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PERSPECTIVES OF AFRICAN AMERICAN MALE SCHOOL ADMINISTRATORS
ON THE RECRUITMENT AND RETENTION OF AFRICAN AMERICAN MALE
TEACHERS

By
Maurice Thomas

A Dissertation Submitted to the
Gardner-Webb University College of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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Approval Page

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Abstract

PERSPECTIVES OF AFRICAN AMERICAN MALE SCHOOL ADMINISTRATORS ON THE RECRUITMENT AND RETENTION OF AFRICAN AMERICAN MALE TEACHERS. Thomas, Maurice, 2023: Dissertation, Gardner-Webb University.

This qualitative study utilized one-on-one interviews to examine the lived experience of Black males who have successfully joined the teaching profession and moved into school administration. Their experiences shed light on factors that help attract African American males to the profession and continue to be educators. This study's research is based on Herzberg et al.'s (1959) motivation-hygiene theory. This theory addresses which factors impact job satisfaction and dissatisfaction. Participants in the study expressed that they are motivated by their desire to impact students and make a difference. They emphasized the importance of representation and shared that relationships with school and district staff influenced their decision to become educators and remain in the profession. Participants expressed that the current teaching demographics could be improved by providing quality support to educators, improving financial compensation, and developing leaders.

Keywords: African American, Black, teacher, administrator, recruitment, retention

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Chapter 1: Introduction

The student population in the United States has become increasingly more diverse, with more than 50% of students classifying themselves as minorities (National Center for Education Statistics, 2022b). Over 30% of students attend high minority schools; however, almost 80% of public school teachers and over 80% of public school principals are White (de Brey et al., 2019). African Americans are 15% of the student population and 7% of the teacher population (de Brey et al., 2019; National Center for Education Statistics, 2022a). Despite accounting for over 7% of the student population, approximately 2% of public school teachers are Black males (U.S. Department of Education, 2016). Black teachers have a higher turnover rate than White teachers. Teachers of color leave their school or the education profession at an annual rate of 19%, while White teachers do so at 15% (Carver-Thomas, 2018). Many educators are the only Black male teachers in their schools and feel isolated from their colleagues (Bristol & Goings, 2018). African American male teachers often feel they do not fit into the profession and are often viewed as overqualified or incompetent by their colleagues. Black male teachers are responsible for building relationships within the school system while counteracting stereotypes.

Many factors contribute to the lack of Black male teachers. African Americans are more likely to repeat a grade than any other group (de Brey et al., 2019). Approximately 16% of African American students receive special education services compared to 14% of White students. According to Hotchkins (2016), Black male students have the lowest academic achievement of any subgroup. According to Wright and Ford (2016), many African American males are placed in low-level courses based on their

scores in early childhood. Black males are considered aggressive and problematic at a higher rate than White males (Gilliam et al., 2016). Black males between 18 and 19 were more than 12 times as likely to be imprisoned as White males in the same age group (de Brey et al., 2019). African Americans are five times more likely to be incarcerated than White Americans (Nellis, 2016).

Black students are suspended more than any other group (de Brey et al., 2019). According to the U.S. Department of Education (2022), 12.3% of Black students were suspended out of school in 2017-2018 school year compared to 3.42% of White students. Black students were expelled at three times the rate of White students. In South Carolina, where this research took place, Black students are suspended at three times the rate of White students and expelled at nearly four times the rate of White students.

Despite accounting for less than 20% of preschool students, African American students represent over 40% of students suspended from preschool at least once and nearly 50% suspended more than once (Wright & Ford, 2016). Black students are suspended more than four times the rate of White students. According to de Brey et al. (2019), African Americans have a higher unemployment rate than other subgroups, and nearly one third of African American children under 18 live in poverty. Twenty-one percent of Black adults have college degrees compared to 40% of White adults, 65% of Asian adults, and 16% of Hispanic adults. According to Hung et al. (2020), the strongest predictor of an achievement gap is the education level of adults in the community.

According to de Brey et al. (2019), 28% of African American males between 25 and 29 have earned a bachelor's degree. This is less than Black women (30%) in that age group, White men (40%), and White women (49.2%). Many school administration jobs

require a master's degree. Only 4% of Black males between the ages of 25 and 29 have a master's degree. Within the same age group, 8% of White men, 9% of Black women, and 13% of White women have earned a master's degree.

According to the U.S. Department of Education (2016), minority teachers are more likely than White teachers to work in schools with high numbers of students in poverty, in urban areas, and in those that have high minority student populations. Only 3% of minority teachers work in low-minority schools (Ingersoll et al., 2019). In contrast, 55% of teachers at schools with high minority rates (90% and higher) are minorities (de Brey et al., 2019; Will, 2019). Black male teachers are often sought out to work in urban schools with many Black students (Young & Young, 2020). According to Carver-Thomas and Darling Hammond (2017), the turnover rate at schools with high-poverty rates is 50% higher than the average school, and the turnover rate for schools with higher minority populations is 70% higher than average. Additionally, minority teachers are more likely to leave teaching, and approximately 50% of those list job dissatisfaction as their reason for leaving (Ingersoll et al., 2019; Will, 2016).

According to Hanford (2017), the number of male teachers is increasing. From 1988 to 2012, the number of male teachers increased by 22%. The number of Black male teachers increased by approximately 30% over that period; however, the number of Hispanic and Asian male teachers increased by over 200% during the same time. The overall number of teachers increased by 46%. Even with increases, Black males are not going into the profession at nearly the same rate as other groups.

African American males have found numerous ways to enter the education field. Programs such as Call Me Mister have successfully recruited and supported African

American male teachers by providing them with resources and mentorship (Jones et al., 2019). The program uses financial incentives such as book allowances and loan forgiveness to attract teachers. Other programs such as Troops to Teacher, Men Teach, and Steps to Success have also made strides in recruiting men to the education profession (Fant, 2017). African Americans and other students of color have utilized alternative certification programs to become teachers. According to Yin and Partelow (2020), minority students enroll in alternative certification programs at a higher rate than traditional programs.

Additionally, many Black men have had success after entering the education field and have advanced to the role of school administrator. According to the U.S. Department of Education (2016), 3.6% of public school principals were Black males in 2016. According to Taie and Lewis (2022), 77.1% of public school principals are White, 10.4% are Black, and 9.3% are Hispanic. In the State of South Carolina, 78.2% of public school principals are White, and 21.8% are Black (U.S. Department of Education, 2018).

Policies and practices that impede the diversification of the teaching profession need examination (Haddix, 2017). Exposure to Black teachers in elementary school has positively impacted Black students, especially those with a low income (Gershenson et al., 2017). Black students need individuals who understand their perspective and are interested in their success (Will, 2019). Black male teachers specifically have the opportunity to mitigate factors that impede the success of Black children and counter stereotypes for all children by being positive, academically oriented role models (Goings, 2015).

Statement of the Problem

Recruiting and retaining public school teachers is difficult (Burkhauser, 2017; Harris, 2020). Approximately 8% of teachers leave each year to pursue opportunities outside of education (Goldring et al., 2014). According to Carver-Thomas (2018), teachers of color leave schools or the profession at an annual rate of 19%, while White teachers do so at a rate of 15%. Approximately two thirds of teachers leave education for reasons other than retirement (Carver-Thomas & Darling Hammond, 2017). According to Carver-Thomas and Darling Hammond (2017), teaching positions in high-turnover schools are often filled with inexperienced and underqualified teachers, which has been shown to impact student achievement negatively. According to García and Weiss (2019), *teacher shortages* are defined as needing more credentialed educators. High-poverty schools have higher turnover rates, and teachers report needing more support or professional development. Shortages have harmful effects on public education. Shortages lead to decreased teacher effectiveness and a waste of resources.

According to Sorensen and Ladd (2018), it is challenging to replace high-quality teachers, and teachers who fill vacant positions often need more experience. Finding qualified teachers becomes more challenging when vacancies arise during the school year. Following the COVID-19 pandemic, teacher retention became more complicated. Many educators chose to leave the profession early during the pandemic (Diliberti et al., 2021). According to Diliberti et al. (2021), younger people leaving the profession cited the pay more frequently than older teachers who were more concerned about health conditions, specifically regarding COVID-19. The teacher turnover rate is highest in the South, where pay and education spending are lower than in other parts of the country

(Carver-Thomas & Darling Hammond, 2017). The state of South Carolina has the country's 11th-highest teacher turnover rate. Math, science, special education, and foreign language have a higher turnover rate than other positions. General Elementary had the lowest turnover rate of all subjects.

According to Will (2022), between the 2008-2009 and 2018-2019 school years, enrollment in traditional teacher preparation programs decreased by 35%. From 2005-2006 to 2018-2019, the number of bachelor's degrees awarded in education decreased by 22% despite the total number of degrees being awarded increasing by 29%.

States have used several strategies to combat the perceived teacher shortage, including alternative certification programs, monetary incentives, mentorship programs, evaluations, and teacher leadership programs (Aragon, 2016). In schools that are more difficult to staff, strategies such as tuition reimbursement, signing bonuses, and hiring highly trained school administrators have shown some success (Barth et al., 2016).

Teachers choosing to leave the profession has been attributed to many factors, most notably dissatisfaction with administration (Barth et al., 2016). According to Barth et al. (2016), school administrators influence educator careers. Administrators are often responsible for hiring, assigning, training, and, when necessary, firing teachers. Other factors contributing significantly to teacher turnover include dissatisfaction with testing, lack of autonomy, and classroom intrusions (Carver-Thomas & Darling Hammond, 2017). Teachers who utilize alternative certification programs are 25% more likely to leave their school or the profession. According to Carver-Thomas and Darling Hammond (2017), minority students are more likely to utilize alternative certification programs to become educators than traditional teacher certification programs. Unlike conventional

programs, which often have more stringent time commitments, these programs are appealing because they allow future teachers to work while earning their certification.

According to the National Center for Education Statistics (2022a), over three fourths of teacher education students were women in 2017-2018. Additionally, more than 70% of teacher candidates were White. Teachers of color are most likely hired at schools with high minority populations or more low-income students (Carver-Thomas & Darling Hammond, 2017). On average, teachers of color are more likely to leave teaching than White teachers and change schools at a higher rate.

African American males are underrepresented in the teaching profession and are not achieving at the same rate as other subgroups (Ingersoll et al., 2019). Recruitment and retention must focus on increasing the number of Black male educators (Goings, 2015; Hanford, 2017). Additionally, specific consideration needs to be given to the perspective of Black men in the profession who have to navigate a work environment in which few can identify with their experiences (Bristol & Goings, 2018). Callender (2020) discussed the challenges that Black male educators experienced and summarized the challenges:

When Black males enter schools, they are simultaneously faced with the dual task of socialization into their professional roles as teachers, the organizational cultures of the school, as well as having to navigate the processes of assimilation in order to become part of the school community. The juxtaposition of managing the teacher role and assimilation to the school structures, while nurturing their identities as Black men within settings where they are in the minority, poses challenges for this group in navigating the cultures of school effectively. Their success (or lack thereof) is contingent upon a context where they are woefully

underrepresented. (p. 1084)

African American male teachers are frequently asked to serve as role models and father figures, specifically for male students of color (Brockenbrough, 2011; Marner, 2021; Ozuna, 2018; Ward, 2020). While this attracts some Black men to the field, this also creates challenges. Black male teachers are often thrust into the role of disciplinarian. Black male teachers serving in this capacity can have value for schools; however, it often leads to Black male teachers having limited opportunities to develop instructional practices and improve their pedagogical skills (Black & Rice, 2020).

Additionally, many teacher preparation programs do not focus on the disciplinarian skills expected of African American males working in high-needs schools. One primary reason Black males are used in this role is the lower number of Black children living in two-parent households (de Brey et al., 2019). According to de Brey et al. (2019), in 2016, 84% of Asian children lived with their parents. This was the highest rate, followed by White children (73%), children of two or more races, Pacific Islander children, Hispanic children (57% each), and American Indian/Alaska Native children (45%). Only 33% of Black children lived with married parents. More than 50% of African American children live in homes with single mothers, which is more than double the rate of the total number of children living with single mothers.

Background

The number of African American teachers has historically taken significant shifts. Before schools were desegregated, most Black children had Black teachers (Fairclough, 2007). According to Fairclough (2007), an estimated 10% of African Americans in the South were literate in 1865 following the Civil War. Before this time, there were laws in

places that forbade teaching enslaved people (Anderson, 1988). Many African Americans were taught secretly during this time and utilized this knowledge to teach others (Anderson, 1988; Fairclough, 2007). According to Fairclough, teaching was an appealing way for Black people to make a living during this time. Many African Americans could get into the profession despite having been able to do only a little more than write their name. The profession was appealing because it allowed African Americans to make money in a profession that was not as physically demanding as working with their hands. Black teachers often used churches as their school buildings and as a resource for supplies (Fairclough, 2007; McAfee, 1998).

During Reconstruction, Black teachers were encouraged to become politicians (Fairclough, 2007). Black teachers were considered the best leaders for African Americans in the South because they were among the few literate members of a group recently receiving voting rights. Through their partnership with the Republican Party, African Americans strongly influenced the political scene of the Confederate states that had recently rejoined the union (Fairclough, 2007; Washington, 2007). According to Fairclough (2007), 11% of African Americans in public office during Reconstruction had previously served as teachers. In addition to politicians, teachers also served as attorneys, farmers, and religious leaders. In partnership with their political party, African Americans could pass legislation to ensure that free public schools were available to African Americans (Fairclough, 2007; Washington, 2007); however, to get this passed, schools were permitted to be single-race schools (Fairclough, 2007). Following the end of Reconstruction in 1876 and 1877, African Americans lost political power, and Black schools became a target of Southerners who did not want to pay for Black schools and

felt that schools were causing them to lose workers (Anderson, 1988; Fairclough, 2007; McAfee, 1998).

According to Fairclough (2007), many African Americans viewed segregation positively in the 1870s. Many began attending Black churches and wanted their children to have Black teachers (Fairclough, 2007; McAfee, 1998). African Americans desired control over their schools and felt that many White teachers assigned to Black schools were doing so because they did not have the skills to teach in White schools (Anderson, 1988; Fairclough, 2007). According to Fairclough, the movement to have Black teachers teaching in Black schools was supported by numerous Black church denominations that viewed schools as a part of their ministry. Many African Americans did not favor this movement and felt that White teachers were more effective than Black teachers and were better trained. Despite this belief, many White teachers were replaced with Black teachers following Reconstruction. African Americans flocked to teaching because it provided consistent employment without the hardships of working as a sharecropper. In response to the movement to have more Black teachers at Black schools, funding was decreased, and opportunities for those who taught in them were limited (Fairclough, 2007; McAfee, 1998).

As the movement to increase Black teachers and schools continued, many Black teachers struggled financially compared to their White counterparts (Fairclough, 2007). Black teachers were considered to be inferior by school officials. Teaching positions became increasingly less secure, leading African Americans to pursue other opportunities or combine teaching with another job as an additional form of income. According to Fairclough (2007), Black schools in the South had significant difficulties finding

qualified candidates during the early 1900s. According to Fairclough, in 1922, the South needed 8,000 new Black teachers, but less than 400 trained teachers were eligible to enter the workforce.

The training of Black public school teachers improved in the 1920s (Fairclough, 2007). By 1930, over 40% of Black teachers in the South had attended at least 2 years of college, and 86% of Black teachers were women (Fairclough, 2007; Rice & Westling, 1989). According to Fairclough (2007), teaching was one of the few professions that provided adequate employment opportunities for women. Men at the time gravitated towards positions that required less education and were paid more. According to Boykin (1949), the wage discrepancy between Black and White teachers increased as more women entered the profession. In South Carolina, where this study occurred, Black teachers earned less than one third of what White teachers made by 1930 (Boykin, 1949; Fairclough, 2007). The wage gap contributed significantly to Black men leaving the teaching profession (Fairclough, 2007).

In the 1930s, most principals in Black schools were men (Fairclough, 2007). According to Fairclough (2007), Black male principals were tasked with running a staff of majority women and meeting the standards of superintendents who were primarily White men. The ability or inability to balance these dynamics often determines the level of success a school can have. Black teachers and principals had many challenges, including a lack of textbooks, frequently being relocated, overcrowded classrooms, and school closures. Additionally, many teachers in Black schools had no formal education beyond high school and struggled to deliver quality instruction due to their lack of training.

Throughout the 1930s and 1940s, Black teachers gained access to more training and joined associations committed to fairer wages for Black teachers (Fairclough, 2007). These efforts and expanding public schools made teaching a more desirable profession for Black people. With the support of the NAACP, a movement to integrate schools began to pick up momentum in the 1940s that ultimately led to *Brown v. Board of Education of Topeka, Kansas*, a case in 1954 where the United States Supreme Court ruled that racial segregation in public school was unconstitutional (Will, 2019). According to Will (2019), many Black schools lacked resources and funding before the Supreme Court decision. Black students had to travel far away to get to school without any transportation being provided. Black schools used outdated instructional materials, their school buildings were not adequately maintained, and their teachers were paid significantly less than their White counterparts. These challenges led to Black educators and community members advocating for desegregation. In addition to school desegregation, many teachers took active roles in the civil rights movement during the 1960s (Fairclough, 2007). Black principals, still under White superintendents, faced significant scrutiny during this time. Many superintendents and school boards did not favor teacher and student activism.

School integration led to the closure of most Black schools (Fairclough, 2007). Black teachers either had to work at majority-White schools or lost their jobs. At the time of the *Brown v. Board of Education of Topeka, Kansas* Supreme Court decision, there were over 80,000 Black teachers, and nearly half lost their jobs in the 20 years following (Haney, 1978; Will, 2019). Before school desegregation, 17 states had teacher workforces that were over 35% Black. According to Haney (1978), many states,

including South Carolina, resisted the decision. Leaders in South Carolina considered eliminating public schools instead of integrating them. Many Black educators who remained employed received demotions, including Black principals being moved to the assistant principal role or classroom teacher. Some states took over 10 years to comply with the Supreme Court ruling (Epps, 1999).

According to Milner and Howard (2004), many Black teachers were not treated well following the *Brown* decision. Poor treatment of Black teachers led to a disconnect between the Black community and the public education system. The percentage of Black teachers continued to decrease for decades and increases in certification requirements also contributed to the decline. According to Kauchak (1984), in 1979, over 30% of teacher certification exams were taken by Black students. By 1982, that percentage had decreased to 13%. In the same period, the percentage of teacher certification exams being taken by White students increased from 69% to 87%. More than 20,000 more teachers were displaced from 1984 to 1989 due to new teacher education and certification requirements (Will, 2019).

Today, the teaching profession is overwhelmingly homogeneous (Will, 2016). According to Will (2016), the lack of diversity is concerning due to the impact of teachers of color on students. Black teachers are less likely to use exclusionary discipline practices with Black students. Black students are disproportionately suspended, expelled, or given detention (Lindsay & Hart, 2017; Will, 2016). According to de Brey et al. (2019), almost 80% of public school teachers and over 80% of public school principals are White. As efforts have been made to recruit and retain more teachers of color, many students have hesitated to join the teaching profession (Haddix, 2017). In addition to the

low number of teachers of color, some students feel that joining the profession would require them to hide or erase their racial or cultural identity.

Purpose and Research Questions

While there are many barriers to African American males succeeding in the education field, many have navigated the system successfully (Goings, 2015). According to the U.S. Department of Education (2016), 3.6% of public school principals were Black males in 2016. According to Taie and Lewis (2022), 77.1% of public school principals are White, 10.4% are Black, and 9.3% are Hispanic. In the state of South Carolina, 78.2% of public school principals are White, and 21.8% are Black (U.S. Department of Education, 2018).

This qualitative study utilized one-on-one interviews to examine the lived experiences of African American males who have successfully joined the teaching profession and moved into school administration. Their experiences shed light on factors that help attract African American males to the profession and continue to be educators. Gathering this information positively contributes to efforts designed to increase professional diversity. This study examined two key research questions:

1. What factors contributed to African American males deciding to become educators?
2. What factors contribute to African American males remaining in the education profession?

Significance of the Study

According to the National Center for Education Statistics (2022b), the student population in the United States has become increasingly more diverse, with more than

50% of students classifying themselves as minorities; however, almost 80% of public school teachers and over 80% of public school principals are White (de Brey et al., 2019). Information gathered from this study can be used to implement policies and practices that can assist a historically disadvantaged subgroup and the diversifying student population. To address the low number of Black males in education, we must ask current Black male educators why they choose to stay in the profession (Goings, 2015). We must address the working conditions causing teachers to leave (García & Weiss, 2019).

Many studies have examined African American male educators and the factors influencing them to join the profession, continue to remain, or leave it. Much of that research focuses on the perspectives of individuals currently working as teachers or who have left education. This research adds to the available information by gaining the perspective of African American males who have successfully joined the profession, remain in the profession, and have been promoted to school administrator.

Nature of Study

This qualitative study used interviews with African American male school administrators to examine their experiences as educators. According to Creswell (2007), qualitative research begins with assumptions, a worldview, and the possible use of a theoretical lens. This research assumes that African American males who have navigated the education system and reached the rank of school administrator have shared experiences. The study took a phenomenological approach in which participants described their experiences. According to Creswell and Creswell (2018), phenomenological research is a research design in which the researcher describes participants' lived experiences about a particular phenomenon. The information gathered

from these interviews was analyzed to identify themes and make recommendations to improve the practices used to recruit and retain Black male teachers.

Theoretical Framework

The research for this study is grounded in Herzberg et al.'s (1959) two-factor factor theory. Herzberg et al. explained the two-factor theory. Two-factor theory, also known as the motivation-hygiene or dual-factor theory, splits the categories that impact job satisfaction into motivators and hygiene factors (Alshmemri et al., 2017). Many researchers used this theory to gather data on job satisfaction and dissatisfaction.

According to Herzberg et al. (1959), the primary sources of job satisfaction are intrinsic motivators, and the primary sources of dissatisfaction are extrinsic hygiene factors. These factors act independently from one another. The two-factor theory challenges the idea that these factors influence one another on a continuum. According to Herzberg et al., reducing hygiene factors will not improve job satisfaction but reduce job dissatisfaction. Motivators are intrinsic factors that drive motivation, while hygiene factors are extrinsic factors needed to avoid pain.

Herzberg's theory builds upon previous research by Maslow (1943), who suggested that human beings could be motivated by fulfilling their basic needs. In addition to increasing satisfaction by meeting their human needs, as suggested by Maslow, Herzberg et al. (1959) argued that humans also need to eliminate dissatisfaction.

According to Herzberg's theory, motivation positively correlates to job satisfaction (Alshmemri et al., 2017). Motivated employees typically have a positive attitude about their job. Motivation factors include achievement, recognition, the work itself, responsibility, advancement, and growth. According to Herzberg's theory, job

dissatisfaction is impacted by hygiene factors (Alshmemri et al., 2017). According to Alshmemri et al. (2017), hygiene factors are extrinsic and impact an employee's ability or inability to avoid unpleasantness. Hygiene factors include policies and rules, supervision, salary, working conditions, and relationships.

Herzberg's theory serves as a framework for this study by identifying factors that influence the recruitment and retention of Black male teachers (Herzberg et al., 1959). The theory has been used to analyze employee satisfaction in numerous fields, including education. Herzberg et al.'s (1959) research showed that employees are motivated by on-the-job satisfaction and dissatisfied when working conditions are unacceptable. This study will build upon previous research that utilized motivation-hygiene theory as a framework.

Key Terms

Black/African American

People of African descent. These terms are used interchangeably throughout this research.

Recruitment

The process of attracting new individuals to an organization.

Retention

An organization's ability to keep its employees.

School Administrator

Individuals serving in a school leadership role at the building level, including principals and assistant principals.

Overview and Organization of the Dissertation

This dissertation is divided into five chapters. Chapter 1 gives an overview of current teacher demographics, the disproportionate amount of African American male teachers, background on historical trends for African American teachers, and the impact that can occur if recruitment and retention methods are researched and improved. Chapter 2 utilizes Herzberg's two-factor theory to ground the research and gives an in-depth look at African American males in the teaching profession. Chapter 3 outlines the methodology. Chapter 4 presents the findings of this study, and Chapter 5 provides analysis and recommendations.

Chapter 2: Literature Review

Theoretical Framework

This research utilizes Herzberg's two-factor theory as the theoretical framework for this dissertation. Herzberg et al. (1959) surveyed 200 engineers and accountants in Pittsburgh, PA, to gather information on job satisfaction and dissatisfaction. Herzberg et al. utilized open-ended questioning to understand worker motivation better. Many researchers utilized this theory to gather data on job satisfaction and dissatisfaction, including Herzberg, who published several other works.

Herzberg et al. (1959) explained the two-factor theory. Two-factor theory, also known as the motivation-hygiene theory or dual-factor theory, splits the categories that impact job satisfaction into motivators and hygiene factors (Alshmemri et al., 2017). According to Herzberg et al., some factors lead to a positive outlook toward work (motivators), and some factors lead to individuals being dissatisfied with work (hygiene factors).

Herzberg's theory builds on previous research by Maslow (1943), who suggested that human beings could be motivated by fulfilling their basic needs. Maslow's research focused on deficiency needs and growth needs. According to Maslow, the deficiencies must be met within each growth need to move to the next category. Maslow broke human needs into five categories: physiological needs, safety needs, social needs, esteem needs, and self-actualization.

According to Maslow (1943), physiological needs include food, water, breathing, and homeostasis, balance among all body systems. Safety needs include financial security, health, and safety against accidents. Social needs include family, friends, social

gatherings, and churches. Esteem needs include appreciation and respect. Maslow defined self-actualization as the ability to be your best and do the best that can be done.

In addition to increasing satisfaction by meeting their human needs, as suggested by Maslow (1943), Herzberg et al. (1959) argued that humans also need to eliminate dissatisfaction. According to the motivation-hygiene theory, satisfaction and dissatisfaction are separate and distinct (Alshmemri et al., 2017; Fong, 2018; Herzberg et al., 1959). According to Herzberg et al., the opposite of satisfaction is not dissatisfaction but rather no satisfaction. Also, the opposite of dissatisfaction would not be satisfaction but no dissatisfaction.

According to Herzberg et al. (1959), motivators are intrinsic factors that drive motivation, while hygiene factors are extrinsic factors needed to avoid pain. Motivation factors include achievement, recognition, the work itself, responsibility, advancement, and growth. Hygiene factors include policies and rules, supervision, salary, working conditions, relationships, and job security. Motivation factors are typically intrinsic, while hygiene factors are extrinsic (Alshmemri et al., 2017). Both factors are present in all forms of employment, and the two are not opposite. According to Herzberg et al., reducing hygiene factors will not improve job satisfaction but reduce job dissatisfaction. Motivators must increase to improve job satisfaction, but doing so will not reduce job dissatisfaction.

Motivators

According to Herzberg's theory, motivation positively correlates to job satisfaction (Alshmemri et al., 2017). Motivated employees typically have a positive attitude about their job. Motivation factors include achievement, recognition, the work

itself, responsibility, advancement, and growth.

According to Herzberg et al. (1959), achievement occurs when an individual performs their job successfully. Receiving praise at work can increase motivation, while criticism can decrease motivation (Alshmemri et al., 2017). An employee's perspective on their work type impacts their motivation to work. Responsibility encompasses the level to which an employee feels empowered to make decisions. Advancement is an employee's ability to improve their status or position within their workplace. Finally, opportunities to grow personally and professionally impact employee motivation. According to Herzberg et al., jobs should be structured to increase a worker's ability to achieve goals meaningfully related to their job. Motivation factors satisfy the need for self-actualization, previously defined by Maslow (1943).

Hygiene Factors

According to Herzberg's theory, job dissatisfaction is impacted by hygiene factors (Alshmemri et al., 2017). According to Alshmemri et al. (2017), hygiene factors are extrinsic and impact an employee's ability or inability to avoid unpleasantness. Hygiene factors include policies and rules, supervision, salary, working conditions, and relationships.

An employee's perception of company rules and policies can impact job satisfaction (Alshmemri et al., 2017). According to Alshmemri et al. (2017), the level to which an employee is supervised can impact job dissatisfaction. The level to which an employee is paid and their expectations of wages and salary can impact job dissatisfaction. The quality of the physical work environment can impact employee satisfaction and dissatisfaction. The quality of an employee's working and professional

relationships with their colleagues and supervisor impacts job satisfaction and dissatisfaction. According to Herzberg et al. (1959), employers can decrease dissatisfaction by improving hygiene conditions.

Relevance to the Study

Herzberg's theory serves as a framework for this study by identifying factors that influence the recruitment and retention of Black male teachers (Herzberg et al., 1959). Two-factor theory has been used to analyze employee satisfaction in numerous fields, including education. Analyzing the factors that impact the job satisfaction of Black males can help schools and districts implement strategies that will help them improve their recruitment and retention efforts. Herzberg et al.'s (1959) research described how employees are motivated by on-the-job satisfaction and dissatisfied when working conditions are unacceptable. This study builds on previous research that utilized motivation-hygiene theory as a framework.

Recruitment and Retention of African American Male Teachers

This study builds on previous research on recruiting and retaining African American male teachers. Numerous studies have examined this subject. In a study of Black male teachers in New Jersey who taught in Grades K-8, Ozuna (2018) utilized individual interviews to identify factors that influence the recruitment of Black male teachers. Ozuna utilized the information gathered in this study to recommend hiring and retaining Black male teachers. Participants in this study stated that working as a substitute teacher, building cultural connections with students, a steady job with consistent salary increases, and wanting to educate students influenced their decision to teach. The teachers in this study also expressed that they wanted to serve as mentors and give back

to the community. Teachers in this study had positive relationships with teachers, coaches, and their parents. The participants felt that as a part of their role, they serve as role models and father figures. Teachers in this study believe they are essential contributors to the school atmosphere. Participants identified support from the administration as an essential component of teacher retention. According to Ozuna, understanding what motivates Black men to teach is essential to improving recruitment and retention efforts.

Participants in Ozuna's (2018) study stated that school leaders should seek opinions from African American males when hiring for teaching positions. They also felt that school staff should reflect the school community and that more Black males should join the profession. According to Ozuna, it is challenging to gain more insight into the perspectives of Black male teachers because there are so few of them. Teachers in the study stated they felt more Black males do not enter teaching because of the salary and feeling that the profession is not valued. They recommended more positive portrayals of the profession in media and increased salaries as strategies to make the profession more appealing for Black males. Ozuna suggested that school districts and colleges should create programs that increase the popularity of teaching.

In a study of Black males in special education teacher preparation programs, participants stated they were motivated to work in the profession because it allowed them to combat the stigma associated with special education in the Black community (Scott & Alexander, 2019). Scott and Alexander (2019) interviewed 18 men about their experiences. Participants in this study stated that one of the key factors that attracted them to the profession was their connection with individuals with special needs and

recommended tuition support, flexible pathways to licensure, and diverse mentors as strategies that could be used to recruit Black males. Participants emphasized the importance of a support system for Black male teachers in which they could network. They also identified competitive salaries, advancement opportunities, and a diverse curriculum that gives them autonomy as factors that would influence their retention.

In a study comparing the turnover rates and experiences of Black male teachers who were the only Black male teachers in school to the experiences of Black male teachers who taught in schools with at least one other Black male teacher, Bristol (2020) found that weak leadership was the primary factor influencing Black male teachers in schools with other Black male teachers to leave. In contrast, teachers in this study who did not have other Black male teachers in their school were more likely to stay despite negative experiences at their job. Many of the men in this study expressed concerns about how students in their care would be supported if they left their positions. Participants in this study recognized that racist encounters were inevitable in the profession and focused on giving students the tools necessary to navigate those challenges.

Ward (2020) examined the experiences of Black male teachers working in urban schools. This research examined the motivation of Black males to become teachers, their experiences in teacher preparation programs, and their experiences as teachers. Overall, participants in this study were committed to the success of their students and teacher effectiveness. These men were motivated by the desire to serve and believed in teaching beyond their subject. Participants expressed a desire to support students who did not have father figures. They take pride in their teaching, want to symbolize success for students who do not typically interact with Black men regularly, and want to prepare their students

for the real world.

Ward's (2020) study participants expressed positive relationships and meaningful experiences with their professors during teacher preparation programs. Participants who attended Historically Black Colleges or Universities (HBCUs) spoke highly of their experiences at those institutions; however, participants who attended predominantly White institutions (PWIs) stated that they were often asked to share their perspectives because they were Black males, of which very few were in their classes. Participants in the study wanted to work with students of color, viewed classroom management as key to their success, and benefitted from student teaching experiences in urban schools. Participants who did not have the opportunity to student teach in urban schools expressed feeling unprepared for the environment when they began their careers. According to Ward, participants thought it was important to relate their subject matter to real-world issues and generally felt supported by their principals rather than men or women. While some men in the study appreciated the autonomy given to them by their school leaders, others expressed that the lack of directives led to them having to figure things out on their own without assistance.

Colletti (2020) examined the factors contributing to the recruitment and retention of Black male math teachers. Colletti examined the lived experiences Black male math teachers and identified positive and negative influences that contributed to recruitment and retention. Participants identified educators, family members, and coaches as positive influences. Participants remarked on how the influences in their lives gave them a positive outlook on teaching and motivated them to pursue it as a career. Some participants described negative interactions with female teachers and administrators as

dissatisfying them.

Colletti's (2020) study identified extrinsic factors: lack of respect for teachers, lack of other Black male teachers, inadequate teacher preparation programs, and low salaries. Participants in the study stated that the profession is portrayed negatively and that the general public views teachers as glorified babysitters. Participants described having minimal interactions with Black male teachers, especially in mathematics. Participants expressed that their teacher preparation programs should have emphasized classroom management to a level that would adequately prepare them to lead a classroom. These factors negatively impacted teacher recruitment and retention for the most part. Participants also expressed feeling isolated. Some were the only Black male teachers in their school. This feeling of isolation significantly influenced their desire to continue teaching. Finally, participants described salary and struggles, specifically with mathematics, as factors that negatively impact the recruitment and retention of Black male math teachers.

Intrinsic factors included a need for more recruitment efforts for African American male math teachers, low retention rates, and better job opportunities (Colletti, 2020). Participants felt that recruiting and retaining African American male math teachers was not a priority for schools and districts. Participants in the study described specific challenges related to being Black males and perceived that the system was set up for failure. Participants stated that they continue to teach because they feel drawn to the profession and are passionate about the subject they teach. Colletti (2020) recommended that school and district leaders evaluate mentoring programs, partnerships with STEM programs, math aversions, and the relationships of female teachers and administrators

with Black male teachers.

Marner (2021) examined the journeys of Black male teachers to gain insight into the pathways they took to become educators and their perceived impact on students of color. Black male teachers in this study had aspirations of helping people before entering the education field. Each participant in this study identified specific people and events that impacted their decision to become a teacher. Black male teachers in this study valued the relationships they could build with their students and the opportunity to help them grow as learners and people. Participants in Marner's study viewed themselves as role models. The men in this study seek to set positive examples for their students by modeling appropriate behavior, dressing professionally, and showing them that Black males can be successful.

The teachers in Marner's (2021) study valued discussing decision-making with their students, conveying a positive racial identity, and preparing their students for the real world. Most teachers in Marner's study saw value in incorporating the real-life experiences of their Black students into their lessons and have found that students enjoy lessons that are relatable to them. Emphasizing these experiences allowed the teachers to establish relationships with their students and offer them meaningful advice. The participants identified experiences of race-related incidents during their professional careers and discussed ignoring comments from their colleagues that they ignored. The teachers in this study chose to focus on students rather than engaging in conflict with their colleagues during instances of perceived racism or discrimination.

The teachers in Marner's (2021) study saw themselves as more than teachers and valued their roles as mentors, role models, and father figures. A surprising finding by

Marter was that teachers in this study felt a duty to serve as role models for all students, not just students of color. Participants took pride in their role, and despite being viewed by their colleagues as disciplinarians, they could develop meaningful relationships with their students and influence their future. Another surprising finding was that most participants pursued other careers before teaching. Two of the seven participants in this study initially pursued an undergraduate degree in education. Marner recommended that teacher preparation programs intentionally recruit Black males, and districts offer signing bonuses for Black male teachers in high-needs positions and schools.

Tomlin (2021) utilized interviews to examine the experiences of Black male teachers. In this study, Black male teachers expressed their love of teaching and education and their desire to continue teaching despite the challenges. Men in this study stated that they were attracted to the profession because of its job security, alignment with their long- and short-term goals, and the opportunity to contribute to humanity.

Tomlin (2021) examined four factors contributing to African American male experiences as teachers. The first area was the pressure of being one of the few Black male teachers. Because of the current teacher demographics, Black men in the study described being responsible for all Black students, including those not assigned to them. Participants also expressed dissatisfaction with the lack of support and described personal and professional challenges caused by the lack of support. Next, participants expressed feeling frustrated with the lack of flexibility with the curriculum, making it more challenging to support their students. Finally, participants expressed dissatisfaction with inequities in expectations. Participants described feeling pressured to outperform their White colleagues due to the lack of Black male teachers.

Despite the challenges, in Tomlin's (2021) study, African American male teachers described numerous factors contributing to their willingness to remain in the profession. Participants felt that teaching was a calling placed on them by a higher power. Participants also stated that they enjoyed the challenge that working with students presents. They also felt that Black boys needed them and that serving as positive models for them was crucial. According to Tomlin, satisfaction increased when participants could set boundaries and teach in a comfortable style. Participants also stated that leadership and mentorship from other Black colleagues helped them.

According to Tomlin (2021), Black males are viewed by some educators as caring leaders who can positively impact and provide insight into the student population; however, Black males are also frequently put in the role of disciplinarian. Tomlin recommended that districts assign Black male teacher mentors to Black male teachers. Tomlin also recommended that districts establish a support group for Black male teachers, assign a person for teachers to vent to confidentially, and establish clear expectations for all teachers to prevent inequitable treatment.

In a study of Black men's experiences in teacher education programs, Snodgrass (2021) conducted interviews with current teachers to identify strategies that could increase the number of Black male teachers. Participants in the study identified concerns about financial stability contributing to African American males choosing other professions. Snodgrass recommended strategies, including offering financial assistance to address this issue. Participants also identified experiencing microaggressions during their program as dissatisfying them. To address this, Snodgrass recommended addressing equity at the college level, providing mentors for African American male teacher

candidates, and addressing issues when they arise.

Feelings of isolation and lack of support were the most commonly identified themes in the Snodgrass (2021) study. To address this, Snodgrass recommended recruiting Black male teacher candidates in cohorts who could work together and support one another. Another concern brought up by teachers in this study was the belief that the Praxis exam was culturally biased. To address concerns about the exam, Snodgrass recommended semester-long courses and weekend workshops designed to increase success on the exam. Additionally, Snodgrass recommended that African American male teacher candidates establish study groups and be given access to free study materials for the exam.

According to Snodgrass (2021), recruitment and retention efforts for Black male teacher candidates must be intentional. To improve retention, Snodgrass recommended assigning African American female mentors to Black male teacher candidates to assist them in navigating their program and monthly meetings to address inequities. To address recruitment, Snodgrass recommended targeting potential teaching candidates early in their educational career, creating opportunities for Black males to teach in their community through churches and community groups, offering scholarships to Black men for education, encouraging paraprofessionals to pursue teaching licensure, and meeting with college students with undeclared majors to encourage them to consider teaching.

In a study of recruitment and retention efforts for teachers of color working in rural Tennessee, Rogers-Horton (2022) found that districts needed to differentiate or increase their recruitment practices for teachers of color. Rogers-Horton found that many members of rural communities needed more experience with and more understanding of

different cultures. The lack of experience and understanding created challenges for experienced rural teachers serving as mentors for teachers of color. According to Rogers-Horton, districts in the study also needed a greater understanding of sustainable retention strategies for teachers of color. Rogers-Horton recommended that districts receive cultural competency training to make themselves more equipped to recruit and retain teachers of color in their district. Rogers-Horton recommended that education programs provide districts with the necessary training to recruit, retain, and support teachers of color.

Pate (2022) examined the lived experiences of Black men and the leadership practices that contributed to their continuing to teach or deciding to leave the profession. Pate interviewed 13 current and six former teachers. The participants who remained in the teaching profession stated that serving as a role model increased job satisfaction. Participants also expressed enjoying working in a supportive environment where their skills were celebrated and their opinions were valued. Teachers in this study expressed appreciation for positive school leaders who affirmed them, helped them navigate challenging situations, and eliminated barriers in the workplace.

Former teachers in Pate's (2022) study desired more autonomy and decision-making input. These individuals stated they felt marginalized by the expectation to serve as a disciplinarian and primarily support Black students. These participants identified negative interactions with colleagues and leadership as factors that led to them ultimately leaving the profession. They stated that they were dissatisfied with the negative perceptions of their colleagues and had limited relationships with them. They also were dissatisfied with leaders who increased their workload, needed more accountability, set

high expectations for them, and needed to be more explicit in their communication. These participants wanted more instructional support, mentorship, and assistance navigating the school environment.

In a study of Black male teachers in New Jersey, Lewis (2022) found that many Black male teachers have difficulty being in schools without any other Black male teachers. Participants in this study described a lack of upward mobility as a factor that dissatisfied them. Participants also expressed that they experienced various forms of discrimination within the profession, felt that they were viewed as less than others because of their appearance, and were assumed to be gym teachers or maintenance staff based on their appearance. Black males in the study stated that they went into the profession because they felt responsible for giving back to their community and were pushed to join the profession by family members and teachers. The men in the study valued the opportunity to touch lives, serve as father figures, and serve as role models. Participants stated that they continue to teach because of the job security that teaching provides and the opportunity to help children.

Numerous themes emerged in previous research on African American male teachers. Black male teachers serve numerous roles within the school system, including father figure (Lewis, 2022; Marner, 2021; Ozuna, 2018; Ward, 2020), role model (Lewis, 2022; Marner, 2021; Pate, 2022; Tomlin, 2021), mentor (Marner, 2021; Ozuna, 2018), and symbol of success (Marner, 2021; Ward, 2020). Many African American males shy away from teaching due to low wages (Colletti, 2020; Ozuna, 2018; Snodgrass, 2021) and perceptions that other careers provide better opportunities (Colletti, 2020; Marner, 2021). Autonomy and positive relationships with school and district leadership were

critical to African American male teachers (Bristol, 2020; Colletti, 2020; Pate, 2022; Tomlin, 2021; Ward, 2020).

African American males identified several factors that contributed to their desire to join and remain in the profession, including their relationships with professors (Colletti, 2020; Snodgrass, 2021; Ward, 2020), their passion for teaching (Colletti, 2020; Tomlin, 2021), cultural connections with students (Ozuna, 2018; Scott & Alexander, 2019), and the passions for helping students succeed (Marnier, 2021; Tomlin, 2021; Ward, 2020). These emerging themes were explored utilizing Herzberg's two-factor theory.

Two-Factor Theory

According to Herzberg et al. (1959), motivators are intrinsic factors that drive motivation, while hygiene factors are extrinsic factors needed to avoid pain. Motivation factors include achievement, recognition, the work itself, responsibility, advancement, and growth. Hygiene factors include policies and rules, supervision, salary, working conditions, relationships, and job security. Motivation factors are typically intrinsic, while hygiene factors are extrinsic (Alshmemri et al., 2017). Both factors are present in all forms of employment, and the two are not opposite of one another. According to Herzberg et al., reducing hygiene factors will not improve job satisfaction but will reduce job dissatisfaction. Motivators must increase to improve job satisfaction, but doing so will not reduce job dissatisfaction.

Motivators

According to Herzberg's theory, motivation positively correlates to job satisfaction (Alshmemri et al., 2017). Motivated employees typically have a positive attitude about their job. Motivators satisfy the intrinsic needs for growth and self-

actualization. Motivation factors include achievement, recognition, the work itself, responsibility, advancement, and growth.

Performance and Achievement. Completing tasks and accomplishing goals can motivate employees (Alshmemri et al., 2017). According to Alshmemri et al. (2017), failing to progress toward goals and achievements can negatively impact motivation. Performance and achievement are negatively impacted when employees fail to accomplish tasks or make poor decisions at work. Employers must ensure that their employees are positioned to use their talents (Syptak et al., 1999). Employees should have clear goals and regularly receive feedback on their progress.

Previous research on African American male teachers shows that student success motivated African American male teachers (Marner, 2021; Tomlin, 2021; Ward, 2020). African American male teachers felt pressure to outperform their White colleagues due to being underrepresented in the profession (Tomlin, 2021). Additional research was conducted on the impact of performance and achievement on educators.

Ebby et al. (2019) found that teacher perspectives on student work varied depending on their perspectives on achievement and learning. Teachers in this study who were identified as achievement-oriented utilized formative assessments to gauge if students understood the concepts being taught. Teachers in this study who were identified as learning-oriented utilized formative assessments to examine student understanding of concepts. Both groups of teachers in this study used assessment to determine the students' strategies when being assessed. The approach to utilizing these assessments varied based on the teachers' approach. In a study exploring the relationship between the level of emphasis on test performance and teacher satisfaction, Smith and Holloway (2020) found

a negative correlation between student test performance emphasis on teacher evaluations and teacher satisfaction. Emphasis on testing accountability has also impacted the modification of teaching practices. Smith and Holloway recommended utilizing multiple factors besides testing to give feedback to teachers and reduce the pressure generated by assessments. In a study by Kirkiç and Yashi (2021), teacher views on students and learning became increasingly negative as their years of experience increased. Kirkiç and Yashi recommended well-planned training to increase teacher motivation and address negative perceptions.

Recognition. Receiving praise at work can increase motivation, while criticism can decrease motivation (Alshmemri et al., 2017). Recognizing achievements is essential at all organizational levels (Syptak et al., 1999). According to Syptak et al. (1999), good work should be recognized immediately.

According to Ozuna (2018), many Black men do not enter teaching because they feel the profession is not valued. According to Rogers-Horton (2022), districts must differentiate recruitment practices for teachers of color. In a study by Colletti (2020), participants identified the lack of respect for teachers as a factor that dissatisfied them. In previous studies, African American male teachers serving as a symbol of success were identified as a motivator (Marner, 2021; Ward, 2020). Positive relationships with leadership were also identified as a motivator (Pate, 2022; Ward, 2020). Other studies of teachers have also highlighted the importance of recognition.

In a study by Blaum and Tobin (2019), several principals identified student recognition as a motivating factor. Specifically, they referenced the positive feelings they receive from returning students to thank them after graduating. Five of 11 principals in

the same study identified recognition from staff and the community as a motivator. In a study of teacher evaluation systems, Williams and Hebert (2020) found that teachers were dissatisfied with using evaluations as an accountability measure. According to Williams and Hebert, it is difficult to have conversations about professional growth using a tool that is punitive rather than constructive. In a study of teacher turnover rates, Yoroko (2021) suggested teacher bonuses as a reward system that could improve retention rates. Participants in the study cited monetary incentives as a factor that could motivate teachers and alleviate stress.

The Work Itself. Employee perspectives on their work type impact their motivation to work (Alshmemri et al., 2017). Employee motivation increases when they feel their work is important and meaningful (Syptak et al., 1999). Eliminating or streamlining unnecessary tasks can increase satisfaction.

In previous studies of Black male teachers, researchers have identified numerous factors related to the work of teachers that impact job satisfaction. Previous research identified contributing to student success as a motivating factor (Marner, 2021; Tomlin, 2021; Ward, 2020). Teachers in previous studies have expressed being attracted to teaching because it allowed them to serve as a mentor (Ozuna, 2018). Teachers in previous studies also expressed having aspirations of helping people before entering the education field (Marner, 2021). According to participants in a study by Scott and Alexander (2019), Black males were motivated to join the profession because it allowed them to combat stigmas associated with special education in the Black community.

Many men in Bristol's (2020) study expressed concerns about how students in their care would be supported if they left their positions. The level to which teachers had

autonomy in their work was identified as a factor that impacted job satisfaction in previous research (Pate, 2022; Tomlin, 2021; Ward, 2020). Their passion for their subject was also a motivating factor (Colletti, 2020; Tomlin, 2021). Snodgrass (2021) recommended creating opportunities for Black males to get experience by teaching in their community groups and churches. In other research on teacher motivation, teacher satisfaction with the work itself has been explored.

In a 2018 study on teacher perceptions of a 4-day workweek, Marion found that reducing the number of days teachers, administrators, and counselors worked by 1 day increased the amount of time they could spend with family and collaborate for planning with colleagues. Marion concluded that this is a consideration that districts struggling with recruitment and retention could make to improve their turnover rate. In a 2019 study conducted by Blaum and Tobin in which they interviewed 11 principals about motivation, most principals identified working with students and serving the underserved as intrinsic motivators. In the same study, principals expressed insufficient time for tasks and time away from family as factors that decreased motivation. In a study of teachers who entered the profession through emergency certification in Oklahoma, Mobra and Hamlin (2020) found that teachers were motivated by their desire to help with high-needs subgroups in high-needs schools. Teachers in this study had a similar motivation to those who had entered the profession through traditional teacher preparation programs; however, many participants described teaching as a short-term employment option or a profession they were testing before making a long-term commitment.

Responsibility. The level to which an employee feels empowered to make decisions impacts motivation (Alshmemri et al., 2017). Feeling a sense of ownership in

their work increases employee motivation (Syptak et al., 1999). Employers must balance giving more responsibility to ensure that it does not appear that they are simply giving more work. Increasing autonomy alongside increasing responsibility can motivate employees.

In previous research on African American male teachers, autonomy was identified as a motivator (Pate, 2022; Tomlin, 2021) and an area of concern (Ward, 2020). Bristol (2020) and Tomlin (2021) concluded that leadership quality was essential to African American male teachers. Participants in Tomlin's (2021) study expressed feeling responsible for all Black students, including those not assigned to them. Tomlin's participants also expressed the feeling that they were called to teach by a higher power.

Many men in Bristol's (2020) study expressed concerns about how students in their care would be supported if they left their positions. Colletti (2020) and Ward (2020) found that African American male satisfaction with their career and retention rates were impacted by leadership. Ward found that African American males believed in teaching beyond their subject and desired to support students who did not have father figures. Other research on teacher satisfaction has identified responsibility as a theme.

In a quantitative study of teacher autonomy by Worth and Van den Brande (2020), teachers reported being less likely to influence how they do their jobs than other professions. According to Worth and Van den Brande, teachers feel they need more autonomy over assessment, feedback, and data collection. Worth and Van den Brande concluded that more autonomy would increase job satisfaction and recommended that school leaders increase teacher influence on decision-making and professional development goals. In a study of teacher decision-making when selecting a curriculum,

Harris (2021) found that teachers tend to base their curriculum on the impact that the curriculum will have on examination results. Harris (2021) said teachers generally take a low-risk approach when selecting a curriculum. This low-risk approach has not correlated to improvements in assessment results and could limit teacher ability to provide students with broader experiences. In a study of teacher perceptions of data-driven decision-making, Schelling and Rubenstein (2021) found that teachers generally utilized informal formative assessments more than data analysis when making instructional decisions. Teachers in this study described data-driven decision-making as essential but stressful. They were motivated by the expectations of school leadership and relied on peer collaboration for implementation. Teachers expressed little autonomy due to data-driven decisions being an expectation from leadership.

Advancement. Advancement is an employee's ability to improve their status or position within their workplace (Alshmemri et al., 2017). Employers should promote valuable employees and support them in furthering their education when possible (Syptak et al., 1999).

Previous research on African American male teachers found that many were attracted to the profession through nontraditional methods such as substitute teachers (Ozuna, 2018). Previous research concluded that Black males are often more attracted to other professions (Colletti, 2020; Marner, 2021) and shift to education because it provides a steady job (Ozuna, 2018; Tomlin, 2021). There is little research on Black male perceptions of career advancement within the education profession. According to de Brey et al. (2019), over 80% of public school principals are White. A study by Bailes and Guthrey (2020) found that Black assistant principals were promoted at a lower rate and

typically had more years of experience to be promoted than White assistant principals. Many Black males express frustration with the lack of upward mobility in teaching (Lewis, 2022).

According to the U.S. Department of Education (2016), minority teachers are more likely than White teachers to work in schools with high poverty rates, in urban areas, and in those that have high minority student populations. A study by Maina and Davila Valencia (2019) reported that low-income students experienced principal turnover at a higher rate and that those students typically attended schools that struggled to retain experienced teachers. The study also showed that schools with high minority and poverty rates were more likely to have a Black principal. Bartanen et al. (2021) stated that assistant principal mobility positively correlates to principal turnover. In this same study, Bartanen et al. concluded that the mobility rates of assistant principals are higher than both principals and teachers. The research also found that less than half of assistant principals in this longitudinal study became principals, assistant principals in high-poverty schools were likelier to change schools, and around 10% left leadership positions each year. Bond (2021) identified the role of instructional support specialists as an opportunity for classroom teachers to shift into school leadership. According to Bond, specialist roles allow educators to continue teaching while assuming additional responsibilities.

Growth. Opportunities to grow personally and professionally impact employee motivation (Alshmemri et al., 2017). Growth encompasses increasing knowledge, skills, and techniques.

In previous research on African American male teachers, additional roles such as

father figure, mentor, and symbol of success were identified as satisfiers for African American male teachers (Lewis, 2022; Marner, 2021; Ozuna, 2018; Tomlin, 2021; Ward, 2020). Previous research emphasized the importance of positive influences on the personal and professional development of Black male teachers (Colletti, 2020; Marner, 2021). Additional research on teacher motivation identified growth as influencing teacher satisfaction.

In a study of music teachers involved in peer mentoring, Draves (2017) found that mentoring can benefit teacher professional growth. According to Draves, personality and gender can impact the quality of the mentoring relationship; however, teachers appreciate the opportunities to get new ideas from colleagues and collaborate with other professionals. In a study on strategies to diversify the teaching profession, Carver-Thomas (2018) identified ongoing mentoring as an initiative that states could support along with tutoring, job placement, and stipends. According to Carver-Thomas, veteran mentors can provide new teachers matched with beginning teachers of color to help them grow professionally and increase teacher retention. In a study of teacher turnover rates before, during, and after COVID, Rosenberg and Anderson (2021) concluded that providing teachers with sufficient time to collaborate, expanding teacher leadership roles, and creating opportunities for self-care as factors that could increase satisfaction. Rosenberg and Anderson recommended that schools and districts allocate resources to these efforts, provide support through coaching, and strategically support new teachers by monitoring their workload.

Hygiene Factors

According to Herzberg's theory, job dissatisfaction is impacted by hygiene factors

(Alshmemri et al., 2017). According to Alshmemri et al. (2017), hygiene factors are extrinsic and impact an employee's ability or inability to avoid unpleasantness. Hygiene factors include policies and rules, supervision, salary, working conditions, and relationships.

Policies and Rules. An employee's perception of company rules and policies can impact job dissatisfaction (Alshmemri et al., 2017). Policies should be clear and consistent (Syptak et al., 1999). Policies should be easily accessible and reviewed regularly with input from staff.

Previous research on African American male teachers identified leadership as a critical factor in job satisfaction (Bristol, 2020; Tomlin, 2021). Researchers also identified the level of autonomy Black males had within their schools as a contributing factor to their satisfaction (Colletti, 2020; Pate, 2022; Tomlin, 2021; Ward, 2020). Black male teachers expressed dissatisfaction with Praxis exams and perceived them as culturally biased (Snodgrass, 2021). In other research on teacher satisfaction, policies and rules were examined.

In a study of rule enforcement and teacher satisfaction, Kapa and Gimbert (2018) found that high enforcement of school rules led to increased teacher satisfaction. Kapa and Gimbert's research showed that teacher satisfaction was impacted mainly by the degree to which school administrators enforced rules. According to Kapa and Gimbert, teacher victimization led to dissatisfaction. In a study by Blaum and Tobin (2019), principals identified mandates from the Department of Education and politicians as factors that decrease motivation because they include time-consuming tasks that take them away from their work with students. In a study by Wronowski and Urick (2019),

worry and stress were identified as a predictor of teacher turnover for teachers who identify policies on accountability as contributing to their retention. According to Wronowski and Urick, losing teachers for this reason creates a significant challenge because worry and stress about accountability do correlate with teacher effectiveness. Policies related to accountability could lead to effective teachers being replaced by ineffective teachers who are less concerned about accountability.

Supervision. The level to which an employee is supervised can impact job dissatisfaction (Alshmemri et al., 2017). According to Alshmemri et al. (2017), leadership quality can enhance and decrease motivation. According to Syptak et al. (1999), employers should be careful whom they assign as supervisors and recognize that good employees only sometimes make good supervisors. Supervisors should help employees develop their skills and remember to treat them fairly. Supervisors should utilize positive feedback and have consistent evaluation procedures.

Previous research on African American male teachers identified leadership quality as contributing to job satisfaction and dissatisfaction (Bristol, 2020; Colletti, 2020; Pate, 2022; Tomlin, 2021; Ward, 2020). The level of autonomy given to Black male teachers was also identified as contributing to job satisfaction and dissatisfaction (Pate, 2022; Tomlin, 2021; Ward, 2020). Research on African American male teachers also found that relationships with college professors contributed to their satisfaction and dissatisfaction (Colletti, 2020; Snodgrass, 2021; Ward, 2020). Additional research on teacher satisfaction identified supervision as a factor.

In a study of evaluation, teacher growth, and supervision, Adams et al. (2018) found that confusion about the meaning of supervision and evaluation has created

dissatisfaction among educators. According to Adams et al., these terms must be clearly defined and understood to be effective in practice. In a study of teacher opinions on principal supervision, Ozcan (2020) found that teachers value experiences shared by their principals and work with them cooperatively. According to Ozcan, teacher motivation increases when principals support them, give constructive feedback, and communicate openly. Teachers in Ozcan's study also expressed satisfaction when principals are impartial and equitable. In a study of teacher recruitment and retention in rural schools, Durnen (2021) found that principal leadership was the most critical element in teacher recruitment and retention. Participants in this study stated that principals could build trust by checking in with staff formally and informally.

Salary. The level to which an employee is paid and their expectations of wages and salary can impact job dissatisfaction (Alshmemri et al., 2017). Employees who do not believe they are being paid fair wages will be dissatisfied (Syptak et al., 1999). Policies on salaries, raises, and bonuses should be clear and communicated with all staff.

Teacher salary was a widely discussed theme in previous research on African American male teachers. Having a steady job was identified as a motivator for African American male teachers (Ozuna, 2018; Tomlin, 2021); however, many Black males do not enter the profession because of perceived low wages (Colletti, 2020; Ozuna, 2018; Snodgrass, 2021). As a result, African American males are often attracted to other careers (Colletti, 2020; Marner, 2021). Additional research on teacher satisfaction identifies salary as contributing to satisfaction and dissatisfaction.

Approximately 18% of teachers leave education for reasons related to finances (Carver-Thomas & Darling Hammond, 2017). According to Carver-Thomas and Darling

Hammond (2017), a positive correlation exists between maximum district salary and turnover rate. In another study, Grimm (2017) found a negative correlation between value-added compensation and teacher retention. In this study, Grimm examined the impact of a performance-based pay model on student achievement and teacher retention. In addition to the negative impact on teacher retention, there was no significant relationship between value-added compensation and the achievement of students. Grimm suggested that more research should be considered before school districts implement similar programs. Grimm also concluded that the education system is very different from other professions, and teachers are more likely to respond to programs that encourage them to be more intrinsically motivated.

Colson and Satterfield (2018) examined the impact of strategic compensation on teacher retention. This study focused on a rural district in Tennessee and its plan to offer incentive-based pay. The program hoped to impact not only teacher retention but also teacher effectiveness. All teachers in the district were allowed to participate in the strategic compensation program, but participation was voluntary. Colson and Satterfield compared the retention rates of those who chose to participate to those who did not and could not find a significant difference in retention. The impact of this particular program was inconclusive, but Colson and Satterfield noted that the district studied was high-performing and received numerous awards during the research.

In a study of certified teachers in Michigan who were not teaching conducted by Lindsay et al. (2021), one third of participants identified wanting to be paid more as one of the top reasons they are not teaching; 35.8% of participants in that study stated that a salary increase could motivate them to teach, but teacher salaries being on par with

individuals with similar education levels in Michigan would require a nearly 30% salary increase (Allegretto & Mishel, 2018). In a study of recruitment and retention strategies for high-performing public schools in Missouri, most teachers identified increased salaries as the most effective strategy districts could use to recruit teachers (Wallace, 2021). In contrast, human resource directors in that same study identified grow-your-own programs that targeted students and paraprofessionals as the most effective strategy for recruitment. Both teachers and human resource directors identified more desirable career options as the primary reason teachers leave.

Working Conditions. The quality of the physical work environment can impact employee satisfaction and dissatisfaction (Alshmemri et al., 2017). According to Alshmemri et al. (2017), a well-maintained work environment can increase an employee's pride in their job. Additional research on working conditions defines the term more broadly to include the physical environment and perception of teachers over the overall workplace.

In previous studies of African American male teachers, the level of respect for teachers, microaggressions, and discipline were identified as factors contributing to teachers' overall satisfaction with working conditions (Colletti, 2020; Snodgrass, 2021; Tomlin, 2021). African American male teachers were dissatisfied with frequently being placed in the disciplinarian role (Pate, 2022; Tomlin, 2021). Additional research on teacher motivation identified other factors that contribute to working conditions.

Skaalvik and Skaalvik (2016) examined potential stressors contributing to teacher perceptions of the profession. Potential stressors in this study included student behavior, student motivation, administrative support, or lack thereof, and value conflicts. Skaalvik

and Skaalvik quantified their data and related them to their impact on teacher self-efficacy. Their findings showed that time pressure had the most significant impact on the emotional stress of teachers. This study assessed time pressure by examining teacher perceptions of their preparation time, time to rest, and the amount of time spent in meetings. Other factors that negatively impacted teacher self-efficacy were conflicts in values, student motivation, and lack of support from the administration. The factors from this study that did not show a significant impact were student discipline, student diversity, and conflict with other educators.

In a study that examined teacher decisions to leave the profession, Glazer (2018) concluded that factors outside of the school environment need examination in addition to the working conditions. Teachers in this study described feeling overwhelmed by the challenges that were impacting their performance as teachers. Many of these teachers had high standards for themselves and did not want to continue in the profession when they no longer felt that they could achieve that standard. Glazer utilized the term “invested leaver” to describe these former teachers. These teachers expressed difficulties with losing authority over their pedagogy and being required to follow models that could have prevented them from being the best versions of themselves. Glazer concluded that decision-makers must consider the desire of teachers to achieve high standards.

In a study of recruitment and retention strategies for high-performing public schools in the state of Missouri, both teachers and human resource directors identified more desirable career options as the factor most likely to decrease teacher retention (Wallace, 2021). In that same study, human resource directors identified empowering, rewarding, and including them in decision-making as equally essential components

necessary for teacher retention.

In a study of teachers who had left the profession, Diliberti et al. (2021) found that stress was cited most commonly as the reason why teachers resigned from teaching early. Coupled with this, the participants in this study also stated that the pay was not adequate to deal with the level of stress that accompanied their teaching position. According to Diliberti et al., younger people leaving the profession cited the pay more frequently than older teachers who were more concerned about health conditions, specifically regarding COVID-19. More than half of the participants in this study who did not retire from teaching did not plan to return to teaching. Diliberti et al. recommended working with teacher teams to develop strategies to reduce stress and increase scheduling flexibility.

Relationships With Colleagues. The quality of an employee's working and professional relationships with their colleagues impacts job satisfaction and dissatisfaction (Alshmemri et al., 2017). According to Alshmemri et al. (2017), these relationships encompass job-related interactions and during breaks.

In previous research on African American male teachers, Black male teachers have expressed varying degrees of satisfaction with their relationships with colleagues (Marner, 2021; Ozuna, 2018), expressed the need for mentoring programs geared explicitly towards Black men (Colletti, 2020), and expressed dissatisfaction with microaggressions (Snodgrass, 2021). Some participants in Colletti's (2020) study expressed dissatisfaction with negative interactions with female teachers and supervisors.

In another study, Snodgrass (2021) recommended utilizing African American women as mentors for African American male teachers to help them navigate their

programs. African American male teachers felt pressure to outperform their White colleagues due to the lack of Black males in the profession and desired leadership and mentorship from other Black colleagues to help them in their journey (Tomlin, 2021). Snodgrass recommended recruiting African American males in cohorts to mitigate feelings of isolation. Additional research on teacher motivation has identified relationships with colleagues as contributing to teacher satisfaction and dissatisfaction.

In a study by Blaum and Tobin (2019), principals expressed that a lack of commitment from their assistant principals was a factor that decreased their motivation. Principals also described feeling valued by their staff as a factor that reduced dissatisfaction. In a study of teacher recruitment and retention in rural schools, Durnen (2021) suggested mentoring programs and welcome events as a way to feel supported and belong. In a study of novice teachers and recruitment efforts in rural South Dakota schools, Schutter (2022) concluded that improved mentoring programs that offered teachers feedback from more experienced colleagues could significantly improve the teacher turnover rate.

Relationships With Supervisors. The quality of an employee's working and professional relationships with their supervisor also impacts job satisfaction and dissatisfaction (Alshmemri et al., 2017). According to Alshmemri et al. (2017), these relationships encompass job-related interactions and during breaks.

In previous studies of African American male teachers, the relationship with supervisors contributed significantly to overall job satisfaction (Colletti, 2020; Pate, 2022; Snodgrass, 2021; Ward, 2020). According to Ozuna (2018), building their relationship with Black male teachers could help supervisors gain insight into what

strategies could help recruit more Black male teachers. Additional research on teacher motivation also identified teacher relationships with their supervisors as a factor that impacted job satisfaction and dissatisfaction.

Burkhauser (2017) examined the role of principals in teacher perceptions of their position. Burkhauser suggested that high-quality school administrators can mitigate high teacher turnover. Burkhauser recommended that districts struggling with retention look deeply at working conditions and school leadership. Burkhauser recommended principal preparation programs incorporate adult leadership skills into their curriculum. In a study of novice teacher and recruitment efforts in rural South Dakota schools, Schutter (2022) also recommended that principal preparation programs equip school leaders with the skills to help build quality relationships with teachers.

In a study of teacher attrition, Harris et al. (2019) found a significant difference in how working conditions were perceived by teacher and administrators. Harris et al. hypothesized that this disconnection would lead to teachers leaving the profession. Administrators in the study had a much more positive outlook on the teaching profession's future than the teachers surveyed. The most significant perception gaps between teachers and principals in Harris et al.'s study were teacher input on decision-making, protection of planning time, and student behavior.

In a later study, Harris (2020) examined further the relationship between teachers and principals. Harris (2020) concluded that school administrators are essential in assisting with staffing concerns. Many teachers cite supportive administrators as one of the essential factors in them staying in or leaving the profession. Support from administrators has been shown to decrease the likelihood of burnout. The study also

concluded that more administrators could be beneficial in providing resources for teachers, developing more positive relationships, and providing quality feedback. In a study of teacher recruitment and retention in rural schools, Durnen (2021) found that principal leadership was the most crucial element in teacher recruitment and retention. Participants in this study stated that principals could build trust by checking in with staff formally and informally.

Job Security. In previous research on African American male teachers, having a steady job was identified as a factor contributing to their attraction to teaching (Lewis, 2022; Ozuna, 2018; Tomlin, 2021). Additional research on teacher motivation identified job security as contributing to teacher satisfaction and dissatisfaction.

Sutcher et al. (2016) identified factors contributing to a potential teacher shortage, including declining enrollment in teacher preparation programs, class size reduction efforts, increased enrollment, and teacher attrition. In a study of teacher turnover rates before, during, and after the COVID-19 pandemic, Rosenberg and Anderson (2021) found that teacher turnover rates had decreased in several large districts despite the challenges presented in the last few years. In a study of elementary school teachers in West Virginia by Ematrudo (2022), participants stated that the main reason they applied for their job was because it was in their hometown or because they could not find a job there.

Previous Research Utilizing Two-Factor Theory

Previous research on teacher recruitment and retention has utilized Herzberg's two-factor theory to examine teacher satisfaction and dissatisfaction. Braswell (2021) utilized Herzberg's two-factor theory to examine the teachers' lived experiences of

Generation Z. In this study, Braswell concluded that Generation Z teachers are comfortable expressing their thoughts on satisfiers and dissatisfiers in the workplace. Participants in this study expressed that they enjoy teaching and giving back to the community. Teachers in this study were attracted to the profession because of the job security and stability of teaching. Participants also expressed that teaching was appealing because it allowed them to work in different states and countries.

According to Braswell (2021), Generation Z teachers in this study appreciated having their summers off. When asked about factors that caused dissatisfaction, participants expressed that they desired a salary comparable to other professions and wanted compensation for the number of hours they worked. Core teachers in this study had no significant concerns with the curriculum, but elective teachers described their curriculum as outdated and biased. Teachers felt that more support staff specifically to help address the needs of students with disabilities and quality mentoring programs could increase job satisfaction. Teachers were frustrated with the expectation to figure things out independently without adequate support.

Work-life balance was a concern for Generation Z teachers in the Braswell (2021) study. Teachers in the study also expressed that they did not feel pushed to try new things and saw limited opportunities for advancement. Participants in the study also expressed displeasure with coworkers with negative attitudes. The participants specifically identified veteran teachers as individuals who display negativity. Finally, participants in this study were displeased with the lack of up-to-date technology.

Gregory (2021) utilized Herzberg's two-factor theory to examine the behaviors and actions of principals working to retain teachers. According to Gregory, building

relationships is an essential strategy principals can use to reduce dissatisfaction and increase teacher retention. Additionally, Gregory concluded that communication in the form of verbal and nonverbal cues impacts teacher perceptions of supervision, which is also a hygiene factor. To address motivators, Gregory recommended building teacher capacity through the relationships built and individual needs identified. This strategy would impact achievement, recognition, the work itself, responsibility, and growth. Principals in Gregory's study also emphasized the importance of honesty, teamwork, and collaboration when discussing factors that impacted teacher retention.

Several studies utilized Herzberg's theory to examine the recruitment and retention of African American male teachers. Alls (2022) utilized Herzberg's theory to examine the intrinsic and extrinsic factors that influence the retention of Black K 12 teachers. Alls utilized interviews and a focus group to gain insight into factors impacting participant motivation. Participants in the study identified personal and family values as an intrinsic motivator influencing their decision to teach. Teachers in the study identified leadership at the school and district levels as factors that influenced retention but not as factors that intrinsically motivated them to teach. Participants identified their intrinsic motivation to make a difference, representation in their community, and a lifelong love of learning.

Teachers in Alls's (2022) study also identified extrinsic factors that motivated them to continue teaching. Participants identified leadership and representation as extrinsic factors that influenced retention. Teachers in the study were also motivated by the desire to make a difference in student success, salary, tuition reimbursement, health benefits, and retirement plans as extrinsic factors that influenced teacher retention.

Rucker (2021) utilized Herzberg's theory to examine African American male teacher perceptions, experiences, and motivation. Participants in Rucker's research stated that they were primarily motivated to teach by their desire to impact others. Rucker concluded that school leaders should identify individuals with the same desire when recruiting for teacher preparation programs and teaching positions. Teachers in the study identified a higher salary, recognition, and celebration as factors that could improve the retention of Black male teachers. Half of the participants in the study believed that the low number of Black male teachers is by design. Rucker concluded that increasing the number of Black male teachers begins with increasing the graduation rates for Black males. Rucker also stated that increasing the starting pay to be more competitive with other professions is necessary to attract more Black males to teaching.

Holmes (2022) utilized Herzberg's theory to examine the factors that led to African American males staying in or leaving the profession. Through individual interviews, Holmes found that African American males entered the profession because they desired to impact their community and serve as mentors. The men in Holmes's study positively perceived the teaching profession despite the high turnover rate. The men revealed that financial factors and feeling undervalued contributed to African American males choosing other professions. Another major issue that participants referenced as a non-desirable factor was student behavior and discipline. Holmes concluded that African American male teachers could benefit greatly from mentors who look like them, and school districts should begin their recruiting efforts with African American male high school students. Holmes also recommended that districts prioritize retaining African American male teachers and provide opportunities for their teachers to grow personally

and professionally.

When utilizing Herzberg's two-factor theory as a framework, researchers have identified several themes when examining teacher motivation, satisfaction, recruitment, and retention. The desire for more opportunities aligns with the advancement motivator (Braswell, 2021). Feeling undervalued, needing individual needs met, and wanting more recognition and celebration align with the recognition motivator (Gregory, 2021; Holmes, 2022; Rucker, 2021). Enjoying teaching, alignment with personal and family values, the desire to impact others, the desire to serve as a mentor, and giving back to the community align with the motivating factor of the work itself (Alls, 2022; Braswell, 2021; Holmes, 2022; Rucker, 2021). The desire to make a difference, impact others, represent their community, and have a lifelong love of learning aligns with the achievement motivator (Alls, 2022; Rucker, 2021). The desire to provide representation aligns with the responsibility motivator (Alls, 2022). The desire for opportunities for professional development aligns with the growth motivator (Holmes, 2022).

Viewing teaching as a stable and secure job aligns with the hygiene factor of job security (Braswell, 2021). The desire to have summers off, the desire for work-life balance, the frustration with the lack of support, the displeasure with technology, the displeasure with student discipline, and the need for more personnel align with the hygiene factor of working conditions (Braswell, 2021; Holmes, 2022). Desiring pay comparable to other professions, tuition reimbursement, and health benefits aligns with the hygiene factor of salary (Alls, 2022; Braswell, 2021; Holmes, 2022; Rucker, 2021). The frustration with the lack of support, the desire for effective communication, and the desire for quality leadership align with the hygiene factor of supervision (Alls, 2022;

Braswell, 2021; Gregory, 2021). The dissatisfaction with the curriculum aligns with the hygiene factor of company policies (Braswell, 2021). Dissatisfaction with coworkers' negative attitudes and the desire for mentors who look like them align with the hygiene factor of workplace interpersonal relationships (Braswell, 2021; Holmes, 2022).

This study utilized Herzberg's theory to further research African American male teachers and teacher recruitment and retention. This study examines the lived experiences of African American males who have successfully joined the teaching profession and moved into school administration. Examining their experiences sheds light on factors that help attract African American males to the profession and continue to be educators. Gathering this information positively contributes to increasing diversity in the profession.

Chapter 3: Methodology

This qualitative study used one-on-one interviews with African American male school administrators to examine their experiences as educators. According to Creswell (2007), qualitative research begins with assumptions, a worldview, and the possible use of a theoretical lens. According to Ravitch and Carl (2016), qualitative research usually starts with a question or an interest in a particular subject. This study assumed that African American males who have navigated the education system and reached the rank of school administrator have shared experiences. This research also assumed that examining their perspectives helps identify themes used to make recommendations to improve teacher recruitment and retention. The interest in the subject stems from identified disproportionality in teaching demographics, as outlined in the previous chapters. This study found themes related to the recruitment and retention of African American male public school educators.

The student population in the United States has become increasingly more diverse, with nearly 50% of students classifying themselves as minorities (National Center for Education Statistics, 2022b). However, almost 80% of public school teachers and over 80% of public school principals are White (de Brey et al., 2019). Despite accounting for over 7% of the total student population, only 2% of public school teachers are Black males. African Americans have a higher teacher turnover rate than White teachers (U.S. Department of Education, 2016).

This study took a phenomenological approach in which participants described their experiences. The information gathered from these interviews was analyzed to identify themes and make recommendations to improve the practices used to recruit and

retain African American male teachers. Information gathered from this study can also be used to implement policies and practices that can assist a historically disadvantaged subgroup and the diversifying student population. To address the low number of Black males in education, we must ask current Black male educators why they choose to stay in the profession (Goings, 2015). We must address the working conditions causing teachers to leave (García & Weiss, 2019).

Purpose and Research Questions

While there are many barriers to African American males succeeding in the education field, many have navigated the system successfully (Goings, 2015). According to the U.S. Department of Education (2016), 3.6% of public school principals were African American males in 2016. According to Taie and Lewis (2022), 77.1% of public school principals are White, 10.4% are Black, and 9.3% are Hispanic. In the state of South Carolina, 78.2% of public school principals are White, and 21.8% are Black (U.S. Department of Education, 2018).

This study examined the lived experience of African American males who have successfully joined the teaching profession and moved into school administration. Examining their experiences sheds light on factors that help attract African American males to the profession and continue to be educators. Gathering this information positively contributes to increasing diversity in the profession. This study examined two key research questions:

1. What factors contributed to African American males deciding to become educators?
2. What factors contribute to African American males remaining in the education

profession?

Research Design

This qualitative study used one-on-one interviews with current African American male school administrators. Qualitative research is descriptive and seeks to explain things that cannot be observed or measured (McLeod, 2019). This study took a phenomenological approach. According to Creswell and Creswell (2018), phenomenological research is a research design in which the researcher describes participants' lived experiences about a particular phenomenon. This phenomenological research explored the experiences of Black men who have successfully entered the field of education, remained employed, and advanced to the role of school administrator.

Interviews were conducted virtually at an agreed-upon time with each participant. The full interviews were recorded and transcribed. Participants were given pseudonyms to maintain confidentiality. Before the interview, participants were given a copy of the questions to allow them time to prepare. All questions were asked in the same sequence to ensure reliability. Clarifying questions were asked to ensure that the data were genuinely reflective of the participants' experiences. Following the interview, participants were provided with a transcript to ensure the information they shared was accurately understood.

This study's research is based on Herzberg et al.'s (1959) motivation-hygiene theory. This theory addresses which factors impact job satisfaction and dissatisfaction. According to Herzberg et al., both motivation and hygiene factors should be considered when addressing workplace conditions. According to Herzberg et al., motivators are intrinsic factors that drive motivation, while hygiene factors are extrinsic factors needed

to avoid pain. Motivation factors include achievement, recognition, the work itself, responsibility, advancement, and growth. Hygiene factors include policies and rules, supervision, salary, working conditions, relationships, and job security. Motivation factors are typically intrinsic, while hygiene factors are extrinsic (Alshmemri et al., 2017). Both factors are present in all forms of employment, and the two are not opposite of one another. According to Herzberg et al., reducing hygiene factors will not improve job satisfaction but reduce job dissatisfaction. Motivators must increase to improve job satisfaction, but doing so will not reduce job dissatisfaction.

When utilizing Herzberg's two-factor theory as a framework, researchers have identified several themes when examining teacher motivation, satisfaction, recruitment, and retention. The desire for more opportunities aligns with the advancement motivator (Braswell, 2021). Feeling undervalued, needing individual needs met, and wanting more recognition and celebration align with the recognition motivator (Gregory, 2021; Holmes, 2022; Rucker, 2021). Enjoying teaching, alignment with personal and family values, the desire to impact others, the desire to serve as a mentor, and giving back to the community align with the motivating factor of the work itself (Alls, 2022; Braswell, 2021; Holmes, 2022; Rucker, 2021). The desire to make a difference, impact others, represent their community, and have a lifelong love of learning aligns with the achievement motivator (Alls, 2022; Rucker, 2021). The desire to provide representation aligns with the responsibility motivator (Alls, 2022). The desire for opportunities for professional development aligns with the growth motivator (Holmes, 2022).

Viewing teaching as a stable and secure job aligns with the hygiene factor of job security (Braswell, 2021). The desire to have summers off, the desire for work-life

balance, the frustration with the lack of support, the displeasure with technology, the displeasure with student discipline, and the need for more personnel align with the hygiene factor of working conditions (Braswell, 2021; Holmes, 2022). Desiring pay comparable to other professions, tuition reimbursement, and health benefits align with the hygiene factor of salary (Alls, 2022; Braswell, 2021; Holmes, 2022; Rucker, 2021). The frustration with the lack of support, the desire for effective communication, and the desire for quality leadership align with the hygiene factor of supervision (Alls, 2022; Braswell, 2021; Gregory, 2021). The dissatisfaction with the curriculum aligns with the hygiene factor of company policies (Braswell, 2021). Dissatisfaction with coworkers' negative attitudes and the desire for mentors who look like them align with the hygiene factor of workplace interpersonal relationships (Braswell, 2021; Holmes, 2022).

Setting

This study took place in the state of South Carolina. According to the U.S. Census Bureau (2020), South Carolina has over 5 million residents. The state's population grew by nearly 500,000 residents between 2010 and 2020. The U.S. Census Bureau estimates that 5.5% of the South Carolina population is under the age of 5, 21.5% are under 18, and 18.6% are over 65; 68.6% of South Carolina residents are White, 27.6% are Black, 6.4% are Hispanic or Latino, and 2.1% identify as two or more races; 88.8% of South Carolina residents over 25 have earned a high school diploma, and nearly 30% of South Carolina residents over 25 have a bachelor's degree or higher. The median household income in South Carolina is between \$58,000 and \$59,000. More than 14% of South Carolina residents are living in poverty.

According to the South Carolina School Report Card (2022), South Carolina has

over 53,000 teachers and over 780,000 students; 46.6% of third- through eighth-grade students met or exceeded grade-level expectations in English language arts (ELA), and 38.9% of third- through eighth-grade students met or exceeded grade-level mathematics expectations. During the 2021-2022 school year, 58% of students scored a C or better on the English 1 end-of-course assessment, and 44.3% scored a C or better on the Algebra 1 end-of-course assessment. The state 4-year cohort graduation rate increased from 81.1% to 83.8% between 2019 and 2022.

According to the South Carolina Department of Education (2023), 47.8% of South Carolina students are White, 31.6% are Black, 12.7% are Hispanic/Latino, and 5.6% are two or more races. Over 60% of South Carolina students are in poverty. Table 1 displays the percentage of students in South Carolina in third through eighth grade who met or exceeded grade-level expectations for ELA and mathematics by demographic.

Table 1

South Carolina Students Who Met or Exceeded Graded Level Expectations in ELA and Math by Demographic

Demographic	Percent met or exceeded expectations in ELA	Percent met or exceeded expectations in math
All students	46.6%	38.9%
Male	42.5%	31.8%
Female	51.2%	38.3%
White	60.8%	52.9%
Black	27.9%	18.8%
Hispanic/Latino	37.1%	31.7%
2 or More Races	47.6%	38.3%
Pupils in Poverty (PIP)	34.7%	26.6%
Non-PIP	66.5%	59.2%

According to the South Carolina School Report Card (2022), over 60% of teachers in the state of South Carolina have an advanced degree. The average teacher salary in the state of South Carolina is \$53,081. The percentage of teacher vacancies for over 9 weeks increased from 1.5% to 2.1% between 2021 and 2022. The percentage of inexperienced teachers in core subject areas increased from 16.9% to 19% from 2021 to 2022. The percentage of out-of-field teachers teaching core classes decreased from 2.9% to 2.4% from 2021 to 2022.

According to Gladman (2022), there are 1,300 principals and over 2,000 assistant principals in South Carolina. According to the U.S. Department of Education (2018), 21.8% of public school principals in South Carolina are Black. According to Gladman, 3% of teachers in the state of South Carolina are Black males, 12.5% are Black females, 15% are White males, and 62% are White females.

According to the South Carolina Department of Education (2023), 47.8% of South Carolina students are White, 31.6% are Black, 12.7% are Hispanic/Latino, and 5.6% are two or more races. Over 60% of South Carolina students are in poverty.

According to the U.S. Department of Education (2022), Black students in South Carolina are suspended at three times the rate of White students and expelled at nearly four times the rate of White students. According to the U.S. Department of Education (2022), approximately 10% of South Carolina students were suspended out of school for at least one day during the 2017-2018 school year. More than 60% of South Carolina students who have received 1 or more days of out-of-school suspension are Black. Approximately two thirds of students in South Carolina who were expelled are Black. Over 50% of South Carolina students who were arrested are Black.

Participants

The population for this study was African American male educators serving as elementary principals in South Carolina. According to the U.S. Department of Education (2018), 21.8% of public school principals in South Carolina are Black. According to Gladman (2022), 3% of teachers in the state of South Carolina are Black males, 12.5% are Black females, 15% are White males, and 62% are White females. This study was limited to African American male principals because they have successfully navigated through being recruited into the profession, retained their role as an educator, and are currently serving in a capacity in which they influence workplace conditions. Participants in this study were identified utilizing the South Carolina Department of Education website. A list of African American male elementary school principals was created utilizing the website, and 10 principals were selected from the list to be interviewed.

Sampling Method

This study used purposeful sampling. Purposeful sampling allows the researcher to be intentional when selecting participants (Creswell, 2012). Homogeneous sampling was selected as the type of purposeful sampling in this study. Homogeneous sampling occurs when participants are chosen because they possess similar traits or characteristics (Mertler, 2019). The participants in this study all possess the characteristics of African American males currently working as principals in South Carolina. Their shared experiences provided a unique perspective on recruiting and retaining African American male teachers.

Role of Researcher

According to Roger et al. (2018), the role of the researcher in a qualitative study

is to connect the observer to what is being observed. In order to do this effectively, the researcher must be aware of their biases and assumptions. I am an African American male serving as a principal in the state where the research was conducted. I share traits and characteristics with the participants in the study. I acted as an objective viewer throughout this research to collect and analyze the data provided by the participants in the study. My responsibility was to ensure that ethical norms were observed, participant information was kept confidential, and participation was voluntary. I chose purposeful sampling as the method by which participants would be selected, and I was responsible for ensuring that the participants met the criteria for participation in this study. I conducted each interview, transcribed the interviews, provided participants with these transcripts to ensure accuracy, and analyzed the responses to identify themes.

Sample Size

Ten current school administrators participated in a one-on-one interview and shared their experiences in the field of education. According to Creswell and Creswell (2018), this is an appropriate sample size for this type of research.

Instrumentation

The data for this research was gathered from one-on-one interviews. In order to get a better understanding of participants, I had them complete a demographic form in which they provided their educational background, years of experience, current position, and previous positions in education. I asked about the participants' personal experiences with teacher recruitment and retention. This study examined two key research questions:

1. What factors contributed to African American males deciding to become educators?

2. What factors contribute to African American males remaining in the education profession?

The specific interview questions are outlined in Appendix A. The questions were open-ended and designed to allow participants to share their experiences and perspectives on recruiting and retaining African American male teachers. The questions were designed using previous research by Rucker (2021) and Holmes (2022), who utilized motivation-hygiene theory. The responses were categorized and analyzed using the motivation and hygiene factors identified by Herzberg et al. (1959). Table 2 identifies which interview questions align with which research questions.

Table 2*Alignment of Research Questions to Interview Questions*

Research questions	Interview questions
What factors contributed to African American males deciding to become educators?	<p>1: What factors motivated you to enter the education profession?</p> <p>2: What do you think are the most effective recruiting strategies to attract more Black males to the teaching profession?</p> <p>5: What reasons would you attribute to the current representation of African American male teachers in K-12 schools?</p> <p>6: What recommendations do you have for schools/districts looking to increase the number of African American male teachers?</p> <p>7: Do you have any additional comments you would like to share about Black males in the teaching profession?</p>
What factors contribute to African American males remaining in the education profession?	<p>3: What motivates you to remain in the education profession?</p> <p>4: What do you feel are the most effective strategies to retain Black males in the education profession?</p> <p>5: What reasons would you attribute to the current representation of African American male teachers in K-12 schools?</p> <p>6: What recommendations do you have for schools/districts looking to increase the number of African American male teachers?</p> <p>7: Do you have any additional comments you would like to share about Black males in the teaching profession?</p>

Questions 1 and 2 allowed participants to expound upon their own experiences as educators and the factors contributing to the current condition of African American males in the teaching profession. Questions 3 and 4 allowed participants to explain why they remain in the field and make recommendations on how schools and districts can improve the retention of Black males. Question 5 allowed participants to share their thoughts on the current teaching demographics, specifically as they relate to Black men. Question 6 allowed participants to make recommendations that they believe will increase the number of Black male teachers. Finally, Question 7 allowed the participants to give any additional thoughts that they believe are relevant to Black males in the teaching profession.

Data Collection

The primary data collection method was one-on-one interviews between participants and me. Prior to data collection, permission to conduct the research was secured from the Institutional Review Board (IRB) of Gardner-Webb University (Appendix B). Participants were advised that their responses would remain confidential and they would be identified using pseudonyms in the research. Data collection began when the IRB granted permission. Interviews were conducted virtually and scheduled for an hour at maximum. Only participants who agreed to be recorded were included in the study. The responses to the interview questions were analyzed using themes discussed in the review of literature grounded in Herzberg et al.'s (1959) motivation-hygiene theory.

Data Analysis

According to Creswell (2012), analyzing qualitative data requires the researcher to prepare for data analysis, conduct the analysis, deeply analyze the data, represent the

data, and interpret what the data means. According to Blanco and Rossman (2021), analyzing data is a seven-phase process including data organization, researcher immersion into the data, generating ideas for summaries and themes, coding the data, connecting data to previous literature and theoretical framework, searching for an alternative understanding of the data, and writing a formal presentation.

The interviews began with an explanation of the purpose of this research and confirmation of each participant's role as a school administrator, years of experience, and educational background, including their work as a student and educator. Each principal was asked the same questions in the same sequence to ensure reliability. I transcribed the interviews and provided participants with their responses to the interview questions. If, at that time, clarification or amendments were needed, I made the necessary changes.

I began the coding process with open coding. The open coding process included breaking up the information gathered from research and labeling the data with codes to be analyzed for similarities and differences (Saldana, 2009). Once this process was complete, the transcripts and recordings were reviewed again using axial coding in which themes were drawn between codes. I identified themes in the participants' responses and categorized them utilizing the motivation and hygiene factors identified by Herzberg et al. (1959).

Reliability and Validity

According to Yi (2018), researchers must maintain neutrality to ensure that the research is reliable and valid. In order to ensure reliability, the interviews all took place in the same format utilizing the same questions in the same sequence. The interview questions are aligned with the research questions. Validity is how the researcher ensures

the findings are accurate, and reliability is how researchers remain constant throughout the study (Creswell & Creswell, 2018). Creswell and Poth (2017) outlined eight strategies for validation. The strategies for validation used in this study were triangulation of the data from this study with previous research and teacher demographic data, providing reflexivity by providing the researcher's biases and experiences, and member checking by providing participants with their transcripts to ensure accuracy. The interview questions were reviewed by experts in the field who have knowledge of the recruitment and retention process for teachers to increase validity.

Limitations of the Study

This study was limited to African American males in South Carolina serving as principals. This study focused specifically on their experiences with recruitment and retention. Their opinions are not intended to represent all teachers, all administrators, or all African American males; however, their responses contribute to previous research on teacher recruitment and retention and can be used to improve job satisfaction further. Their responses to the interview questions are assumed to be truthful and were analyzed for themes used to make recommendations.

Summary

This qualitative study used one-on-one interviews with African American male school administrators to examine their experiences as educators. The interest in the subject stems from identified disproportionality in teaching demographics. This phenomenological research explored the experiences of Black men who have successfully entered the field of education, remained employed, and advanced to the role of school administrator. The information gathered from these interviews was analyzed to

identify themes and make recommendations to improve the practices used to recruit and retain Black male teachers.

Chapter 4: Results

This study examined the lived experiences of African American male educators who have successfully joined the education profession, remained in the profession, and are currently serving as elementary school principals. Numerous studies have examined teacher recruitment and retention. Several studies have focused on teacher demographics and the low percentage of African American males in the profession. This study builds on that research by focusing on the experiences of Black male principals. Examining their experiences sheds light on factors that help attract African American males to the profession and continue to be educators. Gathering this information positively contributes to increasing diversity in the profession. This study examined two key research questions:

1. What factors contributed to African American males deciding to become educators?
2. What factors contribute to African American males remaining in the education profession?

Utilizing Herzberg's two-factor theory, the participants' responses about teacher recruitment and retention were analyzed to identify themes aligned with Herzberg's motivators and hygiene factors.

Participants

The participants in this study were Black men serving as elementary school principals in the same state. Participants were selected using purposeful sampling. Purposeful sampling allows the researcher to be intentional when selecting participants (Creswell, 2014). Homogeneous sampling was selected as the type of purposeful sampling in this study. Homogeneous sampling occurs when participants are chosen

because they possess similar traits or characteristics (Mertler, 2019).

Each participant completed a questionnaire (Appendix C) prior to the study. The 10 participants in this study have an average of 20.2 years of experience as educators, each with a minimum of 10 years of educator experience. The participants have an average of 12.4 years of experience as school administrators. Five of the 10 participants have taught all four core content areas. Those core content areas are ELA, mathematics, science, and social studies. Three other participants taught at least one core content area. Two participants did not teach a core content area. One participant taught music, while the remaining participant taught special education and served as a speech-language pathologist.

Eight of the 10 participants obtained their certification through a traditional certification program. Two of the 10 participants utilized an alternative certification process. Six of the 10 participants attended an HBCU for their undergraduate studies. Four of the 10 participants attended a PWI for their undergraduate studies. Three of the 10 participants attended both HBCUs and PWIs for their graduate studies. One participant only attended an HBCU for graduate school. The remaining six participants attended a PWI for graduate school. Table 3 gives a detailed description of the participants. Participants were given pseudonyms to maintain confidentiality.

Table 3*Detailed Description of Participants Using Pseudonyms*

Name	Educator experience (years)	Administrator experience (years)	Subjects taught	Type of certification	Undergraduate school(s)	Graduate school (s)
Robert	25	15	All Core	Alternative	HBCU	HBCU
Gary	24	4	All Core	Traditional	PWI	PWI
Russell	11	4	Music	Alternative	PWI	PWI
Clifford	14	8	ELA	Traditional	HBCU	PWI
Corey	27	20	All Core	Traditional	PWI	PWI
Dennis	23	13	All Core Music Technology	Traditional	HBCU	PWI
Jason	24	16	All Core	Traditional	PWI	PWI
Jody	15	11	Math Science	Traditional	HBCU	HBCU PWI
Elgin	12	8	ELA Social studies	Traditional	HBCU	HBCU PWI
Darryl	37	25	Special education Speech- language pathologist	Traditional	HBCU	HBCU PWI

Data Collection

Participants were interviewed individually using questions that aligned with the two research questions. The questions (Appendix A) were asked in the same sequence, and all interviews took place virtually on Zoom to ensure reliability and validity. All

interviews were recorded and transcribed. Each participant was provided a transcript of their interview and allowed to clarify their responses. Once participants verified their responses, the coding process began. I began the coding process with open coding. The open coding process included breaking up the information gathered from research and labeling the data with codes to be analyzed for similarities and differences (Saldana, 2009). Once this process was complete, the transcripts and recordings were reviewed again using axial coding in which themes were drawn between codes. I identified themes in the participants' responses and categorized them utilizing the motivation and hygiene factors identified by Herzberg et al. (1959). The most commonly referenced motivator when discussing the recruitment and retention of Black male teachers is the work itself, followed by growth and responsibility. The motivators mentioned the least were recognition, advancement, and achievement. The hygiene factors mentioned the most when discussing the recruitment and retention of Black male teachers were relationships, followed by salary and job security. The hygiene factors mentioned the least were working conditions, policies and rules, and supervision.

Recruitment Motivators

Participants in this study were asked two questions specifically related to the recruitment of African American male teachers. The questions were, "What factors motivated you to enter the education profession?" and "What do you think are the most effective recruiting strategies to attract more Black males to the teaching profession?" Participants also had the opportunity to share their thoughts on the current representation of African American male teachers in K-12 schools, what schools and districts can do attract and keep Black male teachers, and any additional thoughts they wanted to share

about Black males in the teaching profession.

According to Herzberg's theory, motivation positively correlates to job satisfaction (Alshmemri et al., 2017). Motivated employees typically have a positive attitude about their job. Motivators satisfy the intrinsic needs for growth and self-actualization. Motivation factors include achievement, recognition, the work itself, responsibility, advancement, and growth. When discussing recruiting Black male teachers, the most referenced motivators were the work itself, responsibility, and growth. Seven of the 10 participants referenced these two motivators in their responses. Four of the 10 participants referenced advancement in their responses. Achievement and recognition were not referenced by any participants when discussing recruiting Black male teachers. Table 4 summarizes the motivators referenced by each participant when discussing recruiting African American male teachers.

Table 4

What Factors Contributed to African American Males Deciding to Become Educators?

(Motivators)

	Achievement	Recognition	Work itself	Responsibility	Advancement	Growth
Robert				X	X	X
Gary						
Russell			X	X	X	X
Clifford			X	X		X
Corey			X			
Dennis			X	X		
Jason			X	X	X	X
Jody			X			X
Elgin			X	X	X	X
Darryl				X	X	X

Several themes emerged when analyzing the motivators participants referenced when discussing the recruitment of Black male teachers, including the opportunity to make a difference, leadership development opportunities, and the importance of representation.

Teaching Makes a Difference

Six of the 10 participants stated they were motivated to enter the education profession because it allowed them to make a difference. Russell and Jason both stated that they felt they were called to teach. Russell originally planned to pursue a different career path, but circumstances led him to work in a charter school. This experience led to Russell pursuing teaching as a career:

I got certified while I was there. I became a band director and then onward and

upward. I would really say just seeing the need in that charter school. That I was able to connect with the kids and really build solid relationships with them. And there was a great disconnect. The school utilized a lot of retired teachers and so there was a disconnect between the teachers and the students. So being a young guy being able to help navigate conversations helped them look at how they were learning things differently and really bridge that divide between the teachers and the students really cemented and helped out I think what was always there. The need to be a teacher.

Russell attributes the lack of desire for children to pursue teaching as a career to how the profession is promoted. Russell explained a lesson he learned from a recent career fair:

I think we need to promote education when kids are young. I think we start too late. You got kids growing up and they want to be firefighters or police officers. They want to be sports stars. But they don't see the educator as a hero. As something they aspire to be. So we need to promote education very young. We made a mistake this year of having a career night. Great thing! We had a career night and had all these professions represented. No teacher. We had teachers present, but we didn't take the time to make a table for teachers. So, the kids went to all these different stations "Oh I want to be a real estate agent. I want to be this. I want to be a nurse. A doctor." Nobody. No teacher table. We missed an opportunity to help kids understand "Oh that is a possibility for me." I mean we got kids that play teacher. But a lot of them don't think that they could be that. They could aspire to be that. It is an honorable profession. It is not paid like it is an honorable profession, but we need to promote the honorability of teaching as a

profession.

Jason described the calling to teach as something that pulled him into the profession:

For me it was just feeling that connection with helping students in a way to grow academically, to grow socially, to just help them become adults. I think if you get to the heart of it, I just like that process of coaching. I have a coach's heart. I was a student-athlete. I dabbled in some coaching early in my teaching career. And when I think about that, I really think about the calling I received to be a teacher. I think it was centered around that piece of it. Just watching young people discover who they are intellectually. Giving them confidence to be thinkers and critical thinkers. It is kind of what pulled me into this profession.

Clifford expressed that his experience as a peer mentor and tutor initially piqued his interest in the profession. The desire to become an educator was further cemented after a positive encounter with his high school principal. According to Clifford, “The combination between those two experiences is what led me to want to impact student’s lives in a positive way and getting into education as a teacher initially.”

Leadership Development

When discussing motivators related to the recruitment of Black male teachers, four of the 10 participants described leadership development opportunities as a strategy that could be used to attract more Black males to the teaching profession. Robert utilizes leadership development as a way to build leadership capacity and as a marketing tool.

Robert described his recruitment pitch for candidates with leadership potential:

I say “Hey. Where do you see yourself in 5 years.” And they will tell me “Umm”.
If some come with an undefined track, I say “Hey. Look at going back to school

and this is what the professional development partnership can do for you.” I say “You won’t go back to school for free, but it is less than 50%, almost 75% of the cost is paid.” Secondly, being at a high poverty school, which you know I’m almost 83% in poverty, I said “You have loan forgiveness.” I say “Unless you have zero student loans which is great. But if you have some, this is what I can do for you here at my school.”

Russell expressed that schools and districts needed to share that these leadership opportunities are available to candidates for these positions. He expounded this by stating, "I think when some people think about teaching, it is just being in the classroom. I don't think a lot of people think about instructional coaches, consultants, administration, counselors, adjuncts, tech schools. I don't think people know the options."

Jason added to this concept by discussing the importance of promoting pathways for growth. Jason said, "It is not necessarily in the classroom for 30 years. There are pathways where you can kind of grow yourself in. And I guess putting forth examples of men who have done it that way." Jason said, "You can put yourself in a position to take care of your family and still have this fulfillment that you have for connecting with young people."

Representation

Nine of 10 participants discussed representation when asked for recommendations for schools and districts looking to increase the number of Black male teachers. Corey, Dennis, Jason, and Jody all stated that representation and visibility of Black male educators is an effective strategy to recruit Black male teachers. According to Corey, there needs to be “visibility of us doing well and excelling in the position and the role.”

Corey explained that the lack of representation has persisted throughout his career.

According to Corey, “There is not a lot of representation. I don’t see that. In my career, I have been here 12 years and I have only had two. Which in some cases is a lot.”

Dennis added to that by stating, “I think this generation needs to see examples of themselves in the systems that they enter.” Dennis went on to explain why representation is important:

I just think we need to do a better job in all school districts across the country to make sure there is representation in the instructional setting for your student demographic. Your schools should be a microcosm of your community.

Jason agreed that representation is important, but described the historical challenges related to attracting Black males to teaching:

I think part of it is one hand you are fighting against the general societal view of the profession. When you think historically, women were the ones who would get into education. Especially at the elementary level. This was a, and it still is for all intents and purposes at especially at the elementary level, you have mostly women in general, Black or White, it doesn’t matter. It is a field that as a society we funnel women into. Then you kind of move from that into a place where particularly at the secondary level, you know at the high school level, you start to see more men gravitating toward that level. When you think about high school it is about more of your content. You think more about “I am a Biology teacher.” “I am an expert in this particular field. I am now helping students to move forward.” At elementary there is a content base there, but it is a lot of just being around kids. That nurturing side that as a society, that we have taught men, particularly Black

men, that that is not your lane.

Jason also expressed that having diversity on hiring teams would be beneficial to recruitment. Jody expressed how increased representation could positively impact recruitment:

Just like any profession or career, seeing someone, especially as a younger kid, seeing someone that looks like you as a principal and/or as a teacher that gives you the opportunity or the thought process that you could become that too. I didn't have my first African American male teacher until I was in tenth grade, but like I said I had mentors that were our principals that were African American males. So I would say one would be representation.

Recruitment Hygiene Factors

According to Herzberg's theory, job dissatisfaction is impacted by hygiene factors (Alshmemri et al., 2017). According to Alshmemri et al. (2017), hygiene factors are extrinsic and impact an employee's ability or inability to avoid unpleasantness. Hygiene factors include policies and rules, supervision, salary, working conditions, and relationships. The most common hygiene factor referenced by participants when discussing the recruitment of Black male teachers was relationships, followed by job security and salary. The hygiene factor mentioned the least was working conditions, followed by policies and rules, and supervision. Table 5 summarizes the hygiene factors mentioned by participants in the study when discussing the recruitment of Black male teachers.

Table 5

What Factors Contributed to African American Males Deciding to Become Educators? (Hygiene)

	Policies and rules	Supervision	Salary	Working conditions	Relationships	Job security
Robert		X	X		X	X
Gary					X	X
Russell	X	X	X	X	X	X
Clifford			X		X	X
Corey					X	X
Dennis			X		X	X
Jason		X	X		X	X
Jody			X		X	X
Elgin			X		X	X
Darryl	X	X			X	

Several themes emerged when analyzing the participants' responses to the interview questions, including the influence of educators, financial stability and support, and marketing of the profession.

Influential Educators

When discussing the factors that led them to join the education profession, seven of the 10 participants referenced having positive influences from educators while they were students. Gary stated that he was influenced by the educators in his family and his second- and third-grade teachers. Gary described the specifics of how they influenced him when discussing joining the profession:

They were influential in my deciding to enter education because of the experiences I had in their classes and the example that they were and cared for

their students. They showed it and demonstrated it in everything they did. Outside of the instruction, the classroom instruction and such. They just cared about the whole well-being of the child.

Gary went on to explain how he and his leadership team are trying to implement any of the strategies that influenced him:

They need to see us. They need to see us in this position. They need to see us being effective. They need to see us being positive role models. And they need to see that we are making it. We are not just surviving with the income that we make each day or each year. But that we are really able to thrive.

Russell expressed that both his parents and his sister are educators, and despite initially looking at different opportunities, he ultimately became a teacher through an alternative certification program. Russell stated, "I was trying to run. Trying to run"; however, he later felt that he was called to teach.

Clifford recalled a specific interaction with his high school principal that led to his decision to become an educator:

The principal at that time did something that I really thought was kind. I didn't go to middle school with all the other people that were entering ninth grade, so I did not know anyone, and I was standing to the side. And out of these thousands of students, he saw me standing on the side. And he just thought enough of me to come up and introduce himself and ask me if I was good and if I needed anything.

And that made me feel really good.

Clifford went on to describe the impact teachers can make on students aspiring to be educators:

Teachers don't get paid a whole lot, but a lot of people that are in this profession are here because of how it makes them feel and those intrinsic factors. Kind of appealing to that sense to them. Being a consistent presence at the high school and college level especially to those young men who are majoring in either early childhood, elementary, or any secondary major.

Corey was late in his high school career before circumstances led to him being influenced by an educator who influenced him to teach:

I thought I wanted to be an accountant which I don't really know why. So, my senior year I had a half-day schedule, but I wasn't able to leave school. So, I decided to be a part of the teacher cadet program and that was the motivating factor. I was paired with an awesome African American male teacher in 5th grade and at that moment that is when I knew that that was what I wanted to do.

Dennis's experience came earlier. Like many of his family members, he was on the path to joining the military but shifted to becoming a teacher after being influenced by his fifth-grade teacher and band director, both of whom were males. Jody was led to teaching through sports and mentoring from his coaches and principal:

I would say that growing up I had a lot of great teachers. Education wasn't on the top of my list. I was really big into basketball. Our coaches and I had a Black male principal when I was in elementary school that became one of my mentors. And he actually was my basketball coach when I was at the high school level and so I saw his impact on the community and then I knew I wanted to get into coaching and so we talked and so I knew that going into the education field would be my best route becoming a coach. And so really between sports and mentors.

That is what made me want to get into education.

Financial Stability and Support

When discussing the most effective strategies to attract more Black males to the teaching profession, seven of the 10 participants described financial stability and support as an area that needs to be addressed to attract more Black men. Robert explained how his partnership with a university to provide tuition assistance and loan forgiveness had been a marketing tool for his school. Robert went on to express that many Black men lack interest in the profession because of pay, and providing support for educators in ways that show they are valued is essential to the recruitment process.

Russell expressed that the stability of the education profession can be appealing for men looking for a consistent career:

While education is not a booming financial profession, we are not rolling in dough, for people to understand that at least you have a salary and benefits. That is guaranteed. We saw in the pandemic that so many people lost jobs and opportunities and careers, but education was needed. Because it is a necessary profession you at least have that assurance of financial stability.

While Russell recognized how the stability is appealing, he also expressed how the income level of educators, in comparison to other industries, can make recruiting challenging:

When you think about if you or I left this profession today and went to a CEO or managerial like positions. If we went to Wal-Mart. We would be making more at Wal-Mart than we are doing what we are doing right now. And so you are asking a historically economically disadvantaged group to join a profession where money

is a problem. Who is signing up for that?

Clifford described how financial incentives could help recruit more Black men to teach:

I think a huge recruiting plus would be just to offer financial incentives. I know schools don't have the autonomy to adjust pay. That more so comes from the school district level, but I think just components. It could be a financial incentive. It could be increasing the starting pay for first-year teachers. I think a combination of both of those things are effective recruiting strategies to get more Black males in the classroom.

According to Dennis, "Most men in the traditional role are the head of their household so the salaries need to be respectful for them to live a good quality of life." Dennis went on to express how the current financial structure for teachers makes recruiting challenging:

If you could go to a company and make \$100,000 in two years straight out of high school, to make \$40,000 as a husband, two or three kids, trying to make a livable wage, you would be tasked to work a second job or a lot of overtime. And think that is why a lot of educators who have minority descent become coaches and do those extra things to accrue more money.

Jason stated that attractive pay and benefits help with recruitment. Elgin described how incentives to cover tuition could help attract more Black men to the profession. Jody expressed that the increase in salary for teachers has helped to improve recruitment. Jody described how lower salaries impacted recruitment:

With especially educated Black males, it is kind of hard to recruit somebody that you went to 4 years of college, and you are going to come out making \$30,000 where if you are Black male that is serious about your education, if you are in

college, you are looking for something is going to be very profitable for you. Jody described the lengths districts went to attract quality candidates for athletic coaching positions and hard-to-staff teaching positions. Jody shared his thoughts on how those structures could be used to attract Black men to teaching:

Look at different initiatives. We have initiatives for where if you teach math, and I know this might be controversial, if you teach math at the middle school level in my district, you get a \$2500 signing bonus. Well if you want more African American males to come, you could look at different signing bonuses and different initiatives that could get them in your building.

Marketing of the Profession

When discussing practical strategies for recruiting Black male teachers, six of the 10 participants expressed that marketing the profession is a strategy that should be addressed. Robert described how he uses his partnership with a university as a marketing tool to attract teachers who may be interested in graduate school or loan forgiveness. Gary described his experience as a district-level recruiter and what he felt was the most effective strategy to attract Black males to teaching:

I am of the opinion that going out to colleges and universities physically, being on the front lines, and being that example. I did recruitment for my district at one point, and we traveled. And just talking to students and just trying to engage with schools of education were critical recruitment strategies or factors that positively affected recruitment efforts to attract more Black males.

Russell explained that before schools and districts recruit, they must examine why they want more Black male teachers. According to Russell, they must first ask themselves, “Is

it to be a disciplinarian or is it to be an instructional leader that impacts kids?” Russell went on to describe the specifics that should appeal to Black men who are potential teaching candidates:

They have to understand that ain’t nobody gonna understand our kids like us. And if you can help African American males to understand that it may not be the most lucrative profession, but you have the opportunity to positively impact all children, but more so ours. And to set ours up for success. Game changer.

Jason explained that the teaching profession had not been marketed toward men historically, and the perception of the profession has not been appealing to Black men. According to Jason, we must start “working on that perception of what it means to be a teacher. Changing that dynamic of what that means in our society helps.” Jason went on to explain how the structure of the school calendar can be utilized as a recruitment tool:

Some of us are interested in being multifaceted in how we develop our income streams. Teaching gives you that option if you are on a 10-month contract and if you have the contract that allows you to hustle and do other things. That could be another revenue stream that pairs well with teaching. Just kind of showing its flexibility and pathways within the profession I think would help people become interested in it.

According to Jody, recruitment should start as early as high school so that Black males are aware of programs they could benefit from and their impact on their community. Jody, Clifford, and Elgin referenced the Call Me Mister program as a program that Black males could benefit from when pursuing education as a career. Elgin described how the marketing of that program impacted the profession overall:

Call Me Mister I think is doing a great job of really putting themselves more out there now to offer more scholarships for students and really putting it out there to where they are making it cool to want to go into education just because of what they are putting out in the front.

Retention Motivators

Participants in this study were asked two questions about the retention of African American male teachers. The questions were, "What motivates you to remain in the education profession?" and "What do you feel are the most effective strategies to retain Black males in the education profession?" Participants also had the opportunity to share their thoughts on the current representation of African American male teachers in K-12 schools, what schools and districts can do to attract and keep Black male teachers, and any additional thoughts they wanted to share about Black males in the teaching profession.

According to Herzberg's theory, motivation positively correlates to job satisfaction (Alshmemri et al., 2017). Motivated employees typically have a positive attitude about their job. Motivators satisfy the intrinsic needs for growth and self-actualization. Motivation factors include achievement, recognition, the work itself, responsibility, advancement, and growth. When discussing the retention of Black male teachers, the most commonly referenced motivators were achievement, the work itself, and responsibility. All 10 participants referenced these motivators when answering questions about the retention of Black male teachers. Nine of the 10 participants mentioned growth when discussing the retention of Black male teachers. The motivators referenced least when discussing the retention of Black male teachers were recognition

and advancement. Table 6 details the motivators referenced by participants when discussing the retention of Black male teachers.

Table 6

What Factors Contribute to African American Males Remaining in the Education Profession?

(Motivators)

	Achievement	Recognition	Work itself	Responsibility	Advancement	Growth
Robert	X		X	X	X	X
Gary	X		X	X		X
Russell	X	X	X	X	X	X
Clifford	X		X	X		
Corey	X		X	X	X	X
Dennis	X		X	X		X
Jason	X	X	X	X	X	X
Jody	X		X	X	X	X
Elgin	X		X	X	X	X
Darryl	X		X	X		X

Two themes emerged when analyzing the motivators addressed by participants when discussing the retention of Black male teachers. Those themes were positively impacting students and making a difference.

Positively Impacting Students

When discussing what motivates them to remain in the education profession, nine of the 10 participants referenced helping, educating, and positively impacting students as contributing to them continuing to be educators. Robert expressed that the challenges of public education motivate him to continue doing the work. Gary stated that care and concern for his students was the number one thing that motivated him to remain in the

profession. Gary stated, “Once you are no longer for students, once you don’t have their best interest at heart, then it is time to go.” Gary went on to explain that the impact of Black male educators can be increased as they move into leadership positions. According to Gary, “I think we can make much more of an impact and imprint when we are influential and in influential positions. Especially when we have a positive aura about us.”

Russell explained how much he enjoys the moments “where a kid understands something about life and they find something they are passionate about, and they begin to pursue that.” According to Clifford, “The positive impact that you have on young people is what lights my fire to continue being in this profession.” Clifford went on to add that the desire to make an impact is a belief he shares with many of his colleagues:

I would say a lot of those men of color, they are still there because of the passion they have. The impact that they have on students. A lot of the Black educators that I have encountered as colleagues throughout my 15 years in education are very similar in just wanting the best for students.

Corey expressed that his students are at the central focus of what he does each day:

You know I have been in it for a while now and my focus has always been the kids. Doing what is right for them. Trying to set them up so that they are successful and they can be a value to the community. Just keeping the kids the focus.

Jason expressed the feeling that educating is purposeful work and how it motivates him to continue in the profession:

I have a purpose. This is my purpose. A part of my purpose in life is to connect

with young people and support them in this way. When you move to the admin role, you're talking about teachers too. How are you supporting teachers? Helping them be the best they can be so they can then impact those young people. And then you are supporting the young people as well. That is really the thing that has kept me coming back.

Jody explained that being motivated by knowing that students have someone who looks like them positively impacts their lives. Elgin and Darryl expressed the feeling that their impact increased when they shifted into leadership roles, further motivating them to continue in their roles as educators.

Making a Difference

In addition to impacting students positively, making a difference was a theme that emerged when participants discussed the retention of Black male educators. Six of the 10 participants described how making a difference motivates them to continue being educators. Gary explained that his desire to make a difference did not change when he shifted into administration and that he continues to make a positive impression on his students. Russell expressed that he was motivated by being able to show students what their possibilities are. Russell stated, "People talk about the lightbulb moments, but I really like those moments where the lightbulb for life turns on." He went on to explain that those moments keep him engaged because he knows that he contributes to those moments happening.

Dennis discussed the difference he could make in the representation of teachers in his school. He explained that in his role as an administrator, he is positioned to make the changes needed to increase diversity in the classroom. According to Dennis, "It is

important that kids see reflections of themselves on a day-to-day basis.”

Jody described how working with students over the years has allowed him to see how much of a difference he can make in their lives:

I think I have been in it long enough now to see that the little kid that couldn't stay out of trouble, now they are older and they are doing good. Making good decisions. Just being able to know that it gets greater later. Even with some of the kids that give you a hard time at the beginning, if you are able to stay consistent with them, they will eventually start making better decisions.

Elgin also expressed how seeing the difference he is making motivates him to continue being an educator. According to Elgin, “To see the things that you put in place, to see the seeds that you have planted over the years. When you start to see it manifest. I think that is what is keeping me here.”

Retention Hygiene Factors

According to Herzberg's theory, job dissatisfaction is impacted by hygiene factors (Alshmemri et al., 2017). According to Alshmemri et al. (2017), hygiene factors are extrinsic and impact an employee's ability or inability to avoid unpleasantness. Hygiene factors include policies and rules, supervision, salary, working conditions, and relationships. Relationships were the most commonly referenced hygiene factor when participants discussed the retention of Black male teachers. Nine of the 10 participants discussed relationships when discussing the retention of Black male teachers. No other hygiene factor was referenced more than four times. Relationships, salary and policies, and rules were hygiene factors mentioned most when discussing retention. Only two participants referenced supervision and working conditions. No participants referenced

job security when discussing the retention of Black male teachers.

Table 7

What Factors Contributed to African American Males Remaining in the Education Profession?

(Hygiene)

	Policies and rules	Supervision	Salary	Working conditions	Relationships	Job security
Robert	X				X	
Gary			X		X	
Russell	X			X	X	
Clifford		X	X			
Corey					X	
Dennis					X	
Jason	X			X	X	
Jody			X		X	
Elgin			X		X	
Darryl		X			X	

When analyzing the hygiene factors referenced by participants when discussing teacher retention, the two themes that emerged were support and opportunities.

Support

When discussing the most effective strategies to retain Black males in the teaching profession, eight of the 10 participants discussed the need for support for Black male teachers. Gary explained that all teachers need a high level of support in order to meet the requirements of their role successfully:

The support in the way of curriculum. The support in the way that some of the demands that are not only put on Black male teachers but all teachers in general. It certainly transcends the paperwork or sometimes it's not even paperwork, but it is just a lot of extra things that are required. Things that are beyond our control as school leaders and as district leaders. Things that are mandated by the state. But that I have found that in my career that when I have been able to provide support

to my Black male colleagues even as a classroom teacher in completing surveys, in completing other documents, and in completing certain demands that were placed on us. And just supporting them and assisting them. That was powerful in the way that it supported and kept them in the field.

Russell expressed that Black males need to be supported with professional development that is relevant to the challenges they will face as Black men in the teaching profession.

Corey described how individuals in leadership positions can ensure that this strategy works. According to Corey, it is essential to "make sure to structure a supportive system as an administrator for your teachers. So that they feel important, and they feel valued. Just not from what your words say but also from what your actions say."

According to Dennis, it is the administrator's role to remove any barriers that impede teacher success. Jason added that exposing Black male teachers to opportunities beyond the classroom and educating them on how to achieve those goals provide support and improve retention. Jason went on to explain how pathways to growth can be beneficial to retention efforts:

Even though we all go through schools, and we are around teachers at some point, and we kind of have some sense of what the teaching profession is and how it is structured. But I think even within our own personal experience, there is a way to expose to different pathways.

Jody explained that support includes creating an appropriate work environment and feedback on instruction:

I have been in that situation where they put all the bad kids in your class and say "Oh he's a Black male. He will be fine." No. These kids don't behave for nobody.

Yeah, I will be fine, but give me some of those smart kids too. And that is why I have always tried, even with my Black male teachers, not to just give them all the kids that need the extra support. And just knowing that because of that relationship and being able to build rapport with students, Black male educators, or just Black educators, can do a great job with discipline and other things. But support in instructional practices, being given the opportunity to go to conferences, and attend meetings and different things. You are learning more than being a disciplinarian. You are learning effective reading strategies, math strategies, science strategies. So just having that support of “Oh he’s a Black male. We are just going to sit him in a classroom and leave him alone.” We need some more just like everybody else.

Darryl echoed those ideas when discussing how this strategy could impact retention:

I think the main thing to retain them is to provide those supports. Those day-to-day supports when it comes to the responsibilities of the job. I think a lot of Black males, well a lot of teachers in general, I think the workload that it requires. The planning, the preparation, dealing with the different assessments, discipline. Those kinds of things we need to have support in place to retain those Black males.

Opportunities

In addition to support, opportunities to grow as professionals and become leaders emerged as a theme. Six of the 10 participants discussed opportunities when describing the most effective strategies to retain Black male teachers. Robert described what he believes is an effective strategy for retaining Black male teachers:

I think building their leadership capacity. Making them team leaders. Listening to the new teachers' ideas in the profession. My philosophy is, one of mine, is to come to me with an idea. I like to listen to see what new ideas that you do have. I don't have to be the smartest person in the room.

Robert went on to describe a program his school district implemented to build the leadership capacity of Black male educators:

We started the initiative with monthly presentations to a group of gentlemen. A stipend was provided, and we did presentations on poverty. I think there were seven of us and we took seven months and provided everybody an opportunity to present. And then we had a male conference and I think that was huge.

Russell and Corey each expressed that growth opportunities would be beneficial to the effort to retain Black male teachers. Russell described the reason for the differences between the demographics of teachers and administrators:

When you look at many districts you will see more Black males in administration than in teaching in actual classrooms. Because most of us are going to get in and we are to try to work our way to ascend to provide more means for our family and things of that nature.

Corey viewed leadership and growth opportunities as a way to help Black males see a future in the profession. According to Corey, "When people feel like they are locked in or trapped in some way, that makes them want to panic and maybe escape."

Jason explained that growth opportunities are necessary for retention as well as professional growth:

Once they are in it, anything that is not growing is dead. And so you want to have

pathways for growth. Rather that is still in the classroom growing yourself professionally, giving opportunities to be influential in the spirit of whatever educational world they are in. That could be locally in their school, that could be district level. Because again, when you think about how we are wired, when I say Black men in the sense of how we are raised and what we as what we see as being a productive Black male, there is some leadership involved there. There is some ownership involved. There is something. So, once you can show pathways for that, I think that helps to retain.

Jody explained that growth opportunities should be made available to all teachers, but intentional effort being given to Black male teachers can help to retain them in the profession. Jody described some of his experiences related to being provided with leadership opportunities:

Some people that get into education, they want to teach, and they want to do that for the rest of their lives and that is fine. When I first got into the classroom, I was coaching at the time, and I was happy with that. But then when other opportunities presented themselves, people talked to me about being an assistant principal.

Elgin expressed that while leadership and growth opportunities could help retain Black men in the profession, it is not necessarily a strategy to keep them in the classroom:

I don't think there are any effective strategies at this point. Only because you see more of us, and we get right into administration or we will leave to go coach school to school or position to position. You just don't see the longevity of our Black male educators in education right now. One, it is due to pay. We know that

and so we find other opportunities and other sources of income through education. It just ends up putting us out of the classroom at the end of the day.

Summary

This chapter presented the data collected when African American male elementary school principals were asked questions about recruiting and retaining African American male teachers. The participants expressed their views on why Black men join the education profession, why Black men remain in the education profession, and the strategies that can be used to increase their representation in the field. Their responses to the open-ended interview questions were analyzed for themes utilizing Herzberg's two-factor theory as a theoretical framework. In Chapter 2, Herzberg's theory was explained, and the motivations and hygiene factors that Herzberg defined were explored.

Participants in this study most frequently referenced the work itself, growth, and responsibility as motivators when discussing the recruitment and retention of Black male teachers. The hygiene factors referenced most frequently when discussing the recruitment and retention of Black male teachers were relationships, salary, and job security. In addition to answering specific questions related to recruitment and retention, participants also had the opportunity to share recommendations to increase the number of Black male teachers, their thoughts on the current representation of Black male teachers, and any additional thoughts they had on Black males in the teaching profession. Chapter 5 presents an analysis of the findings, recommendations for schools and districts, recommendations for future research, and conclusions about the study.

Chapter 5: Discussion

According to the National Center for Education Statistics (2022b), the student population in the United States has become increasingly more diverse, with more than 50% of students classifying themselves as minorities. Over 30% of students attend schools with a population of over 75% of students of color; however, almost 80% of public school teachers and over 80% of public school principals are White (de Brey et al., 2019). Despite accounting for over 7% of the student population, approximately 2% of public school teachers are Black males (U.S. Department of Education, 2016).

While there are many barriers to African American males succeeding in the education field, many have navigated the system successfully (Goings, 2015). According to the U.S. Department of Education (2016), 3.6% of public school principals were Black males in 2016. According to Taie and Lewis (2022), 77.1% of public school principals are White, 10.4% are Black, and 9.3% are Hispanic. In South Carolina, 78.2% of public school principals are White, and 21.8% are Black (U.S. Department of Education, 2018).

This study examined the lived experiences of African American male educators who have successfully joined the education profession, remained in the profession, and are currently serving as elementary school principals. This qualitative study utilized one-on-one interviews to examine the lived experiences of African American males who have successfully joined the teaching profession and moved into school administration. Their experiences shed light on factors that help attract African American males to the profession and continue to be educators. Gathering this information positively contributes to efforts designed to increase professional diversity. This study examined two key research questions:

1. What factors contributed to African American males deciding to become educators?
2. What factors contribute to African American males remaining in the education profession?

Participants

The participants in this study were African American males serving as elementary school principals in the same state. Participants were selected using purposeful sampling. Purposeful sampling allows the researcher to be intentional when selecting participants (Creswell, 2014). Homogeneous sampling was selected as the type of purposeful sampling in this study. Homogeneous sampling occurs when participants are chosen because they possess similar traits or characteristics (Mertler, 2019).

The 10 participants in this study have an average of 20.2 years of experience as educators, each with a minimum of 10 years of educator experience. The participants have an average of 12.4 years of experience as school administrators. Five of the 10 participants have taught all four core content areas. Those core content areas are ELA, mathematics, science, and social studies. Three other participants taught at least one core content area. Two participants did not teach a core content area. One participant taught music, while the remaining participant taught special education and served as a speech-language pathologist.

Eight of the 10 participants obtained their certification through a traditional certification program. Two of the 10 participants utilized an alternative certification process. Six of the ten participants attended an HBCU for their undergraduate studies. Four of the 10 participants attended a PWI for their undergraduate studies. Three of the

10 participants attended both HBCUs and PWIs for their graduate studies. One participant only attended an HBCU for graduate school. The remaining six participants attended a PWI for graduate school.

Discussion Regarding Findings

This study's research is based on Herzberg et al.'s (1959) motivation-hygiene theory. This theory addresses which factors impact job satisfaction and dissatisfaction. According to Herzberg et al., both motivation and hygiene factors should be considered when addressing workplace conditions. According to Herzberg et al., motivators are intrinsic factors that drive motivation, while hygiene factors are extrinsic factors needed to avoid pain. Motivation factors include achievement, recognition, the work itself, responsibility, advancement, and growth. Hygiene factors include policies and rules, supervision, salary, working conditions, relationships, and job security. Motivation factors are typically intrinsic, while hygiene factors are extrinsic (Alshmemri et al., 2017). Both factors are present in all forms of employment, and the two are not opposite of one another. According to Herzberg et al., reducing hygiene factors will not improve job satisfaction but reduce job dissatisfaction. Motivators must increase to improve job satisfaction, but doing so will not reduce job dissatisfaction. This framework was used to analyze the findings.

Analysis of Findings

Participants were interviewed individually using questions that aligned with the two research questions. The questions (Appendix A) were asked in the same sequence, and all interviews took place virtually on Zoom to ensure reliability and validity. I identified themes in the participants' responses and categorized them utilizing the

motivation and hygiene factors identified by Herzberg et al. (1959). The most commonly referenced motivator when discussing the recruitment and retention of Black male teachers is the work itself, followed by growth and responsibility. The motivators mentioned the least were recognition, advancement, and achievement. The hygiene factor mentioned the most when discussing the recruitment and retention of Black male teachers was relationships, followed by salary and job security. The hygiene factors mentioned the least were working conditions, policies and rules, and supervision.

Motivators

Nine of the 10 participants expressed that they were motivated by their desire to impact students positively. This aligns with Herzberg's achievement, responsibility, and the work itself motivators (Herzberg et al., 1959). Russell explained how much he enjoys the moments "where a kid understands something about life, and they find something they are passionate about, and they begin to pursue that." According to Clifford, "The positive impact that you have on young people is what lights my fire to continue being in this profession." In previous research by Ward (2020), participants expressed that they were committed to the success of their students and teacher effectiveness. In previous research by Marner (2021), participants expressed that they valued the relationships they could build with their students and the opportunity to help them grow as learners and people. Participants in Rucker's (2021) research stated that they were primarily motivated to teach by their desire to impact others. Holmes (2022) found that African American males entered the profession to impact their community and serve as mentors.

Nine of the 10 participants discussed representation when asked for recommendations for schools and districts looking to increase the number of African

American male teachers. This aligns with Herzberg's responsibility and the work itself motivators (Herzberg et al., 1959). According to Corey, there needs to be "visibility of us doing well and excelling in the position and the role." According to Jody, "seeing someone, especially as a younger kid, seeing someone that looks like you as a principal and as a teacher that gives you the opportunity or the thought process that you could become that too." In previous research by Ward (2020), participants expressed that they want to serve as a symbol of success for students who do not typically interact with Black men regularly. In research by Marner (2021), participants explained that they felt a duty to serve as role models for all students, not just students of color. Participants in Alls's (2022) study also described representation as motivating them.

Six of the 10 participants stated they were motivated to enter the education profession because it allowed them to make a difference. This aligns with Herzberg's work itself and achievement motivators (Herzberg et al., 1959). Jason said he was motivated by "just watching young people discover who they are intellectually. Giving them the confidence to be thinkers and critical thinkers." Six of the 10 participants described how making a difference motivates them to continue being educators. Jody explained how working with students over the years has allowed him to see how much of a difference he can make in their lives:

I think I have been in it long enough now to see that the little kid that couldn't stay out of trouble, now they are older, and they are doing good. Making good decisions. Just being able to know that it gets greater later. Even with some of the kids that give you a hard time at the beginning, if you are able to stay consistent with them, they will eventually start making better decisions.

In previous research by Alls (2022), participants identified making a difference, representation in their community, and a lifelong love of learning as intrinsically motivating them.

Hygiene Factors

When discussing the factors that led them to join the education profession, seven of the 10 participants referenced having positive influences from educators while they were students. This aligns with Herzberg's relationship hygiene factor (Herzberg et al., 1959). Russell expressed that both his parents and his sister are educators, and despite initially looking at different opportunities, he ultimately became a teacher through an alternative certification program. In previous research by Ward (2020), study participants expressed positive relationships and meaningful experiences with their professors during their teacher preparation programs. In a study by Colletti (2020), participants identified educators, family members, and coaches as positive influences. Participants remarked on how the influences in their lives gave them a positive outlook on teaching and motivated them to pursue it as a career.

When discussing the most effective strategies to attract more Black males to the teaching profession, seven of the 10 participants described financial stability and support as an area that needs to be addressed to attract more Black men. This aligns with Herzberg's salary hygiene factor (Herzberg et al., 1959). Dennis said, "Most men in the traditional role are the head of their household, so the salaries need to be respectful for them to live a good quality of life." In previous research, Marner (2021) recommended that districts offer signing bonuses for Black male teachers in high-needs positions and schools. In research by Snodgrass (2021), participants identified concerns about financial

stability contributing to African American males choosing other professions. Snodgrass recommended strategies, including offering financial assistance to address this issue.

When discussing practical strategies for recruiting Black male teachers, six of the 10 participants expressed that marketing the profession is a strategy that should be addressed. This aligns with Herzberg's relationships and job security hygiene factors (Herzberg et al., 1959). Robert utilizes leadership development to build leadership capacity and a marketing tool. Gary expressed that the most effective strategy to recruit Black male teachers was "going out to colleges and universities physically, being on the front lines, and being that example." This aligns with previous research by Ozuna (2018), who suggested that school districts and colleges should create programs that increase the popularity of teaching.

When discussing the most effective strategies to retain Black males in the teaching profession, eight of the 10 participants discussed the need for support from Black male teachers. This aligns with Herzberg et al.'s (1959) policies and rules, supervision, and relationship hygiene factors. According to Dennis, it is the administrator's role to remove any barriers that impede teacher success. This aligns with previous research by Scott and Alexander (2019), whose research participants emphasized the importance of a support system for Black male teachers in which they could network. In research by Colletti (2020), participants expressed feeling isolated and how that feeling significantly influenced their desire to continue teaching. The need for support also aligns with research by Bristol (2020), who found that weak leadership was the primary factor influencing Black male teachers in schools with other Black male teachers to leave.

In previous research by Ward (2020), some participants appreciated the autonomy given to them by their school leaders, while others expressed that the lack of directives led to them having to figure things out on their own without assistance. In research by Tomlin (2021), participants expressed dissatisfaction with the lack of support and described personal and professional challenges caused by the lack of support. Tomlin recommended that districts assign Black male teacher mentors to Black male teachers. Tomlin also recommended that districts establish a support group for Black male teachers, assign a person for teachers to vent to confidentially, and establish clear expectations for all teachers to prevent inequitable treatment. In research by Pate (2022), participants expressed appreciation for positive school leaders who affirmed them, helped them navigate challenging situations, and eliminated barriers in the workplace. Carver-Thomas (2018) identified ongoing mentoring as an initiative that states could support along with tutoring, job placement, and stipends.

Six of the 10 participants discussed opportunities when describing the most effective strategies to retain Black male teachers. This aligns with Herzberg's supervision and relationship hygiene factors (Herzberg et al., 1959). Corey viewed leadership and growth opportunities as a way to help Black males see a future in the profession. According to Corey, "When people feel like they are locked in or trapped in some way, that makes them want to panic and maybe escape." In previous research by Lewis (2022), participants described a lack of upward mobility as a factor that dissatisfied them. Bond (2021) identified the role of instructional support specialists as an opportunity for classroom teachers to shift into school leadership. According to Bond, specialist roles allow educators to continue teaching while assuming additional responsibilities.

Implications for Practice

Despite accounting for over 7% of the student population, approximately 2% of public school teachers are Black males (U.S. Department of Education, 2016). Black teachers have a higher turnover rate than White teachers. Teachers of color leave their school or the education profession at an annual rate of 19%, while White teachers do so at 15% (Carver-Thomas, 2018). Many educators are the only Black male teachers in their schools and feel isolated from their colleagues (Bristol & Goings, 2018). Many factors contribute to the lack of Black male teachers.

African Americans are more likely to repeat a grade than any other group (de Brey et al., 2019). Approximately 16% of African American students receive special education services compared to 14% of White students. According to Hotchkins (2016), Black male students have the lowest academic achievement of any subgroup. Black students are suspended more than four times the rate of White students. According to de Brey et al. (2019), African Americans have a higher unemployment rate than other subgroups, and nearly one third of African American children under 18 live in poverty.

According to the National Center for Education Statistics (2022b), 28% of African American males between 25 and 29 have earned a bachelor's degree. This is less than Black women (30%) in that age group, White men (40%), and White women (49.2%). Many school administration jobs require a master's degree. Only 4% of Black males between the ages of 25 and 29 have a master's degree. Within the same age group, 8% of White men, 9% of Black women, and 13% of White women have earned a master's degree. According to Hanford (2017), the number of male teachers is increasing. From 1988 to 2012, the number of male teachers increased by 22%. The number of Black

male teachers increased by approximately 30% over that period; however, the number of Hispanic and Asian male teachers increased by over 200% during the same time. The overall number of teachers increased by 46%. Even with increases, Black males are not going into the profession at nearly the same rate as other groups.

This qualitative study utilized one-on-one interviews to examine the lived experiences of African American males who have successfully joined the teaching profession and moved into school administration. Their experiences shed light on factors that help attract African American males to the profession and continue to be educators. Gathering this information positively contributes to efforts designed to increase professional diversity. The data collected have implications for schools and districts looking to improve their recruitment and retention efforts.

The following implications were derived from this study:

- School districts should thoroughly examine their teacher recruitment and retention practices. Black teachers have a higher turnover rate than White teachers. Teachers of color leave their school or the education profession at an annual rate of 19%, while White teachers do so at 15% (Carver-Thomas, 2018). Findings from his study revealed that Black men in the education profession are intrinsically motivated to impact student success and make a difference. Previous research on African American male teachers shows that student success motivated African American male teachers (Marnier, 2021; Tomlin, 2021; Ward, 2020). Examining the current recruitment and retention plan with the intent to make improvements to disproportionate teacher demographics could increase the number of qualified Black men in the

profession.

- School districts should partner with colleges and universities that have Call Me Mister programs and similar initiatives aimed at increasing diversity in the teaching profession. Programs such as Call Me Mister have successfully recruited and supported African American male teachers by providing them with resources and mentorship (Jones et al., 2019). Findings from this study revealed that numerous Black men serving as school leaders in South Carolina participate in the Call Me Mister program or have recruited teachers who participated in that program. Promoting this program to potential and aspiring educators could help increase the number of qualified applicants for teaching positions.
- Schools and districts should provide leadership development opportunities for Black male teachers who aspire to advance in their careers. Findings from this study revealed that many Black male teachers desire to move into the role of administrator. Findings also showed that Black men felt they could make improvements to the current demographics and student success when they were in leadership positions. According to de Brey et al. (2019), over 80% of public school principals are White. A study by Bailes and Guthrey (2020) found that Black assistant principals were promoted at a lower rate and typically had more years of experience to be promoted than White assistant principals. Many Black males express frustration with the lack of upward mobility in teaching (Lewis, 2022).
- Districts should explore creative ways to improve financial incentives for

teachers. Having a steady job was identified as a motivator for African American male teachers (Ozuna, 2018; Tomlin, 2021); however, many Black males do not enter the profession because of perceived low wages (Colletti, 2020; Ozuna, 2018; Snodgrass, 2021). As a result, African American males are often attracted to other careers (Colletti, 2020; Marnier, 2021).

Approximately 18% of teachers leave the profession for reasons related to finances (Carver-Thomas & Darling Hammond, 2017). Findings from this study revealed that in addition to increasing salary, incentives such as tuition reimbursement, loan forgiveness, and signing bonuses are currently being used to attract Black males to teaching and keep them in the profession.

- School and district leaders must be willing to have an open dialogue about the current state of teaching demographics if they want it to improve. Findings from this study revealed that Black men desire more support and training on instruction, classroom management, and navigating the educational system. The need for support also aligns with research by Bristol (2020), who found that weak leadership was the primary factor influencing Black male teachers in schools with other Black male teachers to leave. Districts should engage stakeholders of all backgrounds in discussing teacher demographics and develop a plan to recruit, hire, and retain a high-quality workforce that reflects the communities it serves.

Recommendations for Further Research

This study examined the lived experiences of African American male educators who have successfully joined the education profession, remained in the profession, and

are currently serving as elementary school principals. This study could be utilized in the future for other demographics and in other parts of the country. Recommendations for future research include the following:

- Future studies could include Black male principals at the middle school or high school level. This study was limited to Black men serving as elementary school principals.
- Future studies could include Black men serving in the role of assistant principal. This study was limited to Black men serving as principals.
- Future studies could examine the perspectives of women on the recruitment and retention of Black male teachers. This study and previous studies primarily focused on the perspectives of Black men. Participants in future studies could include women who are teachers or administrators.
- Future studies could include other states or a combination of states. This study focused specifically on the state of South Carolina.
- Future studies could examine the perspective of district leadership on the recruitment and retention of Black male teachers. District leaders who focus on instruction, human resources, and finance all have unique perspectives on this subject and could provide insight. This study focused specifically on school leaders.
- Future studies could examine the perspectives of professors at the college or university level who work with aspiring teachers and administrators. This study was limited to Black men serving as school principals.

Limitations/Delimitations of the Study

This study was limited to African American males serving as elementary school principals in South Carolina. This study focused specifically on their experiences with recruitment and retention. Their opinions are not intended to represent all teachers, all administrators, or all African American males; however, their responses contribute to previous research on teacher recruitment and retention and can be used to improve job satisfaction further. Their responses to the interview questions are assumed to be truthful and were analyzed for themes used to make recommendations.

According to Roger et al. (2018), the role of the researcher in a qualitative study is to connect the observer to what is being observed. In order to do this effectively, the researcher must be aware of their biases and assumptions. I am an African American male serving as a principal in South Carolina. I share traits and characteristics with the participants in the study. I acted as an objective viewer throughout this research to collect and analyze the data provided by the participants in the study. My responsibility was to ensure that ethical norms were observed, participant information was kept confidential, and participation was voluntary. I chose purposeful sampling as the method by which participants would be selected, and I was responsible for ensuring that the participants met the criteria for participation in this study. I conducted each interview, transcribed the interviews, provided participants with these transcripts to ensure accuracy, and analyzed the responses to identify themes.

Conclusion

Many studies have examined African American male educators and the factors influencing them to join, leave, or remain in the education profession. Much of that

research focuses on the perspectives of individuals currently working as teachers or who have left education. This research adds to the available information by gaining the perspectives of African American males who have successfully joined the profession, remain in the profession, and have been promoted to school administrators. This study examined the factors that contributed to African American males deciding to become educators and remain in the profession. Participants in the study expressed that they are motivated by their desire to impact students and make a difference. They emphasized the importance of representation and shared that relationships with school and district staff influenced their decision to become educators and remain in the profession. Participants expressed that the current teaching demographics could be improved by providing quality support to educators, improving financial compensation, and developing leaders. Information gathered from this study can be used to implement policies and practices that can assist a historically disadvantaged subgroup and the diversifying student population.

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Appendix A
Interview Questions

1. What factors motivated you to enter the education profession?
2. What do you think are the most effective recruiting strategies to attract more black males to the teaching profession?
3. What motivates you to remain in the education profession?
4. What do you feel are the most effective strategies to retain black males in the education profession?
5. What reasons would you attribute to the current representation of African American male teachers in the K-12 schools?
6. What recommendations do you have for schools/districts looking to increase the number of African American male teachers?
7. Do you have any additional comments you would like to share about black males in the teaching profession?

Appendix B

Gardner-Webb University IRB Informed Consent Form

Title of Study:

Perspectives of African American Male School Administrators on the Recruitment and Retention of African American Male Teachers.

Researcher (*name and role/department*):

Maurice Thomas, Doctoral Candidate/Educational Leadership

Purpose

The purpose of the research study is to examine the lived experience of African American males who have successfully joined the teaching profession and moved into school administration.

Procedure

What you will do in the study:

You will complete a Google Form detailing your work experience, current school, and educational background. Then, you will participate in a one-on-one virtual interview in which you will be asked questions about the recruitment and retention of African American male teachers. The interview will be recorded and transcribed by the researcher. You will receive the interview questions in advance and a transcript of your responses following the interview. You will have the opportunity to clarify any of your interview responses. Participation in the interview is voluntary and you can choose to cease participation at any time.

Time Required

It is anticipated that the study will require about 1 hour of your time.

Voluntary Participation

Participation in this study is voluntary. You have the right to withdraw from the research study at any time without penalty. You also have the right to refuse to answer any question(s) for any reason without penalty. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identified state.

Confidentiality

The information that you give in the study will be handled confidentially. Your information will be assigned a pseudonym. The list connecting your name to this pseudonym will be kept in a locked file. When the study has been completed and the data have been analyzed, this list will be destroyed. Your name will not be used in any report. All audio tapes will be destroyed permanently once final defense is presented.

Risks

There are not anticipated risks in this study.

Benefits

There are no direct benefits associated with participation in this study. The study may help us to understand gain a deeper understanding of the factors that contribute to the recruitment and retention of African American male teachers. The Institutional Review Board at Gardner-Webb University has determined that participation in this study poses minimal risk to participants.

Payment

You will receive no payment for participating in the study.

Right to Withdraw From the Study

You have the right to withdraw from the study at any time without penalty. If you choose to withdraw from the study, your audio (or video) tape will be destroyed.

How to Withdraw From the Study

- If you want to withdraw from the study, tell the interviewer to stop the interview. There is no penalty for withdrawing.

- If you would like to withdraw after your materials have been submitted, please contact Maurice Thomas

If the research design of the study necessitates that its full scope is not explained prior to participation, it will be explained to you after completion of the study. If you have concerns about your rights or how you are being treated, or if you have questions, want more information, or have suggestions, please contact the IRB Institutional Administrator listed below.

Voluntary Consent by Participant

I have read the information in this consent form and fully understand the contents of this document. I have had a chance to ask any questions concerning this study and they have been answered for me. I agree to participate in this study.

_____ Date: _____
Participant Printed Name

_____ Date: _____
Participant Signature

You will receive a copy of this form for your records.

Appendix C

Research Participant Information

Name (First and Last)

Current School

How many years have you been an educator?

How many years have you served as school administrator?

What subjects did you teach prior to becoming a school administrator?

How did you obtain your teaching certification? (Traditional certification program or Alternative certification program?)

Which colleges or universities did you attend for your undergraduate studies? (Include all if you attended more than one.)

Which colleges or universities did you attend for your graduate studies? (Include all if you attended more than one.)