal misconception or a foundational human resource conflict at the hiring level. This chapter provides a summary of the research survey and analysis of the study’s data, and includes limitations to the study, addressing the participant response total and significance. Tables and graphs provide summaries of data collected from the study’s research questions.

Research Questions

The questions that defined the study and the survey instrument are as follows:

What relationship exists between school administrator traits and the administrator’s perspectives on hiring male teachers in Florida’s K-12 schools?

1. To what extent is there a difference in the perceptions of school administrators based on the gender of the administrator with respect to hiring male teachers?

   H10: There is a difference in the perceptions of school principals based on their gender with respect to hiring male teachers

   H11: There is no difference in the perceptions of school principals based on their gender with respect to hiring male teachers.

2. To what extent is there a difference in the perceptions of school administrators within the age range of 45 years and below versus 46 years and above with respect to hiring male teachers?

   H20: There is a difference in the perceptions of school principals aged 45 years or younger and those over 46 years old with respect to hiring male teachers
H21: There is no difference in the perceptions of principals aged 45 years or younger and those over 46 years old with respect to hiring male teachers.

To what extent is there a difference in the perceptions of school administrators with 10 or fewer years of experience versus 11 years of experience and more with respect to hiring male teachers?

H30: There is a relationship between school administrator years of professional experience and the administrator’s perspectives on hiring male teachers in Florida’s K-12 schools.

H31: There is no relationship between school administrator years of professional experience and the administrator’s perspectives on hiring male teachers in Florida’s K-12 schools.

**Description of the Sample**

The researcher identified all current public K-12 school administrators in the state of Florida through the Florida Department of Education and received approval from Concordia University’s IRB committee to proceed with the survey. The researcher randomly selected 10 school districts from the administrator contact list and, using Concordia University’s Qualtrics software, prepared and distributed the survey via email beginning May 25, 2016, with reminder emails through July 15, 2016. An initial G power calculation, with an estimated sample size of 400 administrators across 10 districts in the state of Florida, determined a return rate of 385 at 95% confidence level with a 3% margin of error. After several attempts to elicit the recommended 385 respondents, the researcher performed another G power calculation. With an exact sample size of 716 administrators, the researcher determined a return rate of 197 at 90% confidence level with a 5% margin of error. From the 716 surveys distributed via email, 84 administrators completed surveys, for a response rate of 11%. The researcher considered responses usable if the participant completed and submitted the entire survey. The researcher
considered all responses viable and included them in the statistical analysis. Appendix A includes a copy of the survey and results.

**Research Methodology and Analysis**

For this study, the researcher used a quantitative survey method to explore the views, perceptions and suggestions of Florida K-12 public school administrators addressing the absence of male teachers in K-12 schools. The researcher invited current Florida K-12 administrators from 10 random Florida school districts as listed by the Florida Department of Education to participate. To explore the administrators’ views, perceptions and suggestions, the researcher used a two-section survey with a Likert scale ranging from one to five and administrator demographics. These methods allowed the differences among administrators’ perceptions could influence a balancing of faculty gender representation to be extrapolated.

Relevant to the personal demographics, 61.9% of respondents were female. The range of ages was 26 to 45 plus. When asked to identify their current position, 51.19% described themselves as full-time elementary administrators, 41.67% as full-time secondary administrators, 1.19% as part-time elementary administrators, and 5.95% as part-time secondary administrators. The number of years of experience as an administrator ranged from one to 24 years with a mean of 12.5 years. The following table (Table 1) depicts the demographic nature of the participants.
Table 1

Demographics

Gender

<table>
<thead>
<tr>
<th>Answer</th>
<th>Valid Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38.10%</td>
<td>32</td>
</tr>
<tr>
<td>Female</td>
<td>61.90%</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>84</td>
</tr>
</tbody>
</table>

Age

<table>
<thead>
<tr>
<th>Answer</th>
<th>Valid Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-35</td>
<td>7.14%</td>
<td>6</td>
</tr>
<tr>
<td>36-45</td>
<td>33.33%</td>
<td>28</td>
</tr>
<tr>
<td>45+</td>
<td>59.52%</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>84</td>
</tr>
</tbody>
</table>

Participants’ School’s Size

<table>
<thead>
<tr>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-250</td>
<td>3.57%</td>
<td>3</td>
</tr>
<tr>
<td>251-500</td>
<td>16.67%</td>
<td>14</td>
</tr>
<tr>
<td>501+</td>
<td>79.76%</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>84</td>
</tr>
</tbody>
</table>

Results of Statistical Analysis

**Research question one.** To what extent is there a difference in the perceptions of school administrators based on the gender of the administrator with respect to hiring male teachers?

The null hypothesis that there would be no difference in the perceptions of school principals based on their gender, with respect to hiring male teachers, was to be tested on 10 criteria, e.g., perceived difficulty in hiring male teachers, equal importance of male and female teachers, etc. (See Survey Appendix B for details of ten criteria). However, eight of the 10 criteria had insufficient counts (i.e., less than five per certain cells), and consequently two
criteria, salary deterrent and supportive systems, were analyzed using two-way contingency table analysis (crosstabulations) and the remaining criteria were reported using descriptive analysis.

**Salary deterrent.** A two-way contingency table analysis was conducted to evaluate whether the gender of a school administrator was indicative of the school principal’s perceptions of current salaries deterring men from applying for teaching positions. The two variables were gender of the school principal (male and female) and level of agreement to the statement “Current salaries deter men from applying for teaching positions” at three levels (agree, disagree, and neutral). The two variables gender and perceived deterrence were not found to be significantly related, Pearson $\lambda^2 (2, N = 84) = 4.170, p = .124$.

**Supportive systems.** A two-way contingency table analysis was conducted to evaluate whether the gender of a school administrator was indicative of the school principal’s perceptions of supportive systems for male teachers. The two variables were gender of the school principal (male and female) of the school principal and level of agreement to the statement “A supportive group of other male teachers would attract more men to apply for teaching positions” at three levels (agree, disagree, and neutral). The two variables age and perceptions of support systems were not found to be significantly related, Pearson $\lambda^2 (2, N = 84) = .772, p = .680$.

Based on the results of the analyses, the null hypothesis that there would be no difference in the perceptions of school principals as related to gender, with respect to hiring male teachers, was retained. See Table 2.
Table 2

Frequencies of Levels of Agreement as a Function of the Gender of School Principals

<table>
<thead>
<tr>
<th>Levels of Agreement</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary Deterrent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Neutral</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>52</td>
</tr>
<tr>
<td>Supportive Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>52</td>
</tr>
</tbody>
</table>

Descriptive analyses of remaining criteria. The graphs (See Figures 4, 5, 6) below describe the data collected on the remaining criteria, which did not have enough counts for a chi square analysis. The bar colors in the graphs, blue, green, and beige, represent disagree, neutral and agree, respectively. The graph patterns showed that school principals of genders mostly agree with the following statements:

- Difficulty hiring male teachers
- Male and female teachers are of equal importance
- Men and women should be equally represented on a school’s faculty
- Parents accept male teachers

And both groups mostly disagree with the statements:

- Affirmative Action should ensure an equal number of male and female teachers
- Higher salaries for male teachers than for females would be acceptable to attract men to the profession
- Administrators tend to hire teachers of the same gender as themselves
• Younger administrators are more apt to hire male teachers than older ones

Figure 4

Analysis of Remaining Criteria as Relevant to Gender

Parents accept male teachers

Administrators tend to hire teachers of the same gender as themselves

Men and women should be equally represented on a school’s faculty

Younger administrators are more apt to hire male teachers than older ones

Male and female teachers are of equal importance

Higher salaries for male teachers than for females would be acceptable to attract men to the profession
Research question two. To what extent is there a difference in the perceptions of school administrators within the age range of 45 years and below versus 46 years and above with respect to hiring male teachers?

The null hypothesis that there would be no difference in the perceptions of school principals aged 45 years or younger and those over 46 years old, with respect to hiring male teachers, was to be tested on 10 criteria, e.g., perceived difficulty in hiring male teachers, equal importance of male and female teachers, etc. (See Survey Appendix # B for details of ten criteria.) However, eight of the 10 criteria had insufficient counts (i.e., less than five per certain cells), and consequently two criteria, salary deterrent and supportive systems, were analyzed using two-way contingency table analysis (crosstabs) and the remaining criteria were reported using descriptive analysis.

Salary deterrent. A two-way contingency table analysis was conducted to evaluate whether the age of a school administrator was indicative of the school principal’s perceptions of current salaries deterring men from applying for teaching positions. The two variables were age of the school principal with two levels (over 45 years old and 45 years and younger) and level of agreement to the statement “Current salaries deter men from applying for teaching positions” at
three levels (agree, disagree, and neutral). The two variables age and perceived deterrence were
not found to be significantly related, Pearson $\chi^2 (2, N = 84) = 2.175, p = .337$.

**Supportive systems.** A two-way contingency table analysis was conducted to evaluate
whether the age of a school administrator was indicative of the school principal’s perceptions of
supportive systems for male teachers. The two variables were age of the school principal with
two levels (Over 45 years old and 45 years and younger) and level of agreement to the statement
“A supportive group of other male teachers would attract more men to apply for teaching
positions” at three levels (agree, disagree, and neutral). The two variables age and perceptions of
support systems were not found to be significantly related, Pearson $\chi^2 (2, N = 84) = 1.006, p = .
605.

Based on the results of the analyses, the null hypothesis that there would be no difference
in the perceptions of school principals aged 45 years or younger and those over 45 years old,
with respect to hiring male teachers, was accepted. See Table #6.

Table 3

*Frequencies of Levels of Agreement as a Function of the Age of School Principals*

<table>
<thead>
<tr>
<th>Age</th>
<th>Levels of Agreement</th>
<th>Over 45 Years Old</th>
<th>45 Years and Younger</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salary Deterrent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td>16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td><strong>Supportive Systems</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Neutral</td>
<td>14</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>26</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>
Figure 5

Analysis of Remaining Criteria as Relevant to Age

Difficulty hiring male teachers

Affirmative Action should ensure an equal number of male and female teachers

Male and female teachers are of equal importance

Higher salaries for male teachers than for females would be acceptable to attract men to the profession

Men and women should be equally represented on a school’s faculty

Administrators tend to hire teachers of the same gender as themselves
Parents accept male teachers

Younger administrators are more apt to hire male teachers than older ones

**Research question three.** To what extent is there a difference in the perceptions of school administrators with 10 or fewer years of experience versus 11 years of experience and more with respect to hiring male teachers?

The null hypothesis that there would be no difference in the perceptions of school administrators with less than 10 years of experience and those with 11 years of experience or more, with respect to hiring male teachers, was to be tested on ten criteria, e.g., perceived difficulty in hiring male teachers, equal importance of male and female teachers, etc. (See Survey Appendix #B for details of 10 criteria.) However, eight of the ten criteria had insufficient counts (i.e., less than five per certain cells), and consequently two criteria, salary deterrent and supportive systems, were analyzed using two-way contingency table analysis (crosstabulations) and the remaining criteria were reported using descriptive analysis.

**Salary deterrent.** A two-way contingency table analysis was conducted to evaluate whether the years of experience of a school administrator was indicative of the school principal’s perceptions of current salaries deterring men from applying for teaching positions. The two variables were the years of experience of the school principal with two levels (less than 10 years and 10 years or more) and level of agreement to the statement “Current salaries deter men from applying for teaching positions” at three levels (agree, disagree, and neutral). The two variables years of experience and perceived deterrence were not found to be significantly related, Pearson $\chi^2 (2, N = 84) = 3.455, p=. 178.$

**Supportive systems.** A two–way contingency table analysis was conducted to evaluate whether the years of experience of a school administrator was indicative of the school principal’s perceptions of supportive systems for male teachers. The two variables were years of experience
of the school principal with two levels (Less than 10 years and 10 years or more) and level of agreement to the statement “A supportive group of other male teachers would attract more men to apply for teaching positions” at three levels (agree, disagree, and neutral). The two variables years of experience and perceptions of support systems were not found to be significantly related, Pearson $\lambda^2 (2, N = 84) = .882, p=. 643$.

Based on the results of the analyses, the null hypothesis that there would be no difference in the perceptions of school principals with less than 10 years of experience and school principals with 10 years or more of experience, with respect to hiring male teachers, was accepted. See Table 4.

Table 4

*Frequencies of Levels of Agreement as a Function of the Years of Experience of School Principals*

<table>
<thead>
<tr>
<th>Levels of Agreement</th>
<th>Less than 10 Years</th>
<th>10 Years or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary Deterrent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Neutral</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Agree</td>
<td>32</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>32</td>
</tr>
<tr>
<td>Supportive Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Neutral</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>32</td>
</tr>
</tbody>
</table>
Figure 6

Remaining Criteria Relevant to Years of Experience

Parents accept male teachers

Administrators tend to hire teachers of the same gender as themselves

Men and women should be equally represented on a school's faculty

Younger administrators are more apt to hire male teachers than older ones

Male and female teachers are of equal importance

Higher salaries for male teachers than for females would be acceptable to attract men to the profession
Summary of the Findings

The purpose of this study was to determine the perceptions of K-12 Florida Public School administrators on the absence of male K-12 teachers. Gender, age, and professional experience of the administrators were all independent variables considered in the analyses. A Florida Public Schools survey was used as the instrument for collecting the information. The response rate was 12% (84 usable responses from 716 distributed surveys) and consequently some of the subgroups explored in the study were very small. The patterns which emerged from describing the subgroups show that irrespective of the gender, age, or experience of the school administrator, school administrators perceive that it is difficult to hire male teachers; important to have gender balance and representation in hiring K-12 teachers; and that parents accept male teachers.

The researcher asked three questions and tested each one with a null hypothesis. The first null hypothesis was retained because there was no difference between male and female administrators with respect to perceptions on hiring male K-12 teachers. The second and third null hypotheses which stated that there would be no difference in the perceptions towards hiring male K-12 teachers between school administrators over 45 years old and those 46 years and younger as well as administrators with less than 10 years of experience and those with 11 years
or more experience, were also retained. In sum, K-12 school administrators in Florida do not perceive themselves influenced by their gender, age, or professional experience to hire male K-12 teachers.
Chapter 5: Conclusions and Discussion

Introduction

As noted in the literature, males comprised only 23.7% of U.S. public school teachers in 2013 (NEA, 2014). This statistic was reflected in the data from the state of Florida, in which male teachers comprised 20.5% of public school teachers, or 34,572 out of 168,342 total teachers (Florida Department of Education, 2014-2015). This imbalance can be attributed to the sociocultural factors that permeate the teaching profession, especially at the elementary level. This suggests that there is a need to address the benefits of male mentors, the incentives for male teachers, the hiring perspectives of public schools, and the transformation of and assistance for administrators in the hiring process. This chapter presents a summary of the study, discussion of the results and their relation to the literature, limitations, implications of the results for practice, policy, and theory, recommendations for further research regarding the perceptions of K-12 administrators addressing the absence of male teachers, and conclusions.

The question that drove this research was as follows:

What relationship exists between school administrator traits and the administrator’s perspectives on hiring male teachers in Florida’s K-12 schools?

1. To what extent is there a difference in the perceptions of school administrators based on the gender of the administrator with respect to hiring male teachers?

H10: There is a difference in the perceptions of school principals based on their gender with respect to hiring male teachers

H11: There is no difference in the perceptions of school principals based on their gender with respect to hiring male teachers.
2. To what extent is there a difference in the perceptions of school administrators within the age range of 45 years and below versus 46 years and above with respect to hiring male teachers?

H2₀: There is a difference in the perceptions of school principals aged 45 years or younger and those over 46 years old with respect to hiring male teachers

H2₁: There is no difference in the perceptions of principals aged 45 years or younger and those over 46 years old with respect to hiring male teachers.

3. To what extent is there a difference in the perceptions of school administrators with 10 or fewer years of experience versus 11 years of experience and more with respect to hiring male teachers?

H3₀: There is a relationship between school administrator years of professional experience and the administrator’s perspectives on hiring male teachers in Florida’s K-12 schools.

H3₁: There is no relationship between school administrator years of professional experience and the administrator’s perspectives on hiring male teachers in Florida’s K-12 schools.

This chapter presents a summary of the study, discussion of the results and their relation to the literature, limitations, implication of the results for practice, policy, and theory, recommendations for further research regarding the perceptions of K-12 administrators addressing the absence of male teachers, and conclusions.

**Summary of the Results**

When analyzing the significant differences in administrators’ perceptions of the absence of male teachers as related to administrator gender, age and years of experience, no significant relationship exists. Research question one addressed the level of significance of administrator perception regarding the hiring of male teachers based on the gender of the administrator. The
hypothesis did not meet with significance and was rejected. Research question two focused on the significance of the administrators’ age and its influence on their hiring of men teachers. The results showed no significant difference in the hiring of male teachers by administrators within the age range of 45 years and below versus 46 years and above, and the alternate hypothesis was accepted. Research question three focused on the hypothesis that there is a significant difference in the hiring of male teachers by administrators with 10 or fewer years of experience versus administrators with 11 or more years of experience. Statistical insignificance of the perception was determined in the perception that younger administrators were apt to hire male teachers and the hypothesis was rejected. The hypotheses of all groups were found statistically insignificant in relating administrators’ perceptions regardless of age, gender, and years of experience to the absence of male teachers. Administrators do not perceive a bias in the hiring of male teachers across gender age and years of experience.

**Discussion of the Results**

This study reveals much agreement between both male and female administrators regarding the hiring of males under the categories of difficulty of hiring males, equal representation of male and female teachers, and parent acceptance of male teachers. Surprisingly, however, both female and male administrators were neutral in the areas of providing affirmative action to ensure an equal number of male and female teachers, and perceiving that the current salaries deter men from applying for teaching positions (see Appendix B). Demographically, the respondents to the survey were 61% female and 38% male. Combining the age demographics, 59% identified as 45 and older, and 40% identified as 26 to 45 years of age. The majority of the participants clearly disagreed that administrator gender influences the hiring of male teachers.
The study results also show that the age of administrators was not a significant influence in the hiring of male teachers, and that administrators’ years of experience did not influence the hiring of male teachers. In addition, 46.43% of administrators showed strong agreement with neutrality in addressing the current salaries as a deterring element in their responses. Interestingly, an equal 46.43% of the respondents also showed strong agreement with the statement that male teachers are difficult to hire.

**Discussion of the Results in Relation to the Literature**

Within the scope of this study, age, gender and years of experience seemed to have no significant influence upon the decisions made by administrators in hiring male teachers. This study upholds the earlier findings noted in the literature that the absence of male teachers continues to revolve around issues beyond the hiring perceptions of administrators. Furthermore, as discussed in the literature, a shortage of male K-12 teachers is an issue that continues to be relevant in research. Cushman (2005) revealed that:

> while the reasons for the decline in the number of males enrolling in teacher education are complex and multi-faceted, four factors which have been identified as contributing to the decline are experiences and attitudes related to status, salary, working in a predominantly female environment, and physical contact with children. (p. 227)

While Cushman’s (2005) study focused on teachers, the imbalance is also noted within the administrative demographics of the current study. In fact, 61% of the respondents for the current study were female, while only 38% were male. As the literature proposes, this gender imbalance could be attributed to sociocultural factors that permeate the teaching profession, especially at the elementary level (Klecker & Loadman, 1999). Additionally, Cushman (2005) suggested that there is a need to address the benefits of male mentors, hiring incentives for male teachers, and
review of the hiring practices of public school leaders, which the current study explored. While the response rate was limited, this study’s results show that leaders and researchers need to pay even more attention to the social stigma that may deter men from entering the teaching profession, and focus on programs and incentives to bring more men into educational programs and the profession.

Interestingly, Sealy’s (2010) study showed that there was significant disagreement among his study’s respondents regarding the use of Affirmative Action to achieve gender balance. The current study showed the opposite. The majority of the respondents (72% of participants) agreed that Affirmative Action should not be employed to ensure an equal balance of male and females on a school’s faculty. Cushman (2008) argued that the issues surrounding the lack of male teachers reach further than just meeting a number for gender balancing. Moreover, this issue must be “addressed by multilevel and multifaceted comprehensive, long-term, governmental policies” in order to establish permanent change (p. 92). In this light, the current research underscores the need to bring these policies to the forefront of administrators’ attention in their practice of hiring potential teachers, specifically male teachers.

In relationship to the literature, this study shows that while a majority of the participants agreed that male and female teachers are equally important, fewer agreed that a supportive group of other male teachers would attract more men to apply for teaching positions. An assumption made by the researcher was that having a supportive group to help foster and encourage men to consider the teaching profession. This was rooted in the study in which Brookhart and Loadman (1996) noted that men were more likely to decide to move up to an administrative position within five years of employment. This assumption lead to the thought that if more men entered into the profession and felt supported, then the desire to stay in the classroom would be nurtured.
However, as evidenced by the data from this research, of the participants, more women than men hold administrative positions, especially at the elementary levels.

In addition, 46.43% of administrators expressed strong agreement with being neutral in addressing the current salaries being a deterring element for male teachers. Interestingly, an equal 46.43% of the respondents expressed strong agreement with the statement that male teachers are difficult to hire. With these two statistics, the question becomes how administrators are neutral on the issue of salary deterrent and then agree so strongly that male teachers are difficult to hire. The researcher speculates that perhaps if there was a greater monetary incentive, then male teachers would be more apt to apply and not be difficult to hire.

**Limitations**

Factors that may be potential weaknesses of a study are limitations (Creswell, 2003). In this study, some factors represent weaknesses. The response rate of 11% was a low rate. The researcher conducted the study during the summer, which may have resulted in the low response rate of the administrators \((n=84)\), due to the fact that many may not be full-time administrators who would be present at school during the summer months. In addition to the low response rate, there was not an adequate number of male respondents \((n=32)\) as compared to the female respondents \((n=52)\). Because the study sought to explore the significance of administrator perception as it related to gender, males may not have been inspired to participate in the study because it did not appeal to them as an issue warranting research.

**Implications of the Results for Practice, Policy, and Theory**

The results from this study show no significant differences in the perceptions of male and female administrators in any of the categories from the survey. This would suggest that more factors need to be addressed within the recruitment and support programs that focus on the hiring
and retention of male teachers. While administrators should attempt to hire the most qualified individuals as teachers, it should be noted that administration should also attempt to meet the need for strategic ways in which to encourage individuals, including men, who could provide a more balanced education for students (Rice & Goessling, 2005).

Administrators should increase male teacher recruitment efforts to aid in the creation of a more balanced gender representation of school faculty. To meet the need for strategic ways in which to encourage, recruit, and retain more male special education teachers, college educational programs should establish more programs to recruit males. Partnerships between college educational programs and public schools should encourage mentor programs and volunteer opportunities to allow male education majors more exposure in the school setting.

Before the researcher disseminated the survey, she made an assumption that there was gender bias in the hiring of male teachers. However, the data from this study show that factors such as gender, age, and experience had no significant influence upon the hiring of male teachers, and administrators strongly agree that having a gender-balanced representation within their faculties is important.

The absence of male teachers within public schools continues to be an issue, because it is with these institutions that children of all ages begin their association with societal expectations and values, such as gender representation in the workplace (Bauman & Davis, 2013; Sealy, 2010). In other words, public schools should be as concerned with the equal representation of both male and females as other professional entities. Schools should be representative of the world that children will enter as adults. Having this imbalance leaves an untapped resource of experience and opportunity, and creates the mistaken illusion of education being only a
profession for women (Sealy, 2010). Social stigma will not change unless schools further investigate why men are not applying for teaching positions.

The somewhat ignored agenda in which the school systems continue to address the importance of hiring and retaining male teachers reflects a microcosm of society in which children for generations have continued to see women remain in a classroom role while men, however limited in number they may be, quickly move into a managerial role (Sealy, 2010). While this study did not explore the perceptions of teachers addressing the absence of male teachers, the study did recognize that administrators strongly agree with the importance of having male teachers. This agreement sheds light on the argument that male teachers are necessary for a well-rounded educational experience for all students, that all students need male teachers as role models, and that this should be a priority in school districts’ hiring initiatives. Perhaps in focusing on ways to increase the male teacher population, society’s perception of male teachers, especially at the elementary school level, will improve, thereby increasing men’s desire to seek teaching positions and continuing to change the societal view of teaching as a more acceptable role for men.

**Recommendations for Further Research**

This study was limited to 10 districts in the state of Florida, but the results could be representative of administrators in a larger population or with a larger participant response count. Researchers should conduct additional research in order to determine similarities within the perceptions of current male teachers and the perceptions of administrators. More specifically, researchers should conduct qualitative research to include interviews of male and female administrators, as well as male education majors, to identify specific perceptions addressing the absence of male teachers in K-12 public schools. In addition, researchers should investigate
further to find the effectiveness of established recruiting and hiring practices of male teachers. They should also conduct research that explores the other possible answers for the lack of male teachers.

**Conclusion**

The results of this study show that administrators’ gender, age, and years of experience had little to no influence on administrator’s perceptions within the decision-making processes of the hiring practices of male teachers. Results also show no significant differences in administrator perception addressing the importance of equal representation of female and male teachers within a school’s faculty.

Although female administrators who participated in this study outnumbered the male administrators, more male administrators indicated agreement with current salaries posing a deterrent for males entering the teaching profession.

In light of the evidence that there is such an aversion to the use of such programs as Affirmative Action, it is possible that the administrators do not experience a lack of male applicants. The question, however, remains as to why is there not a balanced representation of both genders among K-12 school faculties.
References


Sealey, J. V. (2010). *Perceptions of South Dakota administrators on hiring male teachers in elementary schools* (Order No. 3427342). Available from ProQuest Central; ProQuest Dissertations & Theses Global; ProQuest Social Sciences Premium Collection. (808254454). Retrieved from


APPENDIX A: Survey Consent

Survey Questions

Dear Fellow Educator:

My name is Kimberly Dunn Hughson and I am an educator in Florida and a doctoral candidate at Concordia University/Portland, Oregon. I would appreciate your participation in a research study on the perceptions of Florida administrators on hiring perspectives.

Purpose and what you will be doing:
The purpose of this survey is to explore administrator hiring perspectives as well as the common deterrents that males face in applying for and retaining a position in the teaching profession. Participant responses addressing what could be done to encourage more male K-12 teacher applicants will also be analyzed. The questions ask things such as whether or not having male or female teachers in classrooms is important to you, whether or not you think that incentives are or should be used to recruit teachers. The questions ask basic demographics about you, but nothing that could be used to identify you or your school. We expect approximately 852 volunteers. No one will be paid to be in the study. We will begin enrolment in April, 2016, and end enrollment within six months. To be in the study, you will need to complete the survey and submit it at the end. Your data and responses will remain anonymous. Not even the researcher will be able to link your responses to your name or email address. Doing these things should take less than 15-20 minutes of your time.

Risks:
There are no risks to participating in this study other than the normal experience when you are working on a computer online. You will not provide your name or any other identifying information.

Benefits:
Information you provide will help in gathering a better understanding of this educational trend. You could benefit this by using the findings as a reflective tool for best practices in administration.

Confidentiality:
This information will not be distributed to any other agency and will be kept private and confidential. We are reporting aggregate data of several schools, so data specific to your school will not be identified in any report or publication. Information you provide will be kept private at all times and then all study documents will be destroyed 3 years after we conclude this study.
Right to Withdraw:
Your participation is greatly appreciated, but we acknowledge that the questions we are asking may be personal in nature. You are free at any point to choose not to engage with or stop the study. You may skip any questions you do not wish to answer.

Contact Information:
You will receive a copy of this consent form. If you have questions, you can talk to or write the principle investigator, Kimberly Hughson at email []. If you want to talk with a participant advocate other than the investigator, you can write or call the director of our institutional review board, Dr. OraLee Branch (email [] or call []).

Your Statement of Consent:
I have read the above information and I consent to participate in this study. I asked questions if I had them, and my questions were answered. I volunteer my consent for this study by clicking on the following link and completing the survey.

Here is the survey link:

www.xxxxxx

Thank you for participating in this survey research study!

Sincerely,
Kimberly Dunn (Hughson)
APPENDIX B: Survey

THE STATE OF FLORIDA SCHOOL ADMINISTRATORS SURVEY
Used with permission

Instructions for questions: After reading each item, please indicate the degree to which you feel the statement is true.

Likert scale: Strongly Agree (SA) Agree (A) Neutral (N) Disagree (D) Strongly Disagree (SD).

[PI clarification: The researcher included the following 10 items from the validated survey instrument to gather data addressing the hypothesis that there is no significant correlation between the hiring practices and the absence of male teachers in K-12 schools]

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is difficult to hire male teachers.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

[PI clarification: Researcher removed “elementary” from the statement which is included in the validated survey the researcher used as a model]

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Male and female teachers are of equal importance.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Men and women should be equally represented on a school’s faculty.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Current salaries deter men from applying for teaching positions.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Higher salaries for male teachers than for females would be acceptable to attract men to the profession.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Affirmative Action should ensure an equal number of male and female teachers within a school.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Administrators tend to hire teachers of the same gender as themselves.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Younger administrators are more apt to hire male teachers than older ones.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. A supportive group of other male teachers would attract more men to apply for teaching positions.</td>
<td>SA</td>
<td>A</td>
<td>N</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
10. Parents accept male teachers. SA A N D SD

[PI clarification: Researcher removed “elementary” from the statement which is included in the validated study. Doing so allows the researcher to include both elementary and secondary administrators in the study.]

Demographic Information (Please indicate elementary or secondary)

1. Your gender: Male ____________ Female ____________

[PI clarification: Researcher modified the published survey instrument to remove the word “elementary.” Doing so will allow the researcher to include both elementary and secondary administrators in the study.]

2. Number of years as an administrator: ____________

[PI clarification: Researcher has included longevity item to address a correlation of hiring male teachers and length of time as an administrator.]

3. Age: _____35 or under _____36 or over

[PI clarification: Researcher modified the ages in the item to reflect the researcher’s question of a correlation of hiring male teachers and the age range of administrators.]

4. Size of school district ___1-250 ___251-500 ___501+

5. Number of teachers in your elementary/secondary school: ___1-10 ___11-20 ___21+

6. Number of male teachers in your elementary/secondary school: ___0 ___1-10 ___11-20 ___21+

7. Regarding your administrative responsibilities, which of the following best describes your duties? Please circle elementary or secondary.

_____ A. Full-time elementary/secondary principal

_____ B. part-time elementary/secondary principal, part-time other duties

8. As an administrator, what attributes do you find most effective when considering hiring a perspective teacher?

[PI clarification: The researcher added this item to gather data to address what administrators view as effective attributes when hiring teachers. The researcher modeled this item from a 2010 American Education Finance Association study “What Principals Really Look for When Hiring Teachers.” This study is included in the IRB package.]
Subject knowledge___ Experience___ Strong teaching skills ___ Other (please specify)________________________

9. Degree held: ____Bachelor’s ____ Master’s ____ Specialist ____ Doctorate ____

The results of this study will be available upon request after December 30, 2016. Thank you for
your time and participation in this survey.
## APPENDIX C: Survey Data

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is difficult to hire male teachers.</td>
<td>46.43%</td>
<td>36.90%</td>
<td>8.33%</td>
<td>3.57%</td>
<td>3.57%</td>
<td>100%</td>
</tr>
<tr>
<td>2. Male and female teachers are of equal importance.</td>
<td>39</td>
<td>31</td>
<td>32</td>
<td>31</td>
<td>31</td>
<td>100%</td>
</tr>
<tr>
<td>3. Men and women should be equally represented on a school’s faculty.</td>
<td>38.10%</td>
<td>32.14%</td>
<td>26.19%</td>
<td>17.86%</td>
<td>17.86%</td>
<td>100%</td>
</tr>
<tr>
<td>4. Current salaries deter men from applying for teaching positions.</td>
<td>32</td>
<td>27</td>
<td>22</td>
<td>15</td>
<td>15</td>
<td>100%</td>
</tr>
<tr>
<td>5. Higher salaries for male teachers than for females would be acceptable</td>
<td>27</td>
<td>0</td>
<td>3</td>
<td>19</td>
<td>19</td>
<td>100%</td>
</tr>
<tr>
<td>6. Affirmative Action should ensure an equal number of male and female teachers.</td>
<td>7.14%</td>
<td>0.00%</td>
<td>46.43%</td>
<td>46.43%</td>
<td>46.43%</td>
<td>100%</td>
</tr>
<tr>
<td>7. Administrators tend to hire teachers of the same gender as themselves.</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>8. Younger administrators are more apt to hire male teachers than older on...</td>
<td>5.95%</td>
<td>5.95%</td>
<td>20.24%</td>
<td>20.24%</td>
<td>20.24%</td>
<td>100%</td>
</tr>
<tr>
<td>9. A supportive group of other male teachers would attract more men to apply...</td>
<td>5</td>
<td>5</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>10. Parents accept male teachers.</td>
<td>39.29%</td>
<td>27.38%</td>
<td>20.24%</td>
<td>20.24%</td>
<td>20.24%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Total: 84
APPENDIX D: IRB Approval Letter

DATE: March 31, 2016
TO: Kimberly Hughson, M.Ed
FROM: Concordia University - Portland IRB (CU-p IRB)

PROJECT TITLE: [863495-1] IRB Proposal Application Revised
REFERENCE #: EDD-20151203-Kamm-Hughson Perceptions of Florida Administrators
SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVED
APPROVAL DATE: February 18, 2016
EXPIRATION DATE: March 30, 2017
REVIEW TYPE: Full Committee Review

Thank you for your submission of Amendment/Modification materials for this project. The Concordia University - Portland IRB (CU-p IRB) has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission. Attached is a stamped copy of the approved consent form. You must use this text in your email recruitment. This will be the consent form, and the signing of the form will be indicated and documented by the completion of the questionnaire online.

This submission has received Full Committee Review based on the applicable federal regulation. Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by a signed consent form. Informed consent
must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others (UIPRSOs) and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of March 30, 2017.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Dr. OraLee Branch at 503-493-6390 or irb@cu-portland.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Concordia University - Portland IRB (CU-p IRB)'s records. March 31, 2016