

Why Men Aren't Teaching:  
Perceptions of Male Teachers in Early Childhood and Elementary Education

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## Introduction

Looking at elementary schools today, one can clearly see the unequal representation within the teaching staff. One might assume the issue is racial, which is a problem considering “whites have accounted for about 90 percent of all teachers for the past three decades” (Feller, 2003). However, the obvious lack of male teachers in the elementary schools remains the other large misrepresentation in education. A survey by the National Education Association (NEA) found that “only two of 10 teachers in U.S. classrooms are men, the lowest figure in 40 years” (Feller, 2003). And that number includes all grade levels, not just elementary schools. While males account for about “44 percent of high school teachers” (Waldner, 2010), the numbers range from a meager 16 percent to as low as just 9 percent for men teaching in the elementary schools (Cox, 2008; Feller, 2003).

As a future male teacher of elementary school students, these statistics present a problem for educators, students and society as a whole. According to Jeanne Harmon, the director of Center for Strengthening the Teacher Profession, “it’s a big problem when kids don’t see themselves reflected in the teaching staff” (Blanchard, 2005). And Anne Mitchell states that promoting more men to teach is an attempt “to mirror a society we would wish to live in” (Cohen, 1990). Men remain underrepresented in elementary schools, especially in the early years, and this only continues to support the thought that men cannot or should not fulfill this role. Considering how hidden this career field is, “young men may not consider teaching young children unless it is pointed out to them” (Cunningham, 2002). Nevertheless, the few men who go into this field find it “rewarding to work with little kids, to see all the growth,” and “they like the age group because of the students’ exuberance and disposition – just like the women who teach elementary school” (Waldner, 2010).

## Review of Literature

Recognizing that most men who do teach in elementary schools enjoy their profession leads to the consideration of why men do not enter this career. Low salary is one of the top three reasons that men don't teach kindergarten to eighth grade according to a national study done in 2002 (Waldner, 2010). The salary becomes an issue first of all because "males face added societal pressures of being able to provide for their families" (Farrell, 2010). The American society sets a standard where, generally, the husband of the family should be the main provider, and this can be hard to do on an elementary teacher's salary. Male teachers find it "difficult to support a family on lesser wages and benefits than non-education career alternatives would provide. Citing poor salaries as a factor, seventy percent of male teachers of young children have left their field" (Barnard et al, 2000). Low wages not only decrease the number of men who go into a career in elementary education, but they also cause male teacher to switch careers. These men who change careers sometimes find that "it's easier to earn more money with less stress in other fields" (Feller, 2003), and when they are able to find a lower-stress, higher paying job, they take it.

Along with low salaries, the widely shared stereotypes of men choosing this profession provide another large reason why men choose other careers. Men going into the elementary education field realize that they are "fighting some very, very old stereotypes, such as with nursing" (Waldner, 2010). Society has viewed and continues to view the role of elementary school teacher as one more fit for women. When a man enters this field, sometimes it "raises questions of gender identification and sexual orientation" (Barnard et al, 2000). People, in general, assume there must be something abnormal about men who choose to work in elementary schools. Our culture does not see working with younger children as a masculine profession, and

when a male does enter an elementary school eyebrows may be raised. An elementary school “should not expect men to assume the role of disciplinarian, playground manager or substitute custodian, just as they would not expect females to have predetermined roles based on gender” (Cunningham, 2002). Just as women declared that they could teach more than home economics and art in high schools, men in elementary schools can teach more than physical education. And despite some small change in attitudes, “sometimes it’s the parents who carry on mistrust and sexual stereotypes” (Cox, 2008) for male elementary school teachers. Men will hesitate to choose a career when they know that parents may not support them in their roles as teachers.

The grounds for mistrust from parents and society has been hyperbolized, and now these “overzealous suspicions of sexual abuse are one of the top three reasons why the teaching profession doesn’t draw more men” (Cox, 2008). In general, “teachers of young kids say that some physical contact and expression of affection toward their pupils is a natural, and important, part of their work. But well-publicized child-abuse cases in recent years have cast suspicion on this kind of behavior and especially on men who seek to work with young children” (Cohen, 1990). A few instances create an awful stereotype for all men who want to teach young children, instances that force men in this field to second-guess their actions. And this view is not one from past generations only. In a study from 2000, fears still arose “among employers and within the community as to issues of child molestation when young children are left in the care of male teachers” (Barnard et al, 2000). The issue is not just with the public and the schools, but with the parents. In one interview, parents gave their opinions on male teachers in elementary schools. Responses varied from “it’s a little weird” to “men are too rough” to “if I had a male teacher in my K-3<sup>rd</sup> grades I would have freaked.” For one male teacher in particular, “the child was liking me so much the mother got worried and suspicious” (Cox, 2008). Just because the parents have

a certain view of male teachers in elementary schools does not mean that a child would dislike a male teacher nor that liking him means that there is something else going on besides teaching. Negative views of how a man should act or is behaving as a teacher in the elementary school cause many men to reconsider their choice of profession.

Another perception that people hold for men is that they are not nurturing enough to teach younger children. Males pursuing a career in elementary education must face “the pervasive belief in our society...that men are less able to care for and educate young children than are women” (Cunningham, 2002). In the American society, men are generally not considered compassionate or nurturing, qualities of a good elementary teacher, and for that these teachers “get weird looks, to assumptions that the teacher can’t handle potty issues” (Cox, 2008). One male teacher spoke about his experience in job hunting for an early elementary position. When he was interviewing, the principal “kind of laughed when I told her I wanted to teach in the primary grades...she acted as though it would be very strange for me to actually be a teacher at this level” (Cox, 2008). Normally, interviewers would take their potential employees seriously, and this should be the case for men who want to teach younger children, even if that career breaks the cultural norm for men.

With so few males teaching in children’s early years, the aspect of isolation serves as a potential negative factor. Those men who choose to teach in the elementary school “can’t help but notice when there aren’t a lot of men on campus” (Waldner, 2010). In collaboration with the other teachers, or just in conversations in the teachers’ lounge, a male will stick out and may even get left out. The tendency for people, teachers included, is to talk with people who share the same interests, and while men and women can both talk about their students, the men will have other subjects they will want to discuss in which the women have no interest. “Within the

community of male teachers there is much isolation for this very reason. Often a male teacher will work solely with women" (Barnard et al, 2000). As stated earlier, most elementary schools only have one or two male classroom teachers, so in a given elementary school "a single man is likely to feel quite isolated...few men may still be seen as a novelty" (Cunningham, 2002). Even when an elementary school has two or three male teachers, there remains a certain different quality about them that can have positive or negative results.

The lack of men in elementary schools relates back to the fact that "men who do go into education are more likely to seek teaching jobs in middle or high schools, where they can specialize in a specific subject and work with more mature students to help them grasp advanced concepts" (Blanchard, 2005). Traditionally, it has become more expected that men would want to teach in the upper grades for reasons such as maturity and coaching positions. One should also note that "men who work for public school districts tend to take jobs as administrators - 81 percent of superintendents are male" (Blanchard, 2005). Not only are they taking jobs with older students, but outside of the school buildings. While money proves to be a significant factor, one must consider the cultural implications. "Men who teach elementary school say that sometimes people are surprised to find out what they do for a living. Many wonder, 'what's his next career step?' 'A lot of people say "Are you going to move up to high school or administration?'" (Waldner, 2010). For several reasons – culture, tradition, money or stereotypes – people just do not expect men to want to teach young children as their long-term career.

Despite these negative views and barriers to men teaching young children, there is some evidence of positive opinions regarding these men and their careers. Educators are seeing that "attitudes in recent years have shifted, and most parents are much more welcoming of male teachers today" (Blanchard, 2005). Parents have seen positive results from having a male

elementary teacher, which combats the negative, overly-publicized opinions. In regards to fears about why a male is teaching in an elementary school, one teacher suggests that "building strong relationships with parents and welcoming them into the classroom can allay such fears" (Cohen, 1990). When parents see positive results and an equally enriching classroom, that is when attitudes about male teachers can change and people will be more open to men teaching their children (Cox, 2008).

Additionally, having men teaching in elementary school adds variety to the students' learning experiences. Many educators realize that "children should be exposed to diversity and that they benefit from being around both men and women" (Waldner, 2010). Obviously men and women will teach in different ways, and bring personality and gender differences to their classroom, which will affect their students. The "traits that men seem to bring out in children are independence, competition, communication for information exchange and concern about being respected" (Barnard et al, 2000). These characteristics are important for children to learn, and developmentally, some students may have a difficult time acquiring these traits if their first male teacher is during middle school or high school.

Finally, several writers and researchers agree that "students could benefit by seeing more men in the classroom...a male teacher might be the only positive role model in their lives" (Blanchard, 2005). With the rising numbers of divorces and children growing up in single or split parent homes, it should be noted that "more male teachers in the early grades would help provide support for children from single-parent homes" (Cohen, 1990). Researchers, and probably most adults, realize that "it is important for children to have at least one male teacher during their academic journey to look up to, view as a role model and learn from" (Farrell,

2009). While this may put some added pressure on male teachers, those that teach because it is their passion will naturally become this role model for their students.

### **Methods and Materials**

The researcher constructed a two-part survey for this study based on the original study done by Barnard et al in 2000 in Michigan. The survey was distributed to four randomly selected elementary schools in the school districts of Webb City, Missouri; Carthage, Missouri; Joplin, Missouri; and Carl Junction, Missouri. A total of 58 teachers completed the survey.

Webb City R-7 School District, Carthage R-9 School District, Carl Junction R-1 School District and the Joplin R-9 School District all serve a rural urban community. All of the districts serve the Southwest Missouri area. The teachers surveyed in these districts varied in their amount of teaching experience, and taught K-5 grade.

The surveys which were administered to one elementary school in each of the school districts of Webb City, Carthage, Joplin and Carl Junction consisted of two sections and a cover letter, explaining the project. The initial section asked for information about the teachers such as gender, age range, years of teaching experience and the number of both male and female teachers in the building. The second section of the survey included 19 questions (out of the original 24) from the survey done by Barnard et al in Michigan in 2000. The survey asked all the teachers to give their opinions as to why men would or would not enter the elementary teaching field. Teachers were asked to give their responses to these questions based on the Likert Scale: Strongly Agree, Agree, Disagree, or Strongly Disagree. The surveys were administered in September 2010 to the four selected elementary schools. All the teachers were given one week to complete the surveys, and a total of 58 teachers responded.

## Results

After the surveys were collected, initial analysis was done using a spreadsheet to facilitate in organizing the demographics and finding the percentages of men and women with the opinions of Strongly Agree, Agree, Disagree, Strongly Disagree or No Response. The responses to the surveys are listed below.

### Gender:

Male – 7 or 12% of respondents

Female – 51 or 88% of respondents

### Age:

20-25 - 6 or 10% of respondents

26-30 – 8 or 14% of respondents

31-35 – 10 or 17% of respondents

36-40 – 9 or 15.5% of respondents

41-45 – 9 or 15.5% of respondents

46-50 – 8 or 14% of respondents

50+ - 7 or 12% of respondents

### Years of Teaching Experience:

1-5 years - 13 or 22% of respondents

6-10 years - 15 or 26% of respondents

11-15 years - 18 or 31% of respondents

16-20 years - 6 or 10% of respondents

21-25 years - 2 or 3% of respondents

26-30 years - 2 or 3% of respondents

30+ years - 2 or 3% of respondents

### Education Level:

Bachelor of Arts/Science - 25 or 43% of respondents

Masters - 31 or 53% of respondents

Ed. Spec - 2 or 3% of respondents

Doctorate - 0

### Number of Males in your building:

0 - 0 respondents

1-2 - 19 or 33% of respondents

3-4 - 33 or 57% of respondents

5-6 - 6 or 10% of respondents

Number of males in your building teaching young children (K-2):

0 - 11 or 19% of respondents  
 1-2 - 39 or 67% of respondents  
 3-4 - 8 or 14% of respondents  
 5-6 - 0 respondents

Number of females in your building teaching young children (K-2):

0 - 0 respondents  
 1-2 - 2 or 3% of respondents  
 3-4 - 0 respondents  
 5-6 - 8 or 14% of respondents  
 7-8 - 1 or 1% of respondents  
 9-10 - 4 or 7% of respondents  
 11-12 - 7 or 12% of respondents  
 13-14 - 5 or 8% of respondents  
 15+ - 31 or 53% of respondents

Frequencies and percentages were reported using the following Likert Scale survey.

- SA = Strongly Agree
- A = Agree
- D = Disagree
- SD = Strongly Disagree
- NR = No Response

For example, reporting a response using 28/48.3 indicates that 28 teachers or 48.3 percent of the total group made that selection.

1. I believe the current wages of elementary educators are adequate to recruit men into the profession.  
 SA = 3/5.2    A = 9/15.5    D = 28/48.3    SD = 17/29.3    NR = 1/1.7
2. Male elementary teachers tend to move into a field outside education due to the potential for greater earnings.  
 SA = 18/31    A = 32/55.2    D = 5/8.6    SD = 0/0    NR = 3/5.2

3. A male's decision to become an elementary teacher is influenced by having a male elementary teacher whom they perceived as a role model.  
SA = 4/6.9    A = 41/70.7    D = 12/20.7    SD = 0/0    NR = 1/1.7
4. A male's decision to become an elementary teacher is influenced by having a female elementary teacher whom they perceived as a role model.  
SA = 1/1.7    A = 40/69    D = 16/27.6    SD = 0/0    NR = 1/1.7
5. A male's decision to become an elementary teacher is influenced by his experiences working with young children in another capacity.  
SA = 8/13.8    A = 47/81    D = 2/3.4    SD = 0/0    NR = 1/1.7
6. A male's decision to become an elementary teacher is influenced by having a family member or friend in the teaching profession.  
SA = 4/6.9    A = 47/81    D = 6/10.3    SD = 0/0    NR = 1/1.7
7. A male's decision on a career in elementary education is made more difficult due to an awareness of the low numbers of men working in the field.  
SA = 1/1.7    A = 35/60.3    D = 19/32.7    SD = 2/3.4    NR = 1/1.7
8. I feel parents are supportive and accepting of males in the elementary education profession.  
SA = 6/10.3    A = 46/79.3    D = 6/10.3    SD = 0/0
9. I feel the community as a whole is supportive and accepting of males in the elementary education profession.  
SA = 8/13.8    A = 45/77.6    D = 5/8.6    SD = 0/0
10. I feel society and our culture still question the motives of men who choose a career in elementary education.  
SA = 1/1.7    A = 14/24.1    D = 38/65.6    SD = 4/6.9    NR = 1/1.7
11. Males feel isolated as elementary teachers with so few men in the profession.  
SA = 1/1.7    A = 33/56.9    D = 20/34.4    SD = 1/1.7    NR = 3/5.2
12. I feel males cannot act in the same manner as female coworkers in situations such as, being alone with children or displaying affection towards them.  
SA = 2/3.4    A = 29/50    D = 18/31    SD = 7/12.1    NR = 2/3.4

13. The potential for accusations of sexual abuse of children in a male teacher's classroom may cause males to avoid elementary education.  
SA = 1/1.7    A = 31/53.5    D = 21/36.2    SD = 2/3.4    NR = 3/5.2
14. I feel school administrators attempt to dissuade males from teaching at the early elementary (K-2) level.  
SA = 0/0    A = 9/15.5    D = 41/70.7    SD = 6/10.3    NR = 2/3.4
15. Providing opportunities for young men to work with children would persuade more men to become early elementary teachers.  
SA = 2/3.4    A = 43/74.2    D = 10/17.2    SD = 0/0    NR = 3/5.2
16. Forgiving college loans for men who enter the early elementary profession would recruit more men to teach young children.  
SA = 5/8.6    A = 36/62.1    D = 10/17.2    SD = 6/10.3    NR = 1/1.7
17. Many men would be more likely to accept a position in early elementary education if they were assured the school was committed to hiring more than one man.  
SA = 1/1.7    A = 30/51.7    D = 22/37.9    SD = 2/3.4    NR = 3/5.2
18. Teacher education programs should promote programs that recruit men to teach young children.  
SA = 4/6.9    A = 42/72.4    D = 7/12.1    SD = 1/1.7    NR = 4/6.9
19. Media campaigns, such as those used to recruit Big Brothers, would help recruit more men to become early elementary teachers.  
SA = 2/3.4    A = 43/74.2    D = 11/19    SD = 0/0    NR = 2/3.4

In regards to the demographic analysis of these teachers and their surveys, the group was within the general range of ratio of male to female teachers in the elementary school. The age of the teachers also provided a fairly evenly distributed range.

After initial analysis of the data, the Missouri results were compared with the original Michigan results. References to Missouri teachers and Michigan teachers refer only to those who were surveyed, and may or may not represent the attitudes of teachers in their given state. The comparisons are recorded in the following paragraphs.

On questions 1, 2, 5, 6, 14, and 15, the results from Michigan and Missouri were very similar. For questions 9, 16, 18, and 19, slightly more Missouri teachers agreed than Michigan teachers. And on question 17 slightly more Missouri teachers disagreed than Michigan teachers.

On question 3, “A male’s decision to become an elementary teacher is influenced by having a male elementary teacher whom they perceived as a role model,” 77% of Missouri teachers either agreed or strongly agreed. This is higher than those in Michigan, only 61% either agreed or strongly agreed.

On question 4, “A male’s decision to become an elementary teacher is influenced by having a female elementary teacher whom they perceived as a role model,” only 48% of teachers in the original survey agreed. However, 71% of Missouri teachers agreed or strongly agreed with this item. This item had the largest difference between surveys.

On question 7, “A male’s decision on a career in elementary education is made more difficult due to an awareness on the low numbers of men working in the field,” about 80% of Michigan teachers agreed. In Missouri, only 62% of teachers agreed with this statement.

On question 8, “I feel parents are supportive and accepting of males in the elementary education profession,” the original study produced 73% of teachers who agreed. More Missouri teachers, about 89%, agreed with this statement.

On question 10, “I feel society and our culture still question the motives of men who choose a career in elementary education,” 72% of Missouri teachers disagreed. In Michigan, only 41% of teachers disagreed with this question.

On question 11, “Males feel isolated as elementary teachers with so few men in the profession,” 91% of teachers in Michigan agreed. In Missouri, however, only 59% agreed with this question.

On question 12, “I feel males cannot act in the same manner as female coworkers in situations such as, being alone with children or displaying affection towards them,” 80% of Michigan teachers agreed. Only 53% of Missouri teachers agreed with it though.

On question 13, “The potential for accusations of sexual abuse of children in a male teacher’s classroom may cause males to avoid elementary education,” there were 55% of Missouri teacher who agreed. In Michigan, a total of 87% of teachers agreed with this statement.

After comparing the results of Missouri and Michigan, the researcher sorted through the Missouri results demographically. The researcher then compared similarities and differences between men and women teachers in Missouri. Finally, the data showed which questions were controversial and which ones were the most agreed upon by teachers.

For question 1, all the men either disagreed or strongly disagreed. Women, on the other hand, did have a majority, 64%, who disagreed, but had 23% who agreed. Overall, 77% of the teachers disagreed.

For questions 2, 3, 5, 10, and 14, the men and women had nearly the same percentages for agreeing and disagreeing with the question. In question 2, 3 and 5, most of the teachers agreed with the question. And in questions 10 and 14, the majority of teachers disagreed with the statement.

For questions 4, 15 and 17, results varied for the men and women. On these questions, men were divided on their opinions, 3 to 4. Women, on the other hand, had larger percentages agreeing with these questions.

For questions 6, 8, and 9, the men agreed unanimously. Women, however, had small percentages disagreeing with these questions. Women also responded this way on question 19,

“Media campaigns, such as those used to recruit Big Brothers, would help recruit more men to become early elementary teachers,” but men were split 3 to 4 on this question.

Questions 7, 12 and 13, the men and women had similar results that were close to splitting the group in half on their opinion. Despite the close numbers, all three questions leaned toward more agreeing with the questions.

For questions 11 and 16, the majority teachers agreed with the statements, but more women disagreed than men. Question 18 also proved to have the majority agreeing, but more men disagreed with this question than women.

Overall there were three questions where the results showed there may be some controversy based on Missouri teachers’ opinions. Question 12 states “I feel males cannot act in the same manner as female coworkers in situations such as, being alone with children or displaying affection towards them.” On this question, 53% of teachers agreed and 43% of teachers disagreed. Question 13 states, “The potential for accusations of sexual abuse of children in a male teacher’s classroom may cause males to avoid elementary education.” On this question 55% of teachers agreed and 40% of teachers disagreed. And question 17 states, “Many men would be more likely to accept a position in early elementary education if they were assured the school was committed to hiring more than one man.” On this question 54% of teachers agreed and 41% disagreed.

Additionally, five questions had over 85% of Missouri teachers agreeing with the statement. These five questions are question 2, about leaving education for a higher salary, question 5, about working with young children as an influence to teach, question 6, about having a family member as an influence to teach, question 8, about parents supporting male teachers, and question 9, about community supporting male teachers.

## **Discussion**

It is important to note that although this research produced viable results, there were several limitations to this study that must be mentioned in order to better interpret the results.

First, the study included four school districts in Southwest Missouri. Although these school districts included a fairly substantial teacher population, the surveys were confined to the local region. Surveying other school districts in other regions may have resulted in more variety among teacher surveys, but would have produced a greater number of surveys. These additional surveys would make statistical analysis difficult given the guidelines and time frame of this particular study.

In addition, the numbers for the demographics questions about the number of male and female teachers seemed inconsistent. Perhaps the wording of the survey was unclear, or some teachers may have misread the question, assuming that it asked for how many female teachers in the building. In future studies, these questions should be formatted in a clear manner, so that there is less confusion.

Thirdly, the results from this survey and research are hard to correlate to one source. The original survey was done 10 years ago, so some of the differences in opinion could be based on changing viewpoints as a society. The original survey was also done in Michigan rather than Missouri, so the regional culture could factor into the differences in opinions as well.

## **Conclusion**

The opinions expressed in this survey presented results from which several interesting conclusions can be drawn regarding why there are so few men teaching in the elementary schools. First of all, money is a significant factor in this decision. Men especially see the need

for money, whether for status or to provide, as an influence with the decision of teaching. Most women also agreed that money plays a large role. Missouri teachers feel that the strongest influences for men going into an elementary career are having previous work with young children and having a family or friend who is an elementary teacher. Although isolation was mentioned in previous writings, this seems to be a less significant factor for men considering the field. Support from both parents and the community as a whole is felt by Missouri teachers and males more than in the previous study. And according to Missouri teachers, the attitude surrounding male teachers overall may be beginning to change. Although the teachers felt that male teachers' interactions with children was less of an issue than did Michigan teachers, this area is still the most controversial and divisive in the realm of male teachers. Finally, recruiting men to be elementary teachers is still confusing. Many of the female teachers think that having opportunities to work with children beforehand or media campaigns would be the most helpful, while these two questions were ones that the men were split on agreeing and disagreeing. Overall the best idea was promoting programs that recruit men into elementary education. The realm of elementary education is changing and the possibilities for men to teach elementary aged students seems to be opening slowly but surely.

## References

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## Appendix

Background information that will be used in analysis of the survey:

(Circle the appropriate response.)

Gender:

Male                  Female

Age:

20-25   26-30   31-35   36-40   41-45   46-50   50+

Years of Teaching Experience:

1-5    6-10    11-15   16-20   21-25   26-30   30+

Education Level:

Bachelor of Arts/Science    Masters    Ed. Spec.    Doctorate

Number of Males in you building:

0    1-2    3-4    5-6    7-8    9-10    11-12    13+

Number of males in your building teaching young children (K-2):

0    1-2    3-4    5-6    7-8    9-10    11-12    13+

Number of females in your building teaching young children (K-2):

0    1-2    3-4    5-6    7-8    9-10    11-12    13-14    15+

This survey is designed to investigate teaching options in early-middle elementary education (grades K,1, and 2). Please respond to each of the statements by circling one of the following:

Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD).

20. I believe the current wages of elementary educators are adequate to recruit men into the profession.

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

21. Male elementary teachers tend to move into a field outside education due to the potential for greater earnings.

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

22. A male's decision to become an elementary teacher is influenced by having a male elementary teacher whom they perceived as a role model.  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree
23. A male's decision to become an elementary teacher is influenced by having a female elementary teacher whom they perceived as a role model.  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree
24. A male's decision to become an elementary teacher is influenced by his experiences working with young children in another capacity.  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree
25. A male's decision to become an elementary teacher is influenced by having a family member or friend in the teaching profession.  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree
26. A male's decision on a career in elementary education is made more difficult due to an awareness of the low numbers of men working in the field.  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree
27. I feel parents are supportive and accepting of males in the elementary education profession.  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree
28. I feel the community as a whole is supportive and accepting of males in the elementary education profession.  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree
29. I feel society and our culture still question the motives of men who choose a career in elementary education.  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree
30. Males feel isolated as elementary teachers with so few men in the profession.  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree
31. I feel males cannot act in the same manner as female coworkers in situations such as, being alone with children or displaying affection towards them.  
Strongly Agree                      Agree                      Disagree                      Strongly Disagree

32. The potential for accusations of sexual abuse of children in a male teacher's classroom may cause males to avoid elementary education.
- Strongly Agree                      Agree                      Disagree                      Strongly Disagree
33. I feel school administrators attempt to dissuade males from teaching at the early elementary (K-2) level.
- Strongly Agree                      Agree                      Disagree                      Strongly Disagree
34. Providing opportunities for young men to work with children would persuade more men to become early elementary teachers.
- Strongly Agree                      Agree                      Disagree                      Strongly Disagree
35. Forgiving college loans for men who enter the early elementary profession would recruit more men to teach young children.
- Strongly Agree                      Agree                      Disagree                      Strongly Disagree
36. Many men would be more likely to accept a position in early elementary education if they were assured the school was committed to hiring more than one man.
- Strongly Agree                      Agree                      Disagree                      Strongly Disagree
37. Teacher education programs should promote programs that recruit men to teach young children.
- Strongly Agree                      Agree                      Disagree                      Strongly Disagree
38. Media campaigns, such as those used to recruit Big Brothers, would help recruit more men to become early elementary teachers.
- Strongly Agree                      Agree                      Disagree                      Strongly Disagree