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Characteristics of Male Pre-Service Elementary Education Candidates in North Dakota: An Exploratory Study

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CHARACTERISTICS OF MALE PRE-SERVICE ELEMENTARY EDUCATION CANDIDATES IN NORTH DAKOTA: AN EXPLORATORY STUDY

by

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This dissertation, submitted by Daphne Ghorbani in partial fulfillment of the requirements for the Degree of Doctor of Philosophy from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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This dissertation meets the standards for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.

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Signature Daphne Ghorbani

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TABLE OF CONTENTS

LIST OF TABLES

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ABSTRACT

In 2003 the National Education Association annual survey revealed that male teachers currently make up 35% of America's kindergarten through 12th grade classroom teaching cadre. In grades kindergarten through sixth grade, men comprise 9% of the classroom teachers, and only 2% of classroom teachers in kindergarten through third grade are men. In 1994 Sadker and Sadker published *Failing at Fairness,* which examined gender biases in American kindergarten through 12th grade classrooms, including the effects of the overwhelmingly-female faculties. At the National Education Association's 2002 Representative Assembly, members adopted a measure to "identify, recognize, recruit and retain," more male teachers, particularly elementary and minority male teachers.

The purpose of this study was to investigate the characteristics of pre-service elementary and early childhood male and female teaching candidates through the use of the *Important Concepts of a Career Scale* developed by Galbraith (1992) and through the use of certain demographic data. This study examined the hypothesis that men who pursue nontraditional careers find the relational aspects of their work more important than the financial, power and prestige rewards.

After the data (n = 63) were collected from the online demographic survey and *Important Concepts of a Career Scale,* descriptive statistics based on the demographic survey were displayed. The pre-service male teaching candidates came from familial

backgrounds of lower educational levels with 50% of paternal parents having high school diplomas as their highest level of education. Standard statistical methodologies were used to report if male pre-service teaching candidates valued three relational aspects, general relationships, relationship with students, and relationships with peers, of their prospective careers over the financial, power and prestige aspects and if there were differences between male and female candidates' responses, as well as differences among the male candidates' responses. Participants rated items on the *Important Concepts of a Career Scale* on a four-point Likert Scale.

Results indicated that male pre-service teaching candidates valued the financial aspect of their career as more important than did the female pre-service teaching candidates. Male pre-service teaching candidates did not value general relationships as highly as did the female pre-service teaching candidates. There were no statistical differences between the male and female pre-service teaching candidates on rating relationships with students, relationships with peers, power, and prestige aspects. There were no differences on any of the items on the scale among the male respondents.

CHAPTER ONE

INTRODUCTION

Mr. Jones was the first male elementary teacher in Roosevelt Elementary. Susie wasn't sure what to make of him. When her mother asked how she liked her new teacher, Susie answered, "Can't say. She keeps sending her husband."

Background of the Study

According to the *Digest of Education Statistics 2006,* in 2003-2004, 75% of public school teachers were women; among private school teachers, 76% were women (Snyder, Dillow, & Hoffman, 2007). In a recent National Education Association (NEA) survey, these percentages mark a 40-year low for the number of male public school teachers (National Education Association, 2003). Men represented half of secondary (grades seven through 12) classroom teachers in 1986, and currently they make up 35%. Among the elementary (grades kindergarten through grade six) classroom teachers, men represented 18% of the elementary teaching cadre in 1981. Currently, men number nine percent of the elementary teaching cadre. In kindergarten through third grade, men number two percent.

Historically, the teaching cadre in Colonial America was composed primarily of men, and the purpose of pre-university schooling was strongly linked to religious learning, particularly in the New England colonies. A system of "petty schools" evolved for instructing young boys in basic reading and writing and grammar schools continued the sequence of the education of young boys who were being prepared for college and leadership roles in society. Young girls and very young boys were consigned to "dame

schools," which were conducted in the kitchens of women willing to oversee rudimentary instruction. Variations existed in the organization and purpose schools in Colonial America, but overall, schooling shared the same class and gender distinctions common in Europe at the time: formal education was for wealthy white males who were taught by men who were members of the clergy or studying to become members of the clergy (Kauchak & Eggen, 2005.

Reform dominated America in the early part of the 19th century, and the rise of the common school movement was part of this reform. Of particular influence in this movement was a Massachusetts lawyer turned educator named Horace Mann (Gutek, 2001). Mann not only asserted that a public education was the key to developing the country and improving the quality of life for all people, but he also asserted that a public education was a right of all citizens. Mann established the idea that these common schools were to be tax-supported, an idea that is as contentious in modern American society as it was in Mann's time.

Teacher quality was a second contentious issue for 19th century America and in response to the concern over teacher quality, normal schools, which were two-year institutions that attempted to provide both content knowledge and pedagogical training beyond the high school level, developed to prepare prospective elementary teachers. Before the existence of normal schools, the typical teacher was a man, but normal schools, which developed in the early 1800s, targeted women as potential teachers. The December 1908 issue of the *American School Board Journal* published an article entitled "Male Teachers Needed," decrying the dearth of male teachers in American public school classrooms, so quickly had the gender of classroom teachers in America

shifted from being predominately male to predominately female (American School Board Association, 1908).

Other factors connected to the shift in gender in elementary school teachers also need to be examined in addition to the rise of the common school and the development of normal schools that deliberately prepared women to teach. Economics was one of the most significant factors in the shift from male teachers to female teachers; the nineteenth-century American taxpayer soon recognized the efficacy of hiring women for the rapidly proliferating public elementary schools. Women could be paid salaries roughly one-third to one-half lower than salaries customarily offered to men (Sedlak & Schlossman, 1987). By the 1870s, 41% of American kindergarten through twelfth grade teachers were male. The percentage of male teachers in the public schools has continued to decline, on the whole, throughout the twentieth century, though salaries have shown slow, albeit uneven, improvement during that century (Sedlak & Schlossman, 1987).,

Another factor influencing the shift in American elementary education from being a male-dominated profession to a female-dominated profession is the notion that elementary education is "women's work." As the Common School movement swept across the nation, most American communities hired only single females and forced them to quit teaching once they married; in 1923, 75% of urban school districts refused to hire married women, and rural school districts were even more reluctant to do so (Sedlak & Schlossman, 1987). Several scholars have suggested that the prevalence of women in teaching has contributed to the "de-skilling" of the profession, as evidenced by predominately male administrators who used various programs and forms of "teacherproof" curricula to exploit their prerogatives over a relatively subservient female

teaching force (Bullough, Gitlin, & Goldstein, 1984). This lack of autonomy coupled with the sense of "career-lessness" created by women initially being forced into retirement from the classroom upon marrying, and the lack of advancement in either position or salary further characterized elementary classroom teaching as "women's work"(Apple, 1985).

Need for the Study

The number of men teaching in the elementary and secondary classrooms is now at a 40-year low, according to the National Education Association (2004), and though historically America has been a long time arriving at this circumstance, some relatively recent developments in American society have increased the level of concern over the lack of male classroom teachers. Two of these issues were voiced in the popular medium of weekly magazines, namely the September 17, 2007, issue of *Newsweek* magazine (Scelfo, 2007). Scelfo cites school administrators as claiming that "...it's[the feminization of the teaching profession]becoming a more salient issue as boys fall behind girls in graduation rates and demonstrate more difficulties with reading and writing"(Scelfo, J., 2007, p. 44). Writing in *Education Next* magazine, Dee, an associate professor in the Department of Economics at Swarthmore College, concludes, "Simply put, girls have better educational outcomes when taught by women, and boys are better off when taught by men"(Dee, 2006, p. 71). Dee relies on the National Education Longitudinal Survey data from 1988. This survey was administered by the US Department of Education, and the particular survey Dee references included 24,599 students and two of each student's teachers. Dee interprets the data in his article as follows:

> For three subject areas—science, social studies, and English—the overall effect of having a woman teacher instead of a man raises the achievement of girls by 4 percent of a standard deviation and lowers the achievement of boys by roughly the same amount, producing an overall gender gap of 8 percent of a standard deviation, no small matter, if it can be assumed that this happened over the course of a single year (Dee, 2006, p. 72).

In 1994, Sadker and Sadker published *Failing at Fairness: How Our Schools Cheat Girls,* which examined gender biases in American classrooms, including the effects of the overwhelmingly-female teaching faculties. The Sadker book sparked a national response to sexism in the schools, and shortly after its publication, the American Association of University women released its report entitled, "How Schools Shortchange Girls." Both publications examine at length the various sources of gender biases in American public education, but neither publication has much to say about the lack of male teachers in the elementary grades. Pipher's *Reviving Ophelia: Saving the Selves of Adolescent Girls (1994)* continued the discussion of the disadvantages for girls in American society and American schools. Talk show hosts and political pundits showcased both supporters and detractors of the issue of public education and its fairness to girls.

In recent history, the case for having more male teachers in the classroom can be pegged to the appearance in 2000 of *Raising Cain (*Kindlon & Thompson). In 2006, Powerhouse Productions aired on Public Broadcasting System its documentary of *Raising Cain,* which was hosted by Thompson. In the video, Thompson asserts through some very powerful vignettes in elementary classrooms that boys face some serious obstacles in their emotional, and perhaps even intellectual, development, in a feminized classroom. Sommers' *The War Against Boys: How Misguided Feminism Is Harming Our Young*

Men, published in 2001, also took the female-dominated elementary education system to task for its biases against boys. Both of these contemporary books have much in common with the concerns of the late nineteenth and early twentieth century educators and social commentators who were deeply concerned about the state of boys in America and the threats toward their masculinity in America's feminized classrooms *(*Kimmel, 1996*).* The National Association for Single-Sex Public Education (National Association For Single Sex Public Education, 2008), as its name implies, has an even more advanced agenda than merely increasing the number of men and women teaching in America's public elementary classrooms: this organization works for the proliferation of single-sex classrooms and schools where men teach boys and women teach girls.

Clearly a broader audience is concerned with the gender climate in elementary education and the efficacy of a public elementary school system in which the classrooms are dominated by women. Weaver, National Education Association (NEA) president, highlighted the disappearance of male teachers on the annual National Teacher Day in May 2004. At the National Education Association's 2002 Representative Assembly, NEA members adopted a measure to "identify, recognize, recruit and retain," more male teachers, particularly elementary and minority male teachers. (National Education Association, 2004, p. 3)

Purpose of the Study

The purpose of this study was to investigate the characteristics of pre-service elementary and early childhood teaching candidates through the use of the *Important Concepts of a Career Scale* developed by Galbraith (1992) and through the use of certain demographic data. The conclusions possibly drawn by this study will hopefully identify

the motivational aspects of men entering the profession. This study examined the hypothesis that men who pursue nontraditional careers find the relational aspects of their work more important than the financial, power, or prestige of the job for which they are currently preparing themselves. Certainly a great deal more research will be needed, regardless of the outcome of this singular study, and, ideally, this study will stimulate further research in this area.

Delimitations

The delimitations were identified as follows:

1. The focus of this study was within the undergraduate pre-service teacher population of Minot State University, Minot, North Dakota; Dickinson State University, Dickinson, North Dakota; the University of Mary, Bismarck, North Dakota; and Trinity Bible College, Ellendale, North Dakota.
2. The surveys of undergraduate students was restricted to sophomores, juniors, and seniors at the participating institutions during the Spring Semester 2008, and who appear to be education majors either by virtue of formal acceptance into a program, or a course enrollment pattern that indicated anticipation of formal acceptance.
3. The study focused on what was currently happening, not what might happen in the future. Implications for the future will be discussed as is appropriate, and suggestions for future studies will be included.

Assumptions

The following assumptions were generated in designing this study:

1. The selected student sample was typical of undergraduate education students at

Minot State University, Dickinson State University, the University of Mary, and Trinity Bible College, but not necessarily representative of the entire undergraduate education student population within the state of North Dakota, or of those students within other states of the United States of America.

2. Selection of subjects was as random as was practical to achieve under the existing constraints of time, subject willingness to participate and subject availability.
3. Fullest accommodation and practical consideration was extended by the faculty members to the sample selection and survey administration process.
4. Terminology used in the survey instruments was understood by the participating subjects.
5. Sufficient faculty members were to participate in the study to allow a viable sample. Because the survey was restricted to an electronic format delivery, faculty members needed to be able to disseminate the survey via e-mail to their students.
6. Sufficient undergraduate education students were available to allow a viable sample.

Definitions

For this study the researcher used the following definitions:

Early childhood education major

An early childhood education major is a pre-service teacher candidate preparing himself/herself for North Dakota teaching licensure requirements for teaching children age birth to eight years of age. In the North Dakota public school system and accredited private and parochial schools, this licensure is inclusive of Head Start and other pre-kindergarten classrooms through third grade.

Elementary education major

An elementary education major is a pre-service teacher candidate preparing himself/herself for North Dakota state teacher licensure requirements for teaching children in grade levels one through six, unless a given school district configures its grade levels as one through eight, in which case, an elementary education major is legally able to teach in such school at said level.

Physical education majors and music majors

Both physical education majors and music majors are licensed in North Dakota as kindergarten through 12th grade teachers. Survey respondents in these disciplines may legitimately be considered eligible for participation in this study.

Research Questions

1. What were the demographic characteristics of the male pre-service early childhood, elementary education, physical education and music education majors of this study?
2. Did the male and female pre-service teaching candidates differ in the six scales of the survey measuring the importance of money, power, prestige and the importance of the relationships with peers, relationships with clients (students), and general relationships in a workplace?
3. Were there differences among the male pre-service teaching candidates in the six scales of the survey measuring the importance of money, power and prestige and the importance of the relationships with peers, relationships with clients (students) and general relationships in the workplace?

Summary and Organization of Study

This study was designed to increase the understanding of career choices of men who select non-traditional careers, such as kindergarten through sixth grade education. Over the last 150 years in America, male teachers have virtually disappeared from the elementary education classroom.

The general strategy guiding this study was as follows:

1. A quantitative study was conducted surveying the subjects using the *Important Concepts of a Career Scale* by Galbraith.
2. A demographic survey was conducted of the subjects soliciting among other information what influenced subjects to pursue an elementary education degree, and what career salary expectations the subjects have.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter is devoted to a review of the professional literature as it pertains to the phenomenon of male elementary pre-service classroom teachers and practicing male elementary classroom teachers. The dearth of men in the kindergarten through twelfth in public and private school classrooms in the United States of America is not a new phenomenon in American education. In fact, much has been written about the phenomenon over the last one hundred years in both academic journals and popular print and electronic publications. In the grade levels of kindergarten through sixth grade, three primary reasons have been cited and examined over the years in search of an explanation of why there are so few men in K-6 (kindergarten through sixth grade) classrooms:

1. the feminization of the teaching profession at that level
2. the low salaries offered to classroom teachers in general, and
3. the innuendo of questionable masculinity and morality of men pursuing a career in K-6 classroom teaching.

An additional issue surrounding the discussion of the implications of the small number of men teaching in K-6 education includes the effect of male elementary teachers on pupils' academic achievement. This chapter explores these topics as they appear in contemporary research literature.

Within the last ten years, research on the effect of male teachers on K-6 pupils' academic achievement is somewhat hard to access, given the extremely small number of male teachers in those ranks. Much more research is available from the late 1960s and mid 1970s. In a review of research by Vroegh (1976), of fifteen studies included in her review, only two studies supported the notion that the male teachers may have had a favorable influence on boys' achievement. One study found that fifth-grade boys taught by 20 male teachers had better posttest scores in the mathematics problem-solving portion on the Metropolitan Achievement tests than boys taught by 21 female teachers did. The pretest scores of the fifth-grade boys did not differ. In the other study fourth-grade boys were found to have better quantitative scores on the California Achievement Tests under male teachers than under female teachers. Among the other 13 studies that Vroegh cited, differences in pupils' achievement as it can be related to the sex of the teacher became insignificant when both boys and girls scores were considered. Differences in pupils' achievement also were not significantly different when all testing areas were taken into consideration, rather than solely comparing the academic areas in which boys had scored higher than girls. In other words, when both boys and girls' scores over the entire battery of questions in all subject areas on the tests were compared, the significance of the sex of their teachers virtually disappeared.

Currently, in the discussion of gender and learning in the K-12 classroom, greater focus is on researching the effect of separating the pupils in those classrooms by gender rather than a focus on the gender of the teacher in those sex-segregated classrooms. The National Association for Single Sex Public Education (NASSPE), under the direction of

Sax.(2008) reports that as of April 2006, at least 223 public schools in the United States were offering single-sex class rooms, an increase over the four schools which had such offerings in 1998. The website is continually updated to include the most recent additions to the list (National Association for Single Sex Public Education, 2008). In a recent NBC Nightly News segment, Sax championed the growth of single–sex classrooms as a "win-win" situation for both boys and girls in increasing their academic achievement. Interestingly, the accompanying video footage showed only female teachers in both the boys' and the girls' classrooms (Williams 2008).

An article published in *Education Next,* a journal published by the Hoover Institute, Dee, an associate professor in the Department of Economics at Swarthmore College and a faculty research fellow of the National Bureau of Economic Research, analyzes data from the US Department of Education. In particular, Dee uses data from the National Education Longitudinal Survey (NELS) 1988 survey to examine the effect of teacher gender on students' test score performance. Dee asserts that for three subject areas, science, social studies and English, "…the overall effect of having a woman teacher instead of a man raises the achievement of girls by four percent of a standard deviation and lowers the achievement of boys by roughly the same amount, producing an overall gender gap of eight percent standard deviation…." The results of his analysis of students' academic performance in the subject area of mathematics led Dee to conclude, "…any estimates of the effect of teacher gender on girls' math achievement may well be biased by the fact that women are more likely to be assigned to lower-performing math students" (Dee, 2006, p. 74). In his conclusion, Dee cautions against drawing policy conclusions from his findings in the NELS data, as gender dynamics may be quite

different between single-sex classrooms and coeducational classrooms and single-sex education may have other drawbacks.

In earlier research, (Dee, 2001) test scores of African American students who spend at least one year with an African American male teacher improved by four percentage points. African American male public school teachers make up only one percent of the teaching force nationwide, while African American students constitute 20% of the total student enrollment (Lewis, 2006). In his examination of the boy turn in education, Weaver-Hightower states, "To argue that the disadvantages in boys' education pertain to the majority of White, upper-class, heterosexual boys is suspect at best. Advocates for boys' programs must work harder to disaggregate what they mean by 'boys'" (Weaver-Hightower, 2003, p. 486). Educational achievement gaps in reading and mathematics of African American schoolchildren are clearly documented in the National Center for Education Statistics Statistical Analysis Report for July 2001. As stated in the Executive Summary, " Throughout elementary and secondary school, blacks scored lower, overall, on mathematics and reading tests than whites"(Jacobson, Olsen, King Rice, Sweetland, & Ralph, 2001, p. v).

The feminization of the elementary classroom

In 1868, Butler wrote,

> For the amelioration of female teachers two things are necessary: the first is to raise the intellectual status of qualified teachers, and to accord a juster (sic) social recognition to their profession; the second is to find other occupations for those who are unfit to teach, and only take to teaching because they can do nothing else. (Indiana University, 1996)

Butler's article is concerned primarily with the "...economical position of women...." who were becoming a rapidly increasing part of the work force of the Industrial

Revolution which was running at full-throttle in England in the 1860s. Butler claimed that there were 80,017 female teachers in England, with the majority of them serving as governesses in private families. Butler urged the nation to participate in establishing schools for preparing women to teach, and she cited a number of contemporary authorities in support of her cause.

Similarly, in America at nearly the same time and with as much rapidity, female teachers begin to appear in the public schools. The increase in manufacturing jobs, the outbreak of the Civil War, the westward expansion of the nation, and the development of the Common School movement under the leadership of Horace Mann have all been offered singly and in various combinations as the reason or reasons for women replacing men as teachers in the public school system in America.

One of the more unique aspects of the development of the school system in America was its development as a coeducational public school system. In fact, the word coeducation is defined as an American word appearing in 1852. (Merriam-Webster, 1993, p. 222) Coeducation became a standard practice in American elementary schools during the first half of the 1800s. According to Tyack and Hansot, "During most of our history, people did not discuss what were appropriate gender relations in the schools, for everyday practices seemed self evident" (Tyack & Hansot, 1988, p. 33). The authors maintain that the issues of gender and class in American education have rarely been publicly discussed, especially when compared to issues of race, religion and ethnicity. Almost without notice, the tradition of using women as teachers of young children had become normative during the latter half of the nineteenth century. A number of Victorian notions about the nature of women held by the general public supported the rectitude of

women teachers, especially in classrooms of young children. Women were believed to have better moral character than men; by virtue of their having spent more time with children, women were believed to have a better understanding of children; and women were believed to have a more uplifting influence over children in their early years (Lee, 1973). While these Victorian notions provided a philosophical basis for the large number of female teachers, some practical and historical reasons also supported the influx of women into American elementary classrooms. The Civil War provided teaching jobs to women as men went off to military service. As in Victorian England, New England in America was also experiencing a growth in manufacturing, which opened better-paying jobs to men. Uniquely American was the westward expansion, which burgeoned after the US Army won the final territorial battles over a number of Native American Indian peoples. The rigors of life on the frontier demanded the concerted effort of every able-bodied male and most able-bodied females as well to ensure yearly survival in these isolated agricultural communities.

Serving as a "schoolmarm" was as demanding both physically and mentally as fieldwork and/or housework, but there were women who took up the role. By the second half of the 19th century, coeducational elementary schools had been accepted implicitly by most of the American public as the most practical and common sense way of operating the system. Tyack and Hansot further state that coeducation seemed natural in rural one-roomed schools, which shared a similar set of gender relationships as the surrounding churches and families. Just as families were headed by male and female adults who cared for and guided their male and female children, so too were rural schools headed by male and female teachers overseeing a student body of boys and girls.

However, by the middle of the 19th century in urban schools, gender in both the teaching faculty and the student body was becoming an issue. The National Council of Education, a chief forum for policy discourse among urban school administrators, reported in 1890 that "the public mind is made up (over the issue of coeducation) and it is not likely to be shaken in its convictions" (p.392). In fact, the public mind was not uniformly in agreement over two issues: girls outnumbering boys in high school enrollment and graduation numbers and women monopolizing the teaching profession (National Council On Education, 1890).

Although the public discussion raised much interest and appeared in a variety of forms in both the popular press and professional forums and journals, ultimately neither issue was much altered as a result of all of the policy talk. Opponents of women teachers charged that the female teachers were feminizing the boys and/or driving them out of schools by delivering a curriculum of study that was either too literary or too silly and stultifying for any red-blooded boy to endure. Admiral F.E. Chadwick warned that schools might be turning out a generation of milksops (Chadwick, 1912). In 1900, 70% of public school teachers were women, and by 1920 this jumped to 86% (Schmuck, Charters, & Carlsen, 1981). As the controversy grew in the popular press and professional forums and publications, a number of solutions were proffered by various segments of the society. One obvious answer to the feminizing of education was to hire more male teachers, while another response was to establish sex-segregated schools to protect the budding masculinity of male pupils from both the feminizing influence of the female teaching staff and the shaming of boys by girls in the classrooms where girls were routinely surpassing boys in their studies. However, the low pay offered to women of the

teaching occupation was already well established. By as early as the 1820s, male teachers' average salary was $15.44 per month (including board), while female teachers' average salary was $5.38 (Norton, 1926). Similar economic considerations also quashed the idea of abolishing coeducational schools and maintaining separate schools for males and females at a time when school systems were already struggling to meet the needs of a rapidly expanding school-aged population.

Two practices emerged at the turn of the 20th century which put something of a damper on the two issues at hand. With the advent of graded classes in public schools, particularly in the urban schools, it was possible to assign females as teachers of young children, while reserving men for the more difficult disciplinary and curricular work with older children. Rather than attempting the abolition of the coeducational school, the practice of differentiating the curriculum of secondary schools by gender was offered by male leaders in the Progressive movement. Male trades, physical education, and sports were created as distinctively male spheres in the secondary schools and served to legitimize and masculinize the upper grade levels of public education. These vocational and trade classes and extra-curricular sporting activities also ensured that male teachers would not abandon the teaching occupation completely. These changes in practice and policy left a residue of gender- distinct required courses in secondary education that lasted up to the passage of Title VII in 1964 prohibiting discrimination in federally assisted education programs. In the lower grades female teachers have become such a tradition that people reflexively refer to elementary teachers as "she." However, the development of the graded classroom was not a conscious effort to keep women in those

classrooms, but rather an effort to attain pedagogical efficiency by dividing students and teachers in manageable groups.

Raising the criteria for teacher certification and lengthening the school term were two other reforms that were adopted by American schools without reference to gender. However, these two reforms had the unintended consequence of reducing the number of men in the classroom, even in rural schools. In Iowa during the 1870s, approximately 40% of the teachers were male, but by 1900 that percent had dropped to 17. Men who had previously sought temporary employment as schoolmasters were no longer able to teach a few months over the winter in the expectation of more lucrative employment during the summer. Furthermore, the idea of interrupting the summer to attend a summer institute or prepare for a teacher's certification examination at their own expense was apparently nearly completely untenable (Morain, 1980).

The professional status of elementary classroom teachers

In the first chapter of the classroom textbook *Introduction to Teaching: Becoming a Professional*, professionalism is defined by the following list of characteristics:

- A specialized body of knowledge,
- Autonomy,
- Emphasis on decision making and reflection, and
- Ethical standards for conduct.

Autonomy is further defined as "...the capacity to control one's own professional life" (Kauchak & Eggen, 2008, p. 17). The chapter's discussion establishes the existence of autonomy as evidence of teaching being a bona fide profession, but concludes by conceding, "The extent to which this (lack of autonomy) detracts from them (teachers)

being true professionals continues to be debated"(Kauchak & Eggen, 2008, p. 21). The current political climate in America in recent years can be described as conservative as opposed to liberal, and the last eight years have created conditions whereby schools and the teachers in them have come under increasing pressure to publicly document results of student achievement through the federally-mandated and state-instituted examinations. Teachers' work is under much tighter control and public scrutiny now than at any other time in American history. Furthermore, teachers are now required to take a series of tests to prove their own levels of literacy.

The North Dakota Education Standards and Practices Board (ESPB) requires pre-service teaching candidates to successfully pass two or three Praxis examinations in addition to the college teacher-preparation coursework previously required for teacher licensure (North Dakota Education Standards And Practices Board, 2008). Similar testing requirements for teacher licensure are required of pre-service K-12 teaching candidates in nearly all states in the United States (Educational Testing Service, 2008). While this development of testing teachers' competencies may be regarded as increasing the professionalism of the classroom teacher, Mac an Ghaill asserts that such actions may relate more toward "...serving to dislocate the structure of teachers' occupational identity and culture, as part of the wider concern of the technical and social relations of the school work place" (Mac an Ghaill, 1992, p. 194).

Other educational sociologists maintain that professionalism is an ideology that rationalizes intensification, and processes like deskilling and intensification can be misconstrued as increased professionalism (Acker, 1990). The deskilling of the American elementary classroom teacher has become especially noticeable since the passage of No Child Left Behind

act in 2001, although the institutionalizing of "teacher-proof" kits preceded this piece of legislation by several decades (Apple & Jungck, 1990). Apple and Jungck also note that educational reform interventions are primarily the work of men trying to alter a largely female work force.

One of the most predominate curriculum packages used in American elementary schools under the George W. Bush administration is the Reading First program, which received $1 billion a year in federal funding from 2001 to 2008. The Bush administration called the Reading First program central to the NCLB law's goal of helping disadvantaged children close the achievement gap in reading (Gold, 2008). On the state level, Bismarck Public Schools in Bismarck, North Dakota, announced the purchase of the Kaplan K12 language arts curriculum at its October 2006 school board meeting. The curriculum kit comes with teachers' guides telling teachers what to teach and when, although John Salwei, Assistant Superintendent for the Bismarck public school district, said that the timelines are suggestions (Kincaid, 2006). The proliferation of teaching kits, particularly in the reading and mathematics segments of the elementary school curricula, could be viewed as undermining the third bullet of Kauchak's list of characteristics defining a profession: decision making and reflection (Kauchak & Eggen, 2008). Thornton addresses the issue of "prestige penalty" suffered by men working in occupations dominated by women, a penalty which may well be exacerbated by the current climate of educational reform with its penchant for teacher-proofing the curriculum (Thornton, 1999, p. 48).

The conflation of teaching and mothering can be traced to a mixture of 19th century prescriptions for middle-class mothers and the theorizing of Froebel and other reformers about what is natural mothering and how it can be realized in the classroom (Dehli, 1994). In looking at teachers' work in elementary schools, Burgess and Carter use the phrase-the "Mumsy discourse"-to describe the ideologies of students learning to be teachers, i.e., "real" teaching meant "building relationships with children through acting like a mother" (Burgess & Carter, 1992, p. 353). Thus, even in the very first steps in teacher preparation, teaching, like mothering, provokes certain social expectations and shares with women's work in the home a lack of boundaries. "The place of caring in teachers' work remains deeply contradictory, simultaneously the moral high ground of the teaching task and a prime site of women's oppression" (Acker, 1990, p. 124). The notion that good teaching means inordinate self-sacrifice seems as much linked to the social expectations of women as it is to elementary teaching itself. Teachers, and particularly female teachers, are subject to intensification and deskilling under the guise of reform, professionalism, or natural nurturing. This phenomenon undercuts the level of prestige with which the elementary teaching profession is held in society: teaching at the elementary level is respectable, but not respected. Neilson offers the following vignette to underscore this circumstance:

> Following graduation from the University of Iowa with a Ph.D. in elementary education, I clearly remember my aunt asking me very kindly but cautiously if when I completed my graduate work, could I get a 'better job.' Of course I knew what she meant and I also understood where the question originated. Who ever heard of a *man* with a terminal degree teaching second grade? (Nielsen, 2006, p.1)

Comparisons of teacher salaries to other workers

The American Federation of Teachers (AFT) database contains its most recent survey of teacher salaries in American public schools (2006). The salary survey is generally gathered from state education agencies regarding beginning and average teacher salaries in each of the 50 states. Teacher benefits, which are included in the salary survey, typically include health insurance, vision and dental insurance plans, and retirement plans, including state-matched and school district-matched funds. The report does comment, however, on the erosion of these benefits, particularly the health insurance benefit, as health care costs continue to spiral out of control.

The Association of School Business Officials International is cited in the AFT report as stating that 70% of school business leaders identified shifting costs to employees as a solution to combating rising health care. Teachers do as a percentage of the payroll have more generous retirement benefits than other professionals, but since many school districts do not participate in the retirement section of Social Security, many teachers do not have Social Security retirement benefits to rely on in retirement. According to an analysis by the Economic Policy Institute also cited in the AFT report, benefits for teachers are worth approximately 21.5 % of total compensation. This compares with the benefits of other professionals, which are worth 19.1% of their compensation. Considering that these other professionals are working from a larger salary base, making approximately 14% more than the average teacher, the picture changes, and in fact, the dollar value of the benefits package that teachers receive is about the same as that of other professionals (Allegretto, Corcoran, & Mishel, 2004). Some researchers consistently question the validity of comparing teachers' salaries with those of other

professions because teachers traditionally have a shorter work year. Evidence indicates, though, that this gap is smaller than often thought. In 1991 teachers spent 46.3 hours per week in work-related activity; in 2000, they spent 49.8 hours per week working (Allegretto, Corcoran, & Mishel, 2004). While work-year difference might explain the underlying gap in pay, it does not explain why these gaps have been widening.

America's public schools employed 3 million full-time teachers who earned an average salary of $47,602 in 2005 (American Federation Of Teachers, 2007, p. 1). Between 2003-04 and 2004-05, the beginning teacher salary rose from $30,809 to $31,753, a gain of 3.1%; however, the real buying power of beginning teachers in the face of rising inflation fell on the average by $100 (American Federation Of Teachers, 2007, p. 9). Comparing teachers' salaries to other white-collar professionals over the last ten years (1995-2005) shows that although all professionals have lost ground against inflation at the same rate as teachers, teachers have had a real salary gain of one percent overall, while every other profession had gains that were at least four times the teachers' compensation rate. In 2005, teachers earned six percent more than the average American worker, which is down considerably from the 21% more teachers earned than the average worker in 1991.

Comparisons of beginning teachers' salaries to the salaries that other college graduates were offered in 2004-05 in data collected by the National Association of Colleges and Employers showed the average job offer to college graduates who were not education majors was $42,229 or $10,476 more than the beginning teacher salary. College loan debt for teachers are comparable to all college graduates' loan debts, but as a percentage of monthly income, beginning teachers will pay more than 8.56% of net

monthly income to student loan repayment. The data on the national trends in average teachers' salaries is not any brighter in its prospects than the data for beginning teachers' salaries. Since 1994-95, the average salary is up just $487, a real increase of only $49 per year. On the average, teachers are now among the lower-paid public employees. In 2004, the average teacher salary fell below the average salary for government workers for the first time since 1982. In 2005, teacher pay was three percent below the average pay of all public workers (American Federation Of Teachers, 2007, p. 15).

Salary schedules typical of unified school districts are negotiated between the school boards and teachers' associations or organizations on a yearly or biennially as part of a master contract between the school district and its employees, who may all be licensed teachers or who may include support staff as well. School districts and teacher organizations are subject to the labor laws of the individual states in any negotiations process, and these laws, like the salary schedules, vary widely from state to state. In general, administrative positions are not on the same salary schedule as classroom teachers, and administrators may be presented with a separate salary schedule or be expected to negotiate with the school district individually for their salaries. Whatever schedules and negotiation policies are in place, administrative salaries are substantially higher than classroom teachers, even adjusting for the advanced degrees which administrators are generally required to have by state law and/or school district policy. In 2003-2004, there were approximately 61,000 public elementary school principals in the United States, 60% of whom had a master's degree, 30% of whom had an education specialist degree, and eight percent of whom had a doctorate (National Association Of Elementary School Principals, Sept, 2006, p. 43). In 2003-2004, nationally principals

with master's degrees had an average salary of $74,000, compared with $78,000 for those with an educational specialist degree, and $83,000 for those with a doctorate. Principals' contracts generally extend to 225 days on duty, while the contract year for classroom teachers averages 187 days (Cooke & Licciardi, 2007, p. 49).

In 1993-1994, the majority of elementary school principals were men, but by 2003-2004, 56% of elementary school principals were women. While this percentage of women in the managerial position of principal is considerably larger than the 36.2% of women in professional and managerial positions in the United States, when one considers that only nine percent of the elementary classroom teachers from whose ranks principals are overwhelmingly drawn are men, the percentage becomes less admirable as a hallmark of gender-equitable promotional policy (Institute For Women's Policy Research, 2007). While there are a number of "emergency" licenses granted to principals for a wide variety of reasons nationwide, anywhere from one to three years of elementary classroom teaching experience is a prerequisite to the licensure of principals in the majority of states in America, in addition to obtaining a master's degree in elementary school administration. In a study of men entering female–dominated specialties, Williams found that many men perceived their token status as males in predominately female occupations as an advantage in hiring and promotions. Williams uses the term "glass escalator" to describe the circumstance under which men are promoted preferentially to more prestigious, better-paying positions. A number of her interviewees described being almost pressured into moving into the administrative track by both their own administrative superiors and by members of their working communities (Williams, 1992). Men are also apt to be hired preferentially in elementary schools as indicated in the September 1993

issue of *Rural Educator* in an article detailing a survey of 263 elementary school principals (Wood & Hoag, 1993).

Pre-service male teaching candidates also expressed a desire to move out of the classroom and take administrative positions, college teaching, or other leadership roles in the teaching profession. In a study of 40 white, male, elementary pre-service teachers, only nine of the 40 students in the study indicated that they expected to stay in the classroom throughout their careers (Montecinos & Nielson, 2004).

The perception of the "manliness" of male elementary classroom teachers

In addition to low pay and the feminized environment of elementary classroom teaching as reasons men do not pursue careers as elementary classroom teachers, the third reason for opting out of elementary classroom teaching is the perception that men in elementary classrooms, particularly lower elementary classrooms, are sexual misfits or deviants (National Education Association, 2004). In the words of a 1950s administrator.

> One can hardly imagine a situation in which a man would be in his element teaching a class of kindergarteners. He would immediately become suspect. This would be such a perversion of masculinity that parents would be up in arms. (Tubbs, 1946, p. 394)

Tubbs goes on to claim the natural superiority of married men and women over the spinster and the bachelor in relating to their pupils as classroom teachers.

After WWII, the tide was clearly turning against the unmarried female as the preferred model of classroom instructor for elementary children. The spinsters or "old maid" teachers had been hired in such large numbers in the late nineteenth and early twentieth century that they had become part of the cultural landscape and social institutions, such as teacherages, sprang up to accommodate them (Blount, 2000). By the

early 1900s, alarms were being raised about the feminizing of the American male, with one of the most influential alarms being the publication of G. Stanley Hall's two-volume, fourteen-hundred page treatise *Adolescence* in 1904. Theodore Roosevelt effusively praised Hall's ideas, and Hall's ideas informed several generations of educators, psychologists and parents (Kimmel, 1996). Roosevelt was adamant that women were to be dutiful wives and mothers, and he accused the class of college-educated women (the majority of whom were schoolteachers) who delayed childbearing, or who did not bear children at all as being guilty of racial suicide. While this sentiment did not result in the immediate replacement of the schoolmarm with male pedagogues, the stage was set for the redesign of the school curriculum, especially at the high school level to include vocational courses and athletic teams taught and coached by men.

The way was also paved for married women to continue as elementary classroom teachers, a circumstance that was shored up by the shortage of men in virtually every occupation during World War II. Women were still expected to leave their teaching positions once they became pregnant, and this practice of leaving the profession to go home and raise a family was widely accepted until the 1970s. As evidenced by the Tubbs article, however, the idea of men teaching in the kindergarten through third grade ranks was not at all acceptable, even though the men had come home from the war, and were, as Tubbs states, through the experiences of marriage and childbearing, better able to "...develop a broader understanding and a deeper appreciation of the problems of youth among such teachers (male and/or married) than is usually the case with spinsters and bachelors" (Tubbs, 1946, p. 395).

Hall further drives home his beliefs about gender roles and teachers in his article "Certain Degenerative Tendencies Among Teachers," where he describes single female teachers as bitter, frustrated and extremely unpleasant (Hall, 1912, p. 459). Thus, single women who had been regarded as useful members of society, morally upright as individuals, and in many cases, memorable as teachers, were now beginning to be seen as deviant, pathological, or downright dangerous for working with children. In relatively short time, spinsterhood became conflated with lesbianism. Popular culture began to explore homosexuality in the 1920s and 1930s, and as public consciousness of the existence of homosexuality increased, education leaders campaigned for the rights of women to marry and retain their teaching positions. The movement toward replacing single women teacher with married women teachers stalled out during the 1930s, as school systems sought to avoid supporting two-income families during a time when any kind of job was precious. However, following WWII, the proportion of single women to married women teachers declined dramatically (Blount, 1996).

Conditions for male educators also changed following WWII, as scrutiny of their gender roles also entered the popular culture. Conventional wisdom held that homosexual men were particularly attracted to teaching and that homosexual men could be identified by effeminate characteristics. During the 1950s and 1960s national campaigns evolved to recruit desirable men into education by assuring them of rapid promotions to the ranks of school administration. Even in the administrative positions, however, school boards were advised to pay special attention to selecting the right kind of man (Mundt, 1963). The publication of *The Anita Bryant Story: The Survival of our Nation's Families and the Threat of Militant Homosexuality* in 1977 continued to fan the flames of a generalized

fear of homosexuality as well as focusing attention on the sexual identities of classroom teachers, particularly male elementary classroom teachers, whose homosexuality became conflated with pedophilia. Fear of pedophilia is now identified as the new reason not to have males in early childhood education (Cohen, 1992).

Few states have laws that protect gay men and lesbians from discrimination on the basis of sexual orientation, and education journals generally have not discussed homosexuality until the last two decades (Blount, 2000). Even less information is available on the perceptions of pre-service male elementary classroom teachers. In Montecinos's and Nielsen's study of 40 pre-service elementary classroom teacher candidates, the issue of societal perceptions of pedophilia was, on the whole, dismissed by the candidates. Having their emotional expressions with students under greater scrutiny than their female coworkers' expressions was not deemed a problem. The authors quote one of the typical responses given by a male pre-service candidate to this issue

> ...females can get away with hugging students, where males have to stay at a distance. Females can show more emotion and society doesn't look down on them because you don't hear of many females abusing children. (this is not a problem) I've never really been a huggy type person anyhow. I wasn't raised that way (Montecinos & Nielson, 2004, p. 6).

A few of the male pre-service teachers interviewed in Stroud's research did express an awareness of the challenges facing male elementary classroom teachers, especially in the matter of touching students. "I noticed in my student teaching experience that kids are really affectionate. ...I'm affectionate too, but that was always on my mind about touching the kids..." (Stroud et al., 2000), p. 58).

Among practicing male elementary classroom teachers, Sargent recorded very strong emotional responses to the issue of the cloud of suspicion of pedophilia. Sargent quotes one of the teachers saying, "Women's laps are a place of love. Men's are places of danger" (Sargent, 2001, p. 49). In his own career as a closeted gay early childhood educator, King states, "Because I was aware that others believed that social contact with homosexuals was harmful for children, I monitored myself carefully" (King, 2004, p. 123). King goes on to examine what he describes as the duplicity of using pedophilia to intensify the gatekeeping of early childhood classrooms, and concludes, "Such reasoning...will likely exclude men, and especially gay men, from working with young children" (King, 2004, p. 125).

One of the more recent outbreaks of public interest about pedophiles in the classroom was the result of an Associated Press investigation into the number of licensed teachers in the United States who have disciplinary records on file among the records of all 50 states and the District of Columbia. Investigators claimed that they found 2,570 educators whose teaching credentials were revoked, denied, surrendered or sanctioned from 2001-2005 following allegations of sexual misconduct. Furthermore, in 1,801 of the 2,570 cases, the victims were children under 18, with more than 80% of those 1,801 persons being students in the K-12 system (Irvine et al., 2008).

Certainly, the school setting is attractive to pedophiles, and under-reporting, or outright lack of reporting of classroom pedophiles is not exactly news. Schneider's dissertation examines in detail the "grooming" which occurs as teacher pedophiles prepare their victims, and the "closed-door deals" that allow the perpetrators to move on to their next school (Snyder, 2001). Keeping all men out of early childhood and

elementary classrooms does not solve the issue of pedophilia. Rather, society needs to have a willingness to intervene and advocate on behalf of the victims, and not fall into the practice of stigmatizing viable male candidates and scuttling knowledge of this most heinous of crimes.

Summary

The issues surrounding recruiting and retaining male kindergarten and elementary classroom teachers have a long and variable history. Currently in America, both academic and popular literature have voiced concern about the academic achievement of boys in our K-12 education system. Unlike the concern over boys' academic achievement over a hundred years ago, this time around, instead of blaming women teachers for feminizing the curricula and female students for shaming the boys by outshining them in the classroom, the solution gaining much attention is to segregate the students into single-gender classrooms. Whether or not these classrooms need to be headed by teachers of the same gender has yet to be resolved.

What was an educational experience dominated by male teachers in the early days of our nation's history has become an educational experience populated by female teachers who are still under the control of a largely male managerial system. The reforms of the early 20th century reasserted male teachers' presence and influence in the upper levels of elementary schools and in secondary schools, but the lower grades remained staffed primarily by female teachers. The conflagration of teaching and mothering further served to define the profession of K-6 classroom teaching as "women's work."

Teacher pay continues to receive considerable public and academic attention. As women first entered the profession, their salaries were typically a third of what a man was

paid for classroom teaching. As master contracts began to be drawn between unified school districts and their employees, the huge discrepancies between male and female teaching salaries largely disappeared. Simultaneously, administrative salaries began to be negotiated separately from classroom teachers' salaries. The administrative cadre of American public and private schools remains predominately male, despite some recent gains in female representation among elementary school principal positions.

One of the most emotionally charged issues surrounding American education is the issue of sexual exploitation and abuse of children in the care of classroom teachers. In the early 1900s Americans became more aware of the existence of homosexuals in the teaching profession, and closer scrutiny was applied to the gender roles of classroom teachers. Though homosexuality has become slightly less stigmatized, most gay and lesbian teachers are still very mindful of the tenuousness of their situation. Pedophilia overshadows the concerns of homosexuals in teaching, and it is a legitimate concern. To use concern over pedophilia as a barrier to keep men out of K-6 classrooms, however, is a questionable practice.

Chapter Three presents the methodology used in this study of pre-service male early childhood and elementary classroom teachers.

CHAPTER THREE

METHODOLOGY

In this chapter the researcher presents the processes of disseminating the survey instruments, the characteristics of the subjects participating in the survey, and a description of the demographic survey developed and used by the researcher and the *Important Concepts of a Career Scale* developed by Galbraith and used by the researcher in this study.

Subjects

The survey was administered to willing subjects in an on-line format that was introduced to them by their instructors in their education departments. Letters explaining the process, format, risks, rewards and privacy issues were made available to both subjects and faculty who agreed to assist in this research study. Because Minot State University and Dickinson State University instructors could email only those students in their division who were enrolled in their education courses in a given semester, only half of those universities' education students were able to participate; this circumstance pre-empted the participation of students who were student teaching, for example, as these students were not in a traditional class. University of Mary and Trinity Bible College students were available through campus-wide emailing which was available to all of those two schools' education students, including those enrolled in their student teaching placements.

Subjects for this study were the male and female candidates for elementary education and early childhood education teaching degrees enrolled at Minot State University, Dickinson State University, the University of Mary, and Trinity Bible College at Ellendale, North Dakota. As reported by each of the education department chairs of the four institutions, Dickinson State University had a total enrollment of 13 males and 116 females, with the survey offered to seven males and 53 females; Minot State University had a total enrollment of 29 males and 200 females, with the survey offered to 16 males and 52 females; Trinity Bible College had a total of eight males and 25 females, with the survey offered to all students; and the University of Mary had a total enrollment of 13 males and 49 females, all of whom were offered the survey. There were 44 male and 179 female potential participants available for this study. The survey was administered to willing subjects in an on-line format that was introduced to them by their instructors in their education departments.

Instruments

The first purpose of this study was served by administering the *Important Concepts of a Career Scale* by Galbraith. Galbraith developed this scale while he was at Loma Linda University in California in 1987. Galbraith used the scale to study men entering the nursing profession, another field heavily dominated by women. The *Important Components of a Career* (ICC) scale is comprised of six scales designed to measure the importance of various aspects of the respondent's career. Subsets of questions measured the six different dimensions of work.

- Relationships with peers,
- Relationships with students,

- Relationships in general,
- Power,
- Money, and
- Prestige.

Relational dimensions

Respondents were asked to indicate on a 5-point Likert-type 44 item scale how important those dimensions are in their careers. Relationships-with-peers scale asks respondents to rate the importance of making friends in the work setting, planning work strategies with peer groups, and having emotionally supportive supervisors. The researcher edited the relationships-with-clients scale by using the word "students" where Galbraith had used the term "clients." Respondents in this study would not view the students in their classrooms as clients, and they may have been confused by the term "clients." In this scale respondents were asked to rate the importance of being sensitive to student's needs, helping students solve problems, and being perceived as a source of nurturance for students. Respondents also rated the importance of interaction with student's family members, and being available to discuss student's personal issues with them. The third dimension measured was the relationships-in-general scale, which asked respondents to rate the importance of being able to self disclose, being comfortable with intimate relationships, showing empathy for other, and having a warm and friendly atmosphere. Galbraith derived these indicators based on the research of Seifert whose qualitative findings suggested that men's experiences in elementary education were similar to women's experiences. Both men and women liked children and were service oriented, though men seemed to have more crystallized career goals (Seifert, 1985)

Non-relational dimensions

For the other three non-relational dimensions of the scale, respondents were asked to rate the importance of power, money and prestige in their potential careers. Indicators of the power dimension were such statements as having an impact on other's promotions, being viewed by administration as a source of power, and directing other's activities. The money dimension included rating such indicators as the importance of having the ability of financial freedom, being able to travel extensively on vacations, and fringe benefits. The prestige dimension included such indicators as having one's position viewed as a desirable one, others thinking one has a good job, and obtaining recognition by the administration.

Galbraith pilot tested this instrument in 1987 and claimed to find support for the findings of earlier researchers that men occupy nontraditional employment positions because they want to develop the relational aspects of their personalities and jobs (Galbraith, 1987). The researcher purchased the instrument from the Educational Testing Service in Virginia for use in this study.

The researcher also developed a brief demographic survey that subjects were expected to complete by typing into the electronic form self-constructed answers. These questions were developed by the researcher based on surveys conducted by the National Education Association over a 25-year period asking respondents who were already practicing teachers to identify their most important reasons for becoming classroom teachers. (Kauchak & Eggen, 2008, p. 5) The researcher was also interested in the socioeconomic background of the pre-service male teaching candidates, as well as the

candidates' expectation of salary as beginning K-6 classroom teachers. The researcher looked at the following characteristics:

- Parents' occupations,
- Parents' level of education,
- Subject's ethnic background,
- Subject's level of education,
- Age at which a subjects decided to become teachers,
- Number of other majors studied prior to selecting teaching,
- The primary influence on a subject's decision to become a teacher
- How long did the subjects plan to remain classroom teachers,
- What salary did subjects expected to earn in their first year of teaching,
- What salary did subjects consider fair and equitable as a first-year classroom teacher.

A copy of the demographic survey is included in Appendix A.

The researcher conducted preliminary trials for both the career scale and the demographic survey on random volunteers of college age and experience who took approximately 40 minutes to complete the scale and the survey. No comments were generated to the instruments or the process of administration.

The survey and the scale were formatted in a Formsite website and delivered electronically to participating instructors at all four colleges. Participating instructors were then able to forward the survey and the scale, as well as the disclaimers required by the Institutional Review Board of the University of North Dakota for informed consent of the participants to students enrolled in their education courses. Respondents were guided

through the informed consent information and through the survey and the scale by electronic links, which opened up each part of the study. Respondents submitted their responses electronically directly to the Formsite website to which the researcher, her department chair, and her University of North Dakota advisor had password privileges. Respondents were invited to include an email address if they wished to be eligible for four $50 drawings. Four respondents were selected in late May 2008, and their $50 was awarded in June 2008.

Among the four institutions participating in the survey there were 390 women and 63 men enrolled in early childhood education and elementary education. Because of the limitations of email access on two of the four campuses, 215 women and 43 men were exposed to the Formsite survey and became potential participants. A total of 63 females and 13 males participated in this study for a rate of return of 30% for men and 25% for women.

To answer the research questions, this study included a variety of statistical procedures for comparing and contrasting variables as suggested by the collected data.

- To answer the question "What were the demographic characteristics of the male respondents?" subjects were asked to complete open-ended responses to the demographic survey developed by the researcher. The responses were tabulated on the Formsite website which was distributed to the subjects electronically by their classroom instructors among the four higher education institutions participating in the study.
- To answer the question "Did the male and female pre-service teaching candidates differ in the six scales of the *Important Concepts of a Career* survey measuring

the importance of relations with peers, relationships with students, and general relationships in the workplace and the importance of money, power and prestige?" subjects were asked to respond to six to eight statements about the six scales using a Likert scale. This survey was also on the Formsite website and was distributed simultaneously with the demographic survey. A multivariate analysis of varience of the responses collected on the Formsite website was conducted to determine any significant differences.

- The same six scales of the *Important Concepts of a Career* were used to answer the third question "Were there any differences among the male subjects on the six dimensions in their relational characteristics with peers, with students, and with relationships in general and in their non-relational characteristics of power, money and prestige?" A multivariate analysis of variance was conducted to determine any significant differences.

The demographic survey was conducted to determine how closely the respondents of this sample compared to national demographic profiles of pre-service teachers. The *Important Concepts of a Career* scale was used to determine female-to-male and male-to-male dimensional differences.

The entire survey was conducted electronically through Formsite in 2008. While the number of male respondents (13) was small, they represented a rate of return of 30%. The total number of male candidates to whom the surveys were presented was 43.

CHAPTER FOUR

RESULTS

This chapter presents the results of the analyses of the data to answer the research questions. Data were analyzed in SPSS in frequencies and percentages for the categorical data and in averages for continuous data. The six dimensions of the Important Concepts of a Career were analyzed by a multivariate analysis of variance (MANOVA) and Univariate ANOVAs.

Research Question 1: What were the demographic characteristics of the male respondents?

These statistics are based in the 14 male subjects who responded to the demographic section of the data collection process. These male respondents ranged in age from 19 years to 28 years with a median age of 23. Ethnically, one subject declared himself to be Hispanic, and the other 13 respondents declared themselves to be White. Six of the respondents listed themselves as elementary education majors, one as "double major", i.e., elementary education and early childhood education. One respondent declared himself a physical education major and an elementary education major, which may mean that he was a "double major" or he may be identifying himself as a physical education teacher, since physical education majors are licensed to teach physical education in grades kindergarten through twelve. Two respondents declared themselves music education majors, who are licensed to teach music in grades kindergarten through

twelve. Four of the respondents also declared themselves to be secondary education majors, as many physical education and music candidates consider the ability to be licensed for both secondary and elementary teaching as a second or double major.

The paternal parent's occupations varied over a wide range, although the primary industry for North Dakota, agriculture/farming, was not listed. The maternal parent's occupations also ranged over a wide variety, and it is noteworthy that none of the subjects' mothers was listed as housewife. Both parents were employed outside of the home. The subjects' maternal parents were primarily employed in occupations dominated by women (Table 1).

Table 1

Maternal Parents' Occupations

Occupation	Frequency	%
Teacher	3	21.4
Nurse, nurse's aid	2	14.3
Secretary	3	21.4
Social worker	1	7.1
Other	5	35.7

Interestingly, 50% of the paternal parents had high school diplomas as the highest level of educational attainment (Table 2). The maternal parents had higher levels of education than paternal parents, but 50% of them were engaged in careers dominated by female workers, which are typically lower-paying occupations. The combination of these factors, i.e., the father's and mother's levels of education and the father's and mother's

occupations being typically lower-paying, may have influenced the degree to which the subjects considered the salary of a first year classroom teacher fair and equitable if it was between $25,000 and $30,000 a year. This salary range was the expectation of the subjects as well, with the largest percentage of respondents listing $30,000 as anticipated earnings for their first year as contracted teachers. This would seem to be an unrealistic expectation since the average starting salary for a first year teacher in North Dakota is $24,108, while the average salary of teachers overall is $35,411 (Kauchak & Eggen, 2008, p.10). Two subjects identified their paternal parents as secondary teachers. Two subjects also identified their maternal parents as secondary teachers, and one maternal parent as an elementary teacher. Considering the relatively low levels of education of the paternal parents and the low-paying occupations of the maternal parents, subjects may have unrealistic expectations of the earning levels of a bachelor's degree in K-12 education. They may also feel that this expected $30,000 salary is a considerable amount of money in light of the amount of money their parents may be earning.

Table 2

Highest Level of Education of Parents of Male Respondents

Level of Education	Fathers		Mothers	
	F	%	F	%
High school diploma	7	50.0	5	35.7
Two-year college degree	2	14.3	3	21.4
Four-year college degree	3	21.4	5	35.7
Master's degree	2	14.3	1	7.1

Six of the subjects listed "myself" as the person who has most influenced them to become a teacher. Only four subjects listed teachers as having had influence on their choice of major, which was the median response among the top nine reasons listed in the surveys conducted by the National Education Association over the last 25 years cited by Kauchak and Eggen (2008). Pre-service teaching candidates ranked memorable classroom teachers from their own K-12 experience as inspiring them to become teachers as the fifth most important reason for them becoming teachers. The number one reason in the National Education Association surveys for becoming a teacher was the opportunity to work with youth.

In response to the question, "How many other majors did you have before you chose this one?" eight respondents or 57.1% indicated that teaching was their only major, while five or 35.7% indicated that teaching was a second choice. One respondent was on his third major. The selection of teaching as a college major is often popularly referred to as a "default" major; that is, students leave their first choice of college majors to become teachers. The results of this survey do not support that commonly-held belief.

Research Question 2: Were men different than women on the six dimensions of the relational characteristics of relationships with peers, relationships with students, or with relationships in general, and in their non-relational characteristics of money, power, and prestige?

A multivariate analysis of variance (MANOVA) was conducted to answer the question comparing the six dimensions of the Important Concepts of a Career Scale by male (n=13) and female (n=63) respondents. The number of male respondents for the

Important Concepts of a Career Scale was 13. For whatever reason, one male subject completed only the demographic survey and did not complete the scale.

MANOVA results indicated significant differences overall between men and women (Wilks' Lambda = .804 with 6, 69 degrees of freedom, $p = .017$) on the six dimensions. Univariate ANOVAs (Table 3) indicated significant differences between men and women on the dimensions of money and general relationships. No differences were found between males and females for power, prestige, relationships with students, or relationships with peers. Men rated money significantly higher than did the women respondents as being important in their career aspirations whereas women rated relationships in general significantly higher than did the men.

Table 3

Means, Standard Deviations, and Univariate ANOVA Results on the Differences between Males and Females on the Six Dimensions

	Males		Females		F value	*p*
	Mean	SD	Mean	SD		
Money	55.4	7.4	49.4	8.3	5.78	.019
Power	51.0	11.7	49.8	9.7	.143	.707
Prestige	50.6	10.6	50.2	8.9	.017	.898
General Relationships	48.1	6.8	51.2	6.6	5.304	.024
Relationships with Students	48.1	6.8	51.2	6.6	2.41	.125
Relationships with Peers	49.3	5.7	50.1	10.7	.081	.777

Research Question 3: Were there any differences among the male respondents on the six dimensions in their non-relational characteristics of money, power, and prestige, and in their general relationships, their relationships with students, and their relationships with peers?

A repeated measure MANOVA (Wilks' Lambda = .370 with 5, 8 degrees of freedom, $p = .101$) indicated no significant differences among the six means for the Important Concept of a Career dimensions for male respondents. In other words, the repeated measure MANOVA (Table 4) indicated that none of the dimensions were rated significantly higher than others for the male respondents.

Table 4

Means, Standard Deviations, and MANOVA Results for Six Dimensions Among Males

	M	SD	N
Money	55.4	7.41	13
Power	50.9	11.7	13
Prestige	50.601	10.6	13
General Relationships	44.8	13.2	13
Relationships with Students	48.1	6.79	13
Relationships with Peers	49.3	5.7	13

These results may be surprising as men rated money so highly compared to women. However, the low number of male subjects (13) may explain why none of the dimensions were rated significantly higher than others on this comparison.

Summary

Demographically, the pre-service elementary education male subjects held somewhat unreasonable expectations for beginning salaries for teachers in North Dakota. The low levels of education of paternal parents and the low-paying occupations of the maternal parents may account for their belief in the fairness of a starting teacher's salary of $30,000.

The pre-service elementary education subjects were not primarily "default" education majors, as eight of the 14 respondents were in their chosen field, without having deselected a previous career choice. Unlike the nationally administered pre-service teaching survey respondents, the subjects in this study did not list teachers or the desire to work with youth as the most influential factors affecting their career choice of education. Rather they listed "myself" as the most influential factor, followed by teachers.

For the dimensions of the Important Concepts of a Career Scale, men rated the non-relational concept of money significantly higher than did women. There were no significant differences between men and women in their rating of power or prestige. Men rated the relational dimension of general relationships lower than did the women. There were no significant differences between the men and women in their rating of relationships with students and relationships with peers. Among the men, there were no significant differences on any of the six dimensions of the scale.

Chapter Five contains a discussion of the findings of the surveys and recommendations for further study. Further research of pre-service male candidates in elementary education in a qualitative, longitudinal study would go deeper in to the

phenomenon of a 9% representation of men in elementary classrooms and why that phenomenon should matter in American elementary education.

CHAPTER FIVE

SUMMARY, IMPLICATIONS, and RECOMMENDATIONS

Summary

Many more young women than men are enrolled in teacher education as evidenced by the gender census of the four colleges included in the survey. Among the four institutions in this study, 390 women and 63 men were enrolled in elementary education programs. Men represent 14% of this cohort, which compares to the 9% male population currently teaching in elementary education.

In this study, 215 women and 43 men were exposed to the Formsite survey used in this research. A total of 63 females and 13 males participated in this study for a rate of return of 30% for men and 25% for women. The men represented 17% of the responding subjects' cohort.

In hindsight, perhaps a more traditional method of surveying subjects, i.e., paper-pencil surveys conducted during classes, or postal mailings, may have been more effective in soliciting a higher response rate. As it is, the number of subjects is quite small, and it may be difficult to generalize any of the findings to the entire population.

The subjects were also in a limited geographic location. Without soliciting more specific demographic information about the home addresses of the subjects' families, it is impossible to assume that all of the respondents were North Dakota natives, though the majority of students enrolled at the undergraduate level in colleges in North Dakota are

North Dakota natives. The sample used for the study could also be biased as it was essentially self-selected.

Other elements not measured by the Important Concepts in a Career instrument may also be valuable to prospective male elementary teachers, such as working conditions and opportunities for creativity. Further investigation into the phenomenon of men in occupations in which they are a gender minority is needed to provide a more complete picture of the expectations and experience of men entering elementary and early childhood education.

Implications

Further research of pre-service male candidates in elementary education conducted in a qualitative, grounded-theory format would also be of great value, as would a longitudinal study which would allow comparisons of candidates' pre-service expectations with their assessments of their experiences as practicing classroom teachers. In his research, Sargent (2001) discovered that men teaching in primary grades (kindergarten through third grade) felt very isolated by and quite angry at the stereotypical way in which they were regarded by their female peers and their administrative overseers, male or female.

The results of the demographic survey would indicate that the 9% composition of men in elementary classrooms is not going to change much as this cohort moves into professional practice. This group of candidates included prospective physical education teachers and music teachers, who very well may find employment exclusively in middle and secondary schools. Only six of the respondents identified themselves as solely elementary education candidates, with two others identifying themselves as early

childhood and elementary education majors. It would be of interest to know how many of these candidates will actually be employed in elementary school settings in the next few years.

Of the 14 respondents, only one person identified himself as Hispanic, while the remainder identified themselves as White. Projections indicate that before 2050, more than half of the nation's school children will be members of cultural minorities, and while no evidence exists that non-minority teachers cannot work effectively with minority students, many educators believe that the unique perspectives of minority teachers to the classroom are important in the classroom and could provide more culturally-relevant instruction (Kauchak & Eggen, 2008).

While studies of boys' academic achievement as it is affected by the gender of the teacher are inconclusive, some research findings (Dee, 2001; Ladson-Billings, 2005) indicate that African American students under African American male teachers showed improved test scores. Minority teachers can also provide more culturally relevant instruction to minority students, in addition to providing alternative perspectives on effective teaching and learning practices for other school faculty (Ladson-Billings, 2005). Male teachers are themselves a minority in elementary education classrooms, and they may also have valuable perspectives on teaching and learning.

The demographic survey revealed that the subjects had a somewhat unrealistic expectation of the salary which they could expect to earn in their first year of teaching. The $30,000 per first year salary more closely approaches the average $35,411 salary earned by North Dakota classroom teachers rather than the $24,108 beginning salary. With the average job offer to college graduates who are not education majors being

$42,229, these men may well be disappointed by their financial prospects if they chose to remain in the profession of teaching. The salary offered to school administrators will continue to draw men into administration if they wish to remain in the field of education, but these men must be in relatively low paying jobs for a few years before they can aspire to apply for and enter into administration positions.

On the six dimensions of the Important Concepts of a Career Scale, the men in this study differed from the women in their cohort significantly in the importance of money in determining their career choices and in the importance relationships in general in the workplace. On the other four factors their values were not significantly different. Men placed a high value on the importance of money in gauging their satisfaction with a career choice. This finding really leaves the male elementary classroom teacher with two options: become an administrator in education after teaching at a low salary or leave education altogether to pursue a more lucrative career.

That men did not place as high a value on relationships in general in the ICC survey may be indicative of their lack of concern over the opinions of others as to the suitability of their career choice to be elementary teachers. The men did not differ significantly from the women on the non-relational scales of power and prestige, which may indicate a lack of concern over the popular public perception of the "feminization" of elementary education. The men were very similar to the women in their rating of the relational dimensions of relationships with students and relationships with peers, which may indicate that they would be very satisfied with elementary classroom teaching.

This study did not address the attitudes of these subjects toward the public perception that men in elementary education, and especially in grades kindergarten

through third, are sexual misfits or deviants. This perception has been identified as a barrier to men becoming elementary classroom teachers, and there is clear evidence that school children have been sexually abused by school personnel (Snyder, 2001; Irvine, 2008). Certainly this topic needs further study to protect the innocent parties involved, both school children and the men willing and able to teach them.

Because the number of men was so small in this particular study, there were no significant differences among them in the six dimensions of the Important Concepts of a Career Scale. It would be interesting to re-survey a larger group of pre-service male teaching candidates to discover if there are any differences and to evaluate the implications of those differences.

Recommendations

Why then should concern be raised over the small number of men in K-6 teaching? As a society, Americans have generated the idea of equal opportunity as a mantra for young girls and women who wish to pursue careers and lifestyles according to their interests and preferences rather than according to their gender. Women have been celebrated in the popular press and entertainment industry as heroes when they take on the challenge of working in male-dominated fields. Conscious activity to raise the awareness of girls to their unlimited possibilities in society proliferate in virtually every venue, from the children's books parents read to their daughters in their homes to national symposia on women's rights to decide for themselves personal and professional career paths. Where do these opportunities arise for men who want to pursue a non-traditional path?

As a variety of role models began to evolve for females since the 1960s, a variety of career paths and lifestyles were opened up to women. Even space was no longer the limit when Sally Ride became an astronaut for NASA. This expansion of the roles that women can assume has, in the institution of school, been something of a one-way street. Of course, men still earn more money than women, and men still hold the majority of prestigious and powerful positions in society, but this issue of being free to choose one's career and lifestyle without being stereotyped and stigmatized is at the heart of this study.

As Sargent states, "We need new ways of knowing-ones that will allow subordinate groups to define their *own* reality and thus create empowerment" (Sargent, 2001, p. 160). Men's stories in elementary classrooms are largely untold. Understanding these stories could provide society with an additional and unique perspective to the struggle between hegemonic entities in charge of an ideology and those who must live by the ideology. The societal division of labor that puts children into the care of women only in both elementary school and the home epitomizes this struggle. When society examines the experiences of the marginalized, the probability of ignoring their perspective is decreased.

Encouraging men to become early childhood and elementary teachers offers an alternative cultural script of masculinity not only to the men becoming teachers, but also to the boys who will be in their elementary classrooms. The widely available violent, masculinity script permeates public life and popular entertainment. Even *Kindergarten Cop,* which attempted to show the "softer" side of a hyper-masculine hero, ended in a bloodbath. There is no guarantee that having more men in elementary classrooms will produce "better" masculinities or better educated children, but having them there will

certainly provide an opportunity to study the phenomenon. As Weaver-Hightower points out, "...little attention has been given to how teachers temper masculinities. Placing teachers front and center will allow researchers to deconstruct the ways in which teachers and their training create, mediate, or eliminate specific masculinities and their implications" (Weaver-Hightower, 2003, p. 488).

The results of this study may be important to college professors who are preparing elementary classroom teachers. Shari his information with the men and women in their classes may increase the awareness of pre-service candidates to the issues surrounding the teaching of young children, both male and female. Understanding of some of the unique aspects of men entering a field dominated by women may help men remain in the classroom, both the college classroom as undergraduates and the elementary classroom as teachers.

Gender studies should be added to the curriculum of elementary education candidates to increase the level of consciousness of both men and women of the feminized environment of elementary education.

Professors involved in training early childhood and elementary teachers also need to discuss frankly with their students the issues of salary. Rather than reminding education students of the enormous intrinsic rewards of classroom teaching, professors may want to provide instruction to their students on methods of advocating for increasing the extrinsic rewards of teaching. Both men and women would benefit from learning more about how to improve the monetary rewards of the teaching profession.

High school counselors and college freshman advisors may want to have this information in order to encourage men to enter the field of elementary education and/or early childhood education as a place of work for men who hold relation-oriented components as valuable in their lives. Both high school counselors and college freshman advisors actively encourage women to explore careers in fields dominated by men, yet little encouragement is offered to men to explore careers dominated by women. Some aerospace, mathematics, and science departments at universities offer special programs and scholarships for women to enter these fields, but nursing and elementary education departments do not appear to be actively recruiting men.

Policy makers may also benefit from the information gained in this research, since money was found to be important to the young males in this survey. As undergraduates, $30,000 as a yearly salary may seem fair and equitable, but by the time they are teaching, even as single men with no children, they will find difficulty making financial ends meet with what they actually would be earning. As teachers' salaries continue to lag behind other comparable professions' salaries, not only will men leave the teaching world for better pay, women, especially the highly talented ones with no roots, may also leave. This would be a loss for all those involved.

APPENDICES

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701-355-8065 or 701-222-3426

Higher Education Faculty Information:

"Invitation to Participate in Research Study"

Elementary Education Candidates:

"Invitation to Participate in Research Study"

"Online Dissertation Research Study Survey"

"Informed Consent Form"

January 1, 2008

Dear Colleague,

Thank you for allowing me to survey your students who are preparing themselves to be elementary education classroom teachers. I am very grateful for your professional courtesy and your assistance in disseminating the information about accessing the survey to your students. I would also appreciate your encouraging your students to participate. Please find the invitation letter attached. See below for the instructions and contact information.

1. Please compose a personal note on the e-mail or announce in your classroom prior to distributing the hard copy of the invitation letter to assure your students that this research is a serious academic project and to encourage them to respond promptly.
2. Attach my invitation letter to your e-mail for mass distribution or hand out in class a copy of the invitation letter to each of your students.
3. Distribute the invitation letter to those students who are elementary education majors.
4. Please e-mail me or call me when you have sent or handed out the invitation letter, and please inform me of the number of students to whom you have distributed the invitation letter.

If you have any questions, please call me at 701-355-8065(w); 701-222-3426(h) or e-mail me at **dghorban@umary.edu** or **daphneghorbani@hotmail.com**

This study has been approved by the University of North Dakota Institutional Review Board, the University of Mary Institutional Review Board, and the Minot State University's Institutional Review Board. If you have any questions, about the rights of human subjects used in research, please contact Dr. Margi Coxwell, IRB Chair, 701-858-3125.

With my sincerest appreciation,
Daphne Ghorbani
Doctoral Candidate
University of North Dakota

Dear Elementary Education Student,

I am a faculty member of the Division of Education at the University of Mary in Bismarck, ND, and I am a doctoral candidate in Teaching and Learning in Higher Education at the University of North Dakota. I am collecting data for my doctoral dissertation and your assistance is requested and greatly appreciated.

INVITATION:

You are invited to participate in my research study about how you feel about important concepts of the career you are preparing yourself to enter. You do not have to know anything about this topic to participate, and it is helpful for my research to have a range of responses.

Your participation in this study is voluntary. You may discontinue the survey at any time prior to the end and **all** responses are immediately discarded. Unless you wish to provide it, you do not have to supply contact information.

Your anonymity is assured as provided by the requirements of the University of North Dakota Institutional Review Board, the University of Mary Institutional Review Board, and the Institutional Review Board of Minot State University at http://www.misu.nodak.edu/IRB/ No individual responses will be released by the researcher.

Participation in this study does not expose you to any foreseeable risk. The information derived from this study should be useful to you as prospective elementary education classroom teachers as it will add to the body of knowledge of teacher characteristics and career choices.

For those of you who wish to enter, **four raffle drawings worth $50 each** will be drawn from all completed surveys **on May 31, 2008,** at the conclusion of the data collection phase of the research. If you are one of the lucky winners, you will be contacted by the e-mail address you provide during the first survey.

You would complete two-web-based surveys using the instructions below.
To complete the surveys takes approximately 35-45 minutes.

INSTRUCTIONS (It may be helpful to print this page of instructions.)

1. You may access the online survey by clicking on, or cutting and pasting the address into a browser address box.
   (The address link to Formsite would be here.)

2. **Use the following Access Code:**
   study
3. **You will be directed to an Informed Consent page. If you agree to participate, click "Yes, I agree" and then go to NEXT. You will be directed to the first survey, a demographic survey.**
4. **After the first survey, you will receive a set of codes and directions to enter the second survey, the Important Concepts of a Career. It will be helpful to print the page with the codes, or jot the codes down on a piece of paper. Click on the Important Concepts of a Career survey link and follow instructions.**

If you have any questions, please feel free to contact me:

Daphne Ghorbani
701-355-8065; 701-222-3426

Thank you for your cooperation. Because I am protecting your privacy, I cannot track who receives this information individually. Therefore, you may receive two or three invitations as friendly reminders. Thank you for your patience and if you have already completed the surveys, then thank you for your help.

Daphne Ghorbani

Appendix D

INFORMED CONSENT PAGE

Dear Prospective Participant,

As the Investigator for this study, I agree that, in conducting research under the approval of the University of North Dakota Institutional Review Board, I will fully comply and assume responsibility for the enforcement of compliance with all applicable federal regulations and University policies for the protection of the rights of human subjects engaged in research.

You, as a participant, do not have to know anything about this topic to participate, and it is helpful to my research to have a range of responses. Your participation in this study is voluntary. You may discontinue the survey at any time prior to the end, and **all** responses are immediately discarded. Unless you wish to provide contact information, there will be no way for me to contact you individually.

If you have any questions, please feel free to contact me at the following:

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Appendix E

DEMOGRAPHIC INFORMATION SURVEY

1. In what year were you born?
2. What is your gender?
3. Please indicate the major course of study you are currently in.
4. What is or was your father's occupation?
5. What is or was your mother's occupation?
6. What is the highest level of education that your father has reached?
7. What is the highest level of education that your mother has reached?
8. What is your ethnic background?
9. What is the highest level of education that you have reached?
10. How old were you when you decided on your present major?
11. How many other majors did you have before you chose this one?
12. Who most influenced your decision to choose your present major?
13. After you graduate from college, how long to you plan to be an elementary school classroom teacher?
14. What yearly salary do you expect to earn during your first year as a classroom teacher?
15. What yearly salary would you consider fair and equitable as a first-year classroom teacher?
16. Do you wish to be considered for one of four $50 raffles?
17. If you answered "yes," please provide an e-mail address at which you may be reached should you be a winner.

Frequency Table (Males)

In what year were you born?

	Frequency	Percent	Cumulative Percent
1979	1	7.1	7.1
1981	1	7.1	14.3
1984	2	14.3	28.6
1985	5	35.7	64.3
1987	4	28.6	92.9
1988	1	7.1	100.0
Total	14	100.0	

What is your ethnic background?

	Frequency	Percent	Cumulative Percent
Hispanic	1	7.1	7.1
White	13	92.9	100.0
Total	14	100.0	

What is your major course of study?

	Frequency	Percent	Cumulative Percent
Elementary Education	6	42.9	42.9
Elementary Education/Early Childhood Education	1	7.1	50.0
Elementary Education/Physical Education	1	7.1	57.1
Music Education	2	14.3	71.4
Secondary Education	4	28.6	100.0
Total	14	100.0	

What is the highest level of education you have reached?

	Frequency	Percent	Cumulative Percent
four-year college degree	1	7.1	7.1
high school	11	78.6	85.7
two-year college degree	2	14.3	100.0
Total	14	100.0	

What is your father's occupation?

	Frequency	Percent	Cumulative Percent
Did Not Respond	2	14.3	14.3
boiler operator	1	7.1	21.4
carpenter	1	7.1	28.6
company executive	1	7.1	35.7
company manager	1	7.1	42.9
construction	1	7.1	50.0
heavy equipment operator	1	7.1	57.1
journalist	1	7.1	64.3
oil field	1	7.1	71.4
pilot	1	7.1	78.6
sales	1	7.1	85.7
secondary teacher	2	14.3	100.0
Total	14	100.0	

What is your mother's occupation?

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
company executive	1	7.1	14.3
company manager	1	7.1	21.4
elementary teacher	1	7.1	28.6
nurse's aide	1	7.1	35.7
nurse	1	7.1	42.9
phone operator	1	7.1	50.0
sales	1	7.1	57.1
secondary teacher	2	14.3	71.4
secretary	3	21.4	92.9
social work	1	7.1	100.0
Total	14	100.0	

What is the highest level of education your father has reached?

	Frequency	Percent	Cumulative Percent
four-year college degree	3	21.4	21.4
high school	7	50.0	71.4
master's degree	2	14.3	85.7
two-year college degree	2	14.3	100.0
Total	14	100.0	

What is the highest level of education your mother reached?

	Frequency	Percent	Cumulative Percent
four-year college degree	5	35.7	35.7
high school	5	35.7	71.4
master's degree	1	7.1	78.6
two-year college degree	3	21.4	100.0
Total	14	100.0	

How old were you when you decided on your present major?

	Frequency	Percent	Cumulative Percent
14	1	7.1	7.1
17	3	21.4	28.6
18	4	28.6	57.1
19	2	14.3	71.4
20	2	14.3	85.7
21	1	7.1	92.9
23	1	7.1	100.0
Total	14	100.0	

How many other majors did you have before your chose this one?

	Frequency	Percent	Cumulative Percent
0	8	57.1	57.1
1	5	35.7	92.9
3	1	7.1	100.0
Total	14	100.0	

Who most influenced you to choose your present major?

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
coach	1	7.1	14.3
father	1	7.1	21.4
myself	6	42.9	64.3
teachers	3	21.4	85.7
teachers/college professor	1	7.1	92.9
work experience	1	7.1	100.0
Total	14	100.0	

After you graduate from college, how long do you plan to be an elementary school classroom teacher?

	Frequency	Percent	Cumulative Percent
Did Not Respond	5	35.7	35.7
1-5 years	1	7.1	42.9
10-15 years	1	7.1	50.0
35 years	1	7.1	57.1
5 years	1	7.1	64.3
undecided	2	14.3	78.6
until I retire	3	21.4	100.0
Total	14	100.0	

What yearly salary do you expect to earn during your first year as a classroom teacher?

	Frequency	Percent	Cumulative Percent
20000	2	14.3	14.3
25000	1	7.1	21.4
27000	2	14.3	35.7
30000	5	35.7	71.4
32000	1	7.1	78.6
40000	2	14.3	92.9
45000	1	7.1	100.0
Total	14	100.0	

What yearly salary would you consider fair and equitable as a first-year classroom teacher?

	Frequency	Percent	Cumulative Percent
25000	1	7.1	7.7
27000	1	7.1	15.4
28000	1	7.1	23.1
30000	4	28.6	53.8
35000	2	14.3	69.2
35500	1	7.1	76.9
40000	2	14.3	92.3
60000	1	7.1	100.0
Total	13	92.9	
System	1	7.1	
Total	14	100.0	

1. Being emotionally responsive to other's needs.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	6	42.9	50.0
Neither Important or Unimportant (3)	1	7.1	57.1
Somewhat Important (4)	6	42.9	100.0
Total	14	100.0	

2. Developing emotionally intimate friendships at work.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	5	35.7	42.9
Neither Important or Unimportant (3)	3	21.4	64.3
Somewhat Important (4)	5	35.7	100.0
Total	14	100.0	

3. Available to discuss student's personal feelings with them.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	6	42.9	50.0
Neither Important or Unimportant (3)	1	7.1	57.1
Somewhat Important (4)	6	42.9	100.0
Total	14	100.0	

4. Ability to buy anything you want.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	1	7.1	14.3
Neither Important or Unimportant (3)	3	21.4	35.7
Somewhat Important (4)	6	42.9	78.6
Somewhat Unimportant (2)	3	21.4	100.0
Total	14	100.0	

5. Enough salary to support any type of leisure activity.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	2	14.3	21.4
Somewhat Important (4)	11	78.6	100.0
Total	14	100.0	

6. Making friends at work.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	9	64.3	71.4
Neither Important or Unimportant (3)	1	7.1	78.6
Somewhat Important (4)	3	21.4	100.0
Total	14	100.0	

7. Enjoying relationship-oriented situations in life.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	3	21.5	78.4
Somewhat Important (4)	4	28.6	100.0
Total	14	100.0	

8. Obtain recognition by administration.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	5	35.7	42.9
Neither Important or Unimportant (3)	2	14.3	57.1
Somewhat Important (4)	6	42.9	100.0
Total	14	100.0	

9. Warm, friendly, and supportive atmosphere.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	11	78.6	85.7
Somewhat Important (4)	2	14.3	100.0
Total	14	100.0	

10. Expressing sensitivity to the needs of coworkers.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	4	28.6	35.7
Neither Important or Unimportant (3)	1	7.1	42.9
Somewhat Important (4)	8	57.1	100.0
Total	14	100.0	

11. Having a high position.

	Frequency	Percent	Cumulative Percent
Did Not Respond	2	14.3	14.3
Important (5)	2	14 3	28.6
Neither Important or Unimportant (3)	5	35.7	64.3
Somewhat Important (4)	4	28.6	92.9
Somewhat Unimportant (2)	1	7.1	100.0
Total	14	100.0	

12. Mutual planning of work strategies with the people with whom you work.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	7	50.0	57.1
Neither Important or Unimportant (3)	2	14.3	71.4
Somewhat Important (4)	4	28.6	100.0
Total	14	100.0	

13. Coworkers showing a personal interest in your life.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Neither Important or Unimportant (3)	8	57.1	64.3
Somewhat Important (4)	5	35.7	100.0
Total	14	100.0	

14. Expertise in work allows you special privileges in non-work areas.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	2	14.3	21.4
Neither Important or Unimportant (3)	5	35.7	57.1
Somewhat Important (4)	5	35.7	92.9
Somewhat Unimportant (2)	1	7.1	100.0
Total	14	100.0	

15. Evaluating worker's output.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	3	21.4	28.6
Neither Important or Unimportant (3)	3	21.4	50.0
Somewhat Important (4)	7	50.0	100.0
Total	14	100.0	

16. Being a resource of knowledge in the organization where you work.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	8	57.1	64.3
Neither Important or Unimportant (3)	2	14.3	78.6
Somewhat Important (4)	3	21.4	100.0
Total	14	100.0	

17. Amount of future salary increases.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	8	57.1	64.3
Somewhat Important (4)	5	35.7	100.0
Total	14	100.0	

18. Able to impact worker's promotions within the organization where you work.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	4	28.6	35.7
Neither Important or Unimportant (3)	2	14.3	50.0
Somewhat Important (4)	6	42.9	92.9
Somewhat Unimportant (2)	1	7.1	100.0
Total	14	100.0	

19. Able to be sensitive to others when they need it.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	5	35.7	42.9
Neither Important or Unimportant (3)	1	7.1	50.0
Somewhat Important (4)	6	42.9	92.9
Somewhat Unimportant (2)	1	7.1	100.0
Total	14	100.0	

20. Ability to have financial freedom.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	9	64.3	71.4
Somewhat Important (4)	4	28.6	100.0
Total	14	100.0	

21. Achieving goals through the team's efforts.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	6	42.9	50.0
Neither Important or Unimportant (3)	1	7.1	57.1
Somewhat Important (4)	5	35.7	92.9
Somewhat Unimportant (2)	1	7.1	100.0
Total	14	100.0	

22. Title or rank is known.

	Frequency	Percent	Cumulative Percent
	1	7.1	7.1
Important (5)	2	14.3	21.4
Neither Important or Unimportant (3)	5	35.7	57.1
Somewhat Important (4)	5	35.7	92.9
Somewhat Unimportant (2)	1	7.1	100.0
Total	14	100.0	

23. Fringe benefits.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	6	42.9	50.0
Neither Important or Unimportant (3)	2	14.3	64.3
Somewhat Important (4)	5	35.7	100.0
Total	14	100.0	

24. There is high competition for your job.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	1	7.1	14.3
Neither Important or Unimportant (3)	5	35.7	50.0
Somewhat Important (4)	7	50.0	100.0
Total	14	100.0	

25. Sensitive to students' needs.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	12	85.7	92.9
Somewhat Important (4)	1	7.1	100.0
Total	14	100.0	

26. Showing empathy for others.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	9	64.3	71.4
Somewhat Important (4)	3	21.4	92.9
Somewhat Unimportant (2)	1	7.1	100.0
Total	14	100.0	

27. Being comfortable with intimate relationships.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	9	64.3	71.4
Neither Important or Unimportant (3)	3	21.4	92.9
Somewhat Important (4)	1	7.1	100.0
Total	14	100.0	

28. Being a source of emotional support for those you work with.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	4	28.6	35.7
Neither Important or Unimportant (3)	3	21.4	57.1
Somewhat Important (4)	6	42.9	100.0
Total	14	100.0	

29. Warm and friendly work environment.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	9	64.3	71.4
Neither Important or Unimportant (3)	1	7.1	78.6
Somewhat Important (4)	3	21.4	100.0
Total	14	100.0	

30. Others thinking that I have a good job.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	3	21.4	28.6
Neither Important or Unimportant (3)	6	42.9	71.4
Not Important At All (1)	1	7.1	78.6
Somewhat Important (4)	1	7.1	85.7
Somewhat Unimportant (2)	2	14.3	100.0
Total	14	100.0	

31. Work bonuses.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	6	42.9	50.0
Neither Important or Unimportant (3)	4	28.6	78.6
Somewhat Important (4)	3	21.4	100.0
Total	14	100.0	

32. Giving emotional support to the students you serve.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	9	64.3	71.4
Neither Important or Unimportant (3)	1	7.1	78.6
Somewhat Important (4)	3	21.4	100.0
Total	14	100.0	

33. Limited number of people with abilities like yours.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	1	7.1	14.3
Neither Important or Unimportant (3)	7	50.0	64.3
Somewhat Important (4)	4	28.6	92.9
Somewhat Unimportant (2)	1	7.1	100.0
Total	14	100.0	

34. Your position is viewed as a desirable one.

	Frequency	Percent	Cumulative Percent
	1	7.1	7.1
Important (5)	2	14.3	21.4
Neither Important or Unimportant (3)	5	35.7	57.1
Not Important At All (1)	1	7.1	64.3
Somewhat Important (4)	4	28.6	92.9
Somewhat Unimportant (2)	1	7.1	100.0
Total	14	100.0	

35. Coordinating work groups.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	1	7.1	14.3
Neither Important or Unimportant (3)	4	28.6	42.9
Not Important At All (1)	1	7.1	50.0
Somewhat Important (4)	6	42.9	92.9
Somewhat Unimportant (2)	1	7.1	100.0
Total	14	100.0	

36. Talking with your students.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	12	85.7	92.9
Neither Important or Unimportant (3)	1	7.1	100.0
Total	14	100.0	

37. Able to have a growing savings account (How important is each of the items below to you in your present major?)

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	7	50.0	57.1
Somewhat Important (4)	6	42.9	100.0
Total	14	100.0	

38. Emotionally supportive and helpful supervisors.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	5	35.7	42.9
Neither Important or Unimportant (3)	1	7.1	50.0
Somewhat Important (4)	6	42.9	92.9
Somewhat Unimportant (2)	1	7.1	100.0
Total	14	100.0	

39. Able to self-disclose in relationships.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	2	14.3	21.4
Neither Important or Unimportant (3)	3	21.4	42.9
Somewhat Important (4)	8	57.1	100.0
Total	14	100.0	

40. Helping students solve problems.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	11	78.6	85.7
Neither Important or Unimportant (3)	1	7.1	92.9
Somewhat Important (4)	1	7.1	100.0
Total	14	100.0	

41. Ability to develop an investment portfolio.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	4	28.6	35.7
Neither Important or Unimportant (3)	2	14.3	50.0
Somewhat Important (4)	6	42.9	92.9
Somewhat Unimportant (2)	1	7.1	100.0
Total	14	100.0	

42. Being perceived as a source of support for students.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	10	71.4	78.6
Neither Important or Unimportant (3)	1	7.1	85.7
Somewhat Important (4)	2	14.3	100.0
Total	14	100.0	

43. Directing worker's activities.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	2	14.3	21.4
Neither Important or Unimportant (3)	5	35.7	57.1
Not Important At All (1)	1	7.1	64.3
Somewhat Important (4)	3	21.4	85.7
Somewhat Unimportant (2)	2	14.3	100.0
Total	14	100.0	

44. Money enough to travel when you want.

	Frequency	Percent	Cumulative Percent
Did Not Respond	1	7.1	7.1
Important (5)	4	28.6	35.7
Neither Important or Unimportant (3)	2	14.3	50.0
Somewhat Important (4)	7	50.0	100.0
Total	14	100.0	

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