THE EFFECT OF RACE ON RETENTION RATES OF ELEMENTARY EDUCATION STUDENTS AT LIBERTY UNIVERSITY

by

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Abstract

The purpose of this study was to determine if race is a factor in determining the retention rates of elementary Education students at Liberty University. The data for this study was retrieved from the Teacher Licensure Office at Liberty University. Fifty students were randomly selected from and a descriptive research methodology was used. The data analysis was obtained from a cross tabulation of the key variables for this study: race/ethnicity, gender, grades, and completion in the Teacher Licensure Program. A chi-square test was used in the analysis, and based on the results of this test there was a positive relationship between a student's race, completion rates in the Introductory Elementary Education courses, and continuation in the Teacher Licensure Program.

Dedication

This dissertation is dedicated to my Lord and Savior, Jesus Christ who has made all of this possible. My relationship with him has continued to grow even greater in the midst of those times when I really didn't think I would get to this point. It is also dedicated to my wonderful mother, Maxine Moore and my wonderful father, Richard Moore who have always encouraged me and supported me every step of the way. It was because of their long talks, especially those long talks with my mother, during those midnight hours when tears were running down my cheeks, that I gained the extra ounce of determination to go ahead and complete this race. I also dedicate this dissertation to my outstanding brother, Richard Moore, Jr. who through his humor and comments about my sanity, have brought me so much joy and laughter even when I wanted to cry. Lastly, I would like to dedicate this dissertation to my adopted grandparents, Rev. Dr. and Mrs. Charles F. Mapp, who have laughed with me, cried with me, prayed with me, and encouraged me every step of the way.

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CHAPTER 1

INTRODUCTION

In order for a student to become a teacher he or she must complete a number of requirements. These requirements include methods courses, which tell students what they are expected to do in the classroom, field experience placements and student teaching which give the students the opportunity to practice what they've learned from their methods courses. The teacher candidate must have a comprehensive understanding of the various steps of the teacher education program, and the numerous components of teaching.

According to Darling-Hammond, Wise, and Klein (1999) a teacher candidate must have courses that involve the major areas of teaching "including general and content specific pedagogical knowledge, curriculum theory, assessment and evaluation, and counseling, as well as knowledge of scientific inquiry, epistemology, communication and language as they relate to pedagogy" (Darling-Hammond, Wise and Klein, 1999, p. 38). According to the Liberty University Teacher Education Handbook, the teacher candidates must complete those courses which focus on the philosophy of Education, statistics in Education, writing lesson plans, developing instructional objectives, and classroom management. The teacher candidate is also required to pass the following tests: Praxis I and II, the Virginia Communication and Literacy Assessment, and the Virginia Reading Assessment (Liberty University Teacher Education Handbook, 2006).

The major problem that has been discussed amongst Liberty University faculty members in the School of Education is the progression of students from the introductory

education classes to admittance into the Teacher Licensure Program. Based on statistics reported by the Dean of the School of Education, the number of students starting the program is more than the number of students who continue into the Teacher Licensure Program and graduate as Elementary or Secondary Education Teachers.

Liberty University

Liberty University was founded in 1971, and it is located in Lynchburg, Virginia. Lynchburg is a city that has a population of 70,000 people. The founder of this prestigious university was Dr. Jerry Falwell, who served as both the Chancellor and President of the University. Liberty University "is a religiously-oriented, private, coEducational, comprehensive institution" (Liberty University Undergraduate Catalog, 2006, p. 4). This university offers a number of degrees including the Bachelor of Science, Bachelor of Arts, Doctor of Education, Education Specialist, Master of Education, Master of Arts, Master of Science, Master of Business Administration, Master of Divinity, and a host of other degrees in the areas of religion and general studies. Liberty University has a total of six schools that incorporate a number of programs of study. The six schools include: College of Arts and Sciences, School of Business, School of Communication, School of Education, Helms School of Government, and the School of Religion (Liberty University Undergraduate Catalog, 2006, p. 4). For the purpose of the research for this study, the School of Education and the Teacher Education Program is the target area for the data and results.

Statement of the Problem

Historically the elementary education program at Liberty University has been very successful (Liberty University Undergraduate Catalog, 2006, p.6). According to the

Liberty University Undergraduate Catalog (2006), the number of students graduating from the program is significantly high. Based on the statistics from the U. S. Census, the number of children in the United States has increased, so the need for more classroom teachers is becoming greater. The problem that has arisen within the elementary education program is the retention rate of students majoring in elementary education upon completion of the required introductory elementary education courses (Educ 125 Introduction to Education, Educ 126 Introduction to Education Practicum, and Educ 220 Teaching Thinking and Studying Skills to Elementary Education Majors).

As the administrators and faculty of the School of Education review the statistics from the previous years of those students who have been admitted into the Teacher Licensure Program, several questions arise: Why are students changing their majors, and failing to continue in the Teacher Licensure Program? Are the courses providing the students with the information that will excite them and interest them in continuing in education? What is the percentage of students who continue in the Teacher Licensure Program upon completion of the introductory courses? Do the students feel overwhelmed by the upcoming requirements in the elementary education program? Is being a certain race or gender a problem with continuing in the elementary education program?

Objectives of the Study

The objectives of this study included the following:

1. To examine the overall retention rates of the students in the elementary education program at Liberty University.

2. To examine the retention rates of the students in the elementary education program at Liberty University based on gender.
3. To examine the retention rates of the students in the elementary education program at Liberty University based on race.
4. To examine the overall factors associated with the students who have completed the introductory elementary education courses at Liberty University, and to determine if these factors had an impact in determining their continuation in the teacher education program.

Research Questions

The primary research question used for this study was: is there a relationship between a students' race and student completion rates in the introductory elementary education courses and continuation in the teacher education programs at Liberty University? The sub-questions that the researcher used to assist in adequately answering the primary research question were:

1. Of the students enrolled in the introductory elementary education courses, which gender seems to dominate the courses, male or female; and which race of students is the most dominate group: African American, Asian, Pacific Islander, Caucasian, Hispanic, or other?
2. Of the students enrolled in the introductory elementary education courses, were the African American Students the most dominate group of students in terms of completion of the introductory courses?

3. Of the students enrolled in the introductory elementary education courses, were the Asian students the most dominate group of students in terms of completion of the introductory courses?
4. Of the students enrolled in the introductory elementary education courses, were the Pacific Islander students the most dominate group of students in terms of completion of the introductory courses?
5. Of the students enrolled in the introductory elementary education courses, were the Caucasian students the most dominate group of students in terms of completion of the introductory courses?
6. Of the students enrolled in the introductory elementary education courses, were the Hispanic students the most dominate group of students in terms of completion of the introductory courses?
7. Of the students enrolled in the introductory elementary education courses, were students from other ethnic groups the most dominate group of students in terms of completion of the introductory courses?
8. In focusing on the retention rate of students continuing in the elementary education program upon completion of the introductory courses, which race had the largest number to continue as elementary education majors? Which gender had the largest number to continue as elementary education majors?

Significance of the Study

In perusing the classrooms across the nation, it is evident that there are a number of individuals missing in the teaching profession. Based on the facts from the National Education Association, there is a decline in the number of males and minorities majoring

in education and entering the teaching profession (Chaika, 2005). According to Chaika (2005) in the area of elementary education, the majority of the teachers are Caucasian females. This researcher also states that the number of students from various ethnic backgrounds is increasing, so these students both males and females, may feel the need for role models in the classroom. With this increased number of students entering the classroom from various ethnic backgrounds, there is a need for a more diversified staff of Educators. Students often feel more comfortable with other people who share the same ethnicity and gender (Chaika, 2005). The classroom consists of individuals from various backgrounds, and so there should be racially diverse teacher education programs at colleges and universities (Chaika, 2005).

For the aforementioned reasons, this study was conducted. As stated previously, there are a small percentage of males entering the teaching profession. This study examined the reasons why administrators and faculty members are having a difficult time retaining males in their teacher education programs. The perception of the teaching profession as a female occupation is becoming more of a fallacy due to the need for more male role models. This demand has come about due to the increase in the number of children entering the classroom from single parent homes where there is male role model (Nielson and Montecinos, 1997). Researchers such as Nielson, Montecinos, and Gailbraith have given several suggestions on ways in which administrators and faculty members can work together to improve their teacher education programs. This study will examine those means for improvement for teacher education programs as well as the strategies presented by other researchers on helpful ways to retain males in teacher education programs.

Another major reason for conducting this study was to examine the decrease in the number of minorities entering the teaching profession, and to review strategies used by administrators and faculty to recruit and retain minority students in their teacher education programs. With the decrease of minorities in the teaching profession, it was important to examine the missing components of teacher education programs that attract minorities to education majors.

In examining the decrease in the number of minorities and males entering the teaching profession, it was important to conduct a study that took a broader scope into the area of teacher education programs, and administrators and faculty responses to recruiting and retaining males and minorities into their programs.

Definition of Terms

For the purpose of this study *race* will be defined as an individual's nationality, ethnicity or historical origin.

Retention rate will be defined as the rate in which a student continues in a course of study or major.

Field experience placements will be defined as an opportunity for the teacher candidate to teach in a classroom to gain experience with working with students under the supervision of a licensed teacher.

A *practicum* will be defined as an opportunity for a student to demonstrate his/her teaching skills in front of peers or to a student in the K-12 setting.

Organization of the Study

The study is composed of five chapters, a bibliography, and appendixes. Chapter two will be a detailed review of the literature on retention rates in teacher

Education programs based on race and gender. Chapter three discusses the research design and methodology of the study. Chapter four will be a presentation of raw data results. Chapter five will consist of the summary, conclusions, implications, and recommendations of the study. The study will conclude with a bibliography.

CHAPTER 2.

LITERATURE REVIEW

As students begin their college career they are so often led into various directions by influential persons in their lives who tell them the best major and what they should think about when declaring their major and beginning their first semester in college. Many students choose those professions that are highly sought after and are seen as high paying professions. There is one age-old profession that doesn't pay quite as much as some other professions. The profession that will be discussed is teaching. According to Reg Weaver, the President of the National Education Association (NEA), "attracting highly qualified, enthusiastic individuals to teach, is a challenge when teacher pay lags behind comparable professions" (Maiers, 2006, p.12). With a non-competitive salary in comparison to other professions, why do people teach? Based on surveys taken by the National Education Association, people select the teaching profession for the following reasons: love for children, desire to be a role model, family history of being educators, and extended vacation time (holidays and summers).

In looking in most classrooms, it is apparent that there are certain individuals missing from the profession. According to the NEA there is a decline in the number of males, African Americans and Hispanics majoring in Education (Chaika, 2005). Why aren't there more males and ethnic minorities teaching in the classroom? How can teacher Education programs retain more males and ethnic minorities in their programs? This review of literature will examine different studies on teacher education programs, and their need to retain more males and ethnic minorities in elementary education, discuss the reasons why males select other majors, the methods that some universities use

in their teacher education programs to retain males, discuss the reasons why ethnic minorities select other majors, and discuss the overall retention rates of males and ethnic minorities in elementary education.

Diversity in Teacher Education

With a concern for retention rates of males in teacher education, there is also a concern with retaining minorities in teacher education programs. A study was conducted in 1990, at a Northeastern university and a Midwestern research institution. The researchers conducted this study by interviewing 24 minority students who were enrolled in the teacher education programs at the aforementioned universities. The students chosen for this sample were those in their junior or senior year of study. Hood and Parker's (1994) intent for their research was to critique a couple of teacher education programs and their inadequate ways of promoting diversity within their programs.

The researcher developed several interview questions that were to be used to focus on minority student's perspectives of the teacher education program at their university. Hood and Parker (1994) used the following questions:

1. What liberal arts and education courses have you taken which have provided you with information regarding the cultures of African-Americans, Hispanic-Americans, Asian Pacific Island Americans, Native Americans, or newly arrived immigrants of color?
2. How would you describe the quality of the information and curriculum in these classes and will it be helpful to you as a future teacher?
3. What types of learning activities or class assignments have your instructors used to address racial diversity?
4. How did your field placement or student teaching address racial diversity?
5. How did the respective programs deal with power and authority pertaining to classroom practices that have a disproportionate impact on minority children (Hood and Parker, 1994, p. 165)?

The results from the interviews revealed that teacher education programs are falling short in their area of teaching the students about racial disparities, different cultures within the classroom, as well as the various social classes that a teacher will face upon entering the classroom (Hood and Parker, 1994, p. 167). This finding relates to Spatig and Bickel's (1991) findings which revealed a similar outcome. Their findings emphasized the importance of teacher education programs discussing the issues of diversity within the classroom. The study revealed that many students enrolled in the teacher education program at their respective institution of higher education were very displeased with the focus of the teacher education courses which was the white middle class (Hood and Parker, 1994, p. 167).

The students interviewed in the context of the Hood and Parker study were also distraught by the overall curriculum and the methods courses taught in their program. The students felt as though the courses offered were not covering an in-depth diverse perspective. This finding was much like that of Anderson (1992) who believed that the courses within teacher education programs, specifically the multicultural education courses don't expose the teacher candidates to the information needed to understand the needs of all culture within the classroom.

The overall results of the study conducted by Hood and Parker indicate that faculty and deans of teacher education programs must incorporate more classes on diversity into their curriculums and determine ways in which they can recruit more minorities into their teacher education programs. Another recommendation from this study is that more minorities should be hired as faculty members. Minorities tend to gravitate toward those majors that have more people like themselves. The last

recommendation to improve the teacher education program is to make sure that faculty members are willing to make changes in the way that they teach their classes and their willingness to accommodate the needs of a diverse group of students.

The Lack of Minorities in Education

The National Education Association and many researchers ask the question of why aren't there more minorities in teacher Education programs (Chaika, 2005). "What's hindering minorities from enrolling in teacher education programs and completing these programs? Rancifer (1993) asks the following questions in relation to minorities in teacher education programs:

1. Is it that minority students feel other professions provide more upward mobility than teaching?
2. Is it that minority students don't see as many role models in upper level professional education jobs as they once did?
3. Is it that entry level teaching salaries are too low to attract minority students to a teaching major?
4. Is it a lack of or ineffective recruitment techniques by teacher education colleges to interest minority students in teaching?"
5. Is it the fear of passing the PPST and the NTE serve to discourage minority students from entering teacher education?"
6. Is it that the available pool in each college/university has too few minority students (Rancifer, 1993, p. 14)?

According to Rancifer (1993) the number of minorities enrolling in college has decreased. She notes that a large percentage of minorities aren't enrolling in college because of "block granting programs." These programs transferred funding from the federal government to the state. The state decided to use these funds to improve programs at the elementary and secondary levels and little money was left to assist minorities who were interested in attending college.

As stated by Middleton and et al. (1988) many minorities go throughout school and they rarely see a minority teacher in the classroom. This shows a lack of role models for minorities within education. Graham (1987) believes that it would be highly beneficial if there were more minority teachers because these teachers would serve as role models to their minority students.

Rancifer (1993) believes that the recruitment strategies that teacher education program administrators are using to recruit more minorities aren't very effective. In order to increase the number of minorities in teacher education programs, there must be active recruitment techniques used in order to recruit more minorities to teacher education programs. Waters (1989) gives the following strategies as ways in which faculty and administrators of teacher education programs can recruit more minorities into their programs: future teacher clubs, alumni contact, and high school and junior high school visitation. Waters and Rancifer both believe that there is a great need for administrators and faculty to work together to address the problem of the small number of minorities enrolling in teacher education programs. Both of these researchers have come up with strategies which need to be implemented in order to recruit minorities in teacher education. Rancifer (1993) gives the following strategies that should be used in the recruitment process:

1. Identify high school students interested in the teaching profession and incorporate a pre-professional teacher education program.
2. Financial incentives such as scholarships and grants could be used to attract students to teacher education programs.
3. More counseling during the time in which students are making decisions on careers.
4. Design a special recruitment program that is geared to minorities.
5. Add flexibility to the admission procedures for teacher education programs (Rancifer, 1993, p. 16).

In order to ensure that these strategies are effective, Rancifer (1993) suggests that a strategic plan be implemented in order to improve the recruitment process. She believes that the community and organizations within the community should take part in the recruitment process. These organizations must work with the universities to provide incentives to encourage students to enter the teaching profession (Rancifer, 1993, p. 15). Another major part of the strategic plan is to include an academic support program for minorities. Rancifer (1993) and many other advocates of teacher education programs believe that it takes the efforts of the faculty, administrators, high school counselors, and community organizations to ensure that more minorities will enroll in teacher education programs and become future educators.

In conjunction with Rancifer and other advocates of the recruitments of minorities to teacher education programs, Mary Futrell has also identified some key strategies that can be used to recruit minorities into the teaching profession. According to Futrell (2003) there are a number of ways in which administrators and faculty of teacher education programs, local and state officials, and the community can work together to recruit more minorities into teacher education programs. She believes the following strategies will be most effective:

1. Ensure that students are being academically challenged starting from the elementary level.
2. Develop various marketing recruitment strategies to attract minorities to teacher education programs.
3. Develop outreach programs to target minorities at the middle and high school level.
4. Arrange for minority students to visit college campuses and to visit teacher education classes.
5. Provide financial aid packages to those minorities interested in pursuing a career in teaching.

6. Provide mentors to minority teacher candidates to assist them as they progress through the teacher education program.
7. Develop partnerships with local school systems that will provide future employment to minority students.
8. State and local officials should work together to make teaching salaries more competitive (Futrell, 2003, p. 25).

Futrell believes that with continued efforts the number of minority students enrolled in teacher education programs will increase drastically (Futrell, 2003).

The Demand for Minority Teachers

Across the nation, the number of minority students within the classroom is continuing to rise. "Forty percent of U.S. students are from ethnically and racially diverse backgrounds – a percentage that is projected to rise to fifty-four percent over the next twenty years and only ten percent of the teachers are minorities and teachers of color" (Chaika, 2005). According to Lewis (1996) there is a need for more Black, Asian American, Hispanic, and Native American role models within the classroom. He states that minority educators are able to relate to students from their own ethnic background. "Teachers of color bring with them an inherent understanding of the backgrounds, attitudes, and experiences of students from certain groups and therefore can help inform majority teachers on effective ways and means to communicate with students of color" (Dilworth, 1990).

According to Snyder and Hoffman (1994) in 1990-1991, 9.2% of primary and secondary teachers were Black, 3.1% were Hispanic, and 1% was Asian Pacific Islander. The number of minority students in teacher education programs has increased, but the number hasn't increased enough to keep up with the demographics in the public K-12 school settings. Based on the data from the American Association of Colleges for

Teacher Education -AACTE (1994) the following is a breakdown of the percentage of students, based on their ethnic backgrounds, enrolled in teacher education programs in 1991: 85% of teacher education students were White, 7% were Black, 4% were Hispanic, 1% were International/non-resident, 0.5% were Native American, and less than 1% of the teacher education students were Pacific Islander and Alaskan Native (AACTE, 1994).

To adequately keep up with the pace of the number of minority students enrolling in K-12 settings, the AACTE came up with the 'Four C's of recruitment." The four C's of recruitment are:

1. Concern for various aspects of the issue and readiness to tackle them.
2. Commitment by the highest leadership to the recruitment program or project.
3. Collaboration among all those concerned about the problem, sharing information, resources, and responsibilities.
4. Creativity in developing a program, being ready to combine strategies, piece elements of different programs, or even try something different (AACTE, 1989).

The four C's of recruitment have brought together a number of teacher educators to meet at conferences to determine strategies and ways in which they can increase the number of minority teacher education students.

Model Programs for Recruiting Minorities

Many professors have searched various teacher education programs and found that some minority students need special attention and motivation in order to succeed in teacher education programs. According to Banks, Butt, and Lyles (1997) there is a need for a program on college campuses that will offer a support system to minority students that would assist them with finding university resources, research findings, tutoring social systems, and networks for future teaching positions.

In order to effectively determine if this was a problem at other universities, fifty state universities were surveyed. From this study, 60 percent responded that their college or university had a need for support systems for minority students (Banks, Butt, and Lyles, 1997). Another survey was sent out to 100 colleges and universities across the nation, and the results showed that an overwhelming number of universities did not have an academic support system for minorities.

Based on the results of this study, Banks, Butt, and Lyles (1997) concluded that a Minority Teacher Education Association (MTEA) was needed. MTEA was the basis for the founding of the Minority Teacher Identification and Enrichment Program (MTIEP) grant. This grant was established in the fall of 1995.

The Minority Teacher Identification and Enrichment Program (MTIEP) led to the development of a minority teacher recruitment program in Illinois. According to the researchers, this program in Illinois created a network of Minority Teacher Education Associations which were responsible for recruiting students to teacher education programs from the junior high school, high school, and community college levels (Banks, Butt, and Lyles, 1997).

Banks, Butt, and Lyles (1997) discuss the two phases that make up the MTIEP. The first phase involved professionals within the field. The professionals included superintendents, principals, and teachers. Their responsibility was to recruit minority students into the chapters of MTEA within their state. These individuals also served as mentors. After recruiting students into the program, these mentors offered tutoring services to the students, provided information on financial resources, and assistance with teacher exam preparation.

The second phase of the program took place on a university campus. Students were given the opportunity to interact with other teacher education majors and work with professors within the teacher Education major. This gave the students the first-hand knowledge of the expectations of a teacher candidate in a teacher education program, and the requirements of being future educators.

Since the implementation of the program, a number of minority students have graduated from the university, and are now teaching in the classroom (Banks, Butt, and Lyles, 1997).

Supporting Prospective Teachers

Lucas and Robinson (2003) state that students tend to gravitate towards the majors and professions that their friends tend to move towards, so they believe that cohorts are beneficial in minority recruitment. These researchers feel that cohorts at colleges and universities will assist with the interests of students in the teaching profession. A cohort provides a support system for those nontraditional Education students (Villegas and Clewall, 1998a, p. 123). Cohort groups meet together on a regular basis and discuss class activities, class selection, and overall views about their courses. Within a cohort, a mentor is assigned to talk to the students in hopes of getting them on track and focused on the teaching profession (Lucas and Robinson, 2003). Graber (1996) believes that a cohort helps with making students feel as though they are part of a professional organization or a club. Each week the cohort has to meet and discuss the weekly events and activities. This helps the nontraditional elementary education students feel involved and feel as though they are a part of a whole community. By creating these cohorts within each institution of higher education, Lucas and Robinson (2003) believe

that the number of nontraditional elementary education students will increase. Cohorts within the teacher education program are one way of getting students involved in the program and one way of getting them to remain in the program.

Cohort Study

A study was conducted at Montclair State University in New Jersey. The sample consisted of eighteen students and these students were followed throughout their first year and throughout the course of their second and third year. The purpose of this study was to determine if the development of cohorts would be a beneficial way to retain nontraditional students in the elementary education program. The findings of the cohort are shown in figure one. The question that Lucas and Robinson (2003) were interested in answering was: will these young people become teachers? Figure one shows that out of the eighteen students represented in the sample, fifteen of them were still enrolled in college. These students found it very beneficial to belong to the cohort because this made them stick together. Out of the enrolled students, five of the students were accepted in the teacher education program. The study also revealed that four students had planned to apply to the teacher education program- one white, one African American, one Hispanic, and one East Indian.

Figure 1

Cohort Study at Montclair State University

1. Still enrolled 15 students (83% of the total 18 students) (8/9 White, 4/5 African American, 2/3 Hispanic, 1/1 East Indian)
2. No longer enrolled 3 students (1 White, 1 African American, 1 Hispanic)

Enrolled Students

1. Accepted into teacher Education 5 students (4 White, 1 African American)

2. Planning to apply to teacher Education program 4 students (1 White, 1 African American, 1 Hispanic, 1 East Indian)

3. Still at the university and have declared majors, but not in teacher Education 3 students (2 White, 1 African American)

4. Still at the university with undeclared majors 3 students (2 White, 1 African American)

Figure 1. Cohort Study at Montclair State University From "Reaching Them Early; Identifying and Supporting Prospective," by Lucas and Robinson, 2003, *Journal of Education for Teaching*, 29, p. 165.

Lucas and Robinson (2003) found that placing students in cohorts:

1. created a valued sense of community;
2. made the students feel as though they belonged at the university;
3. made the students believe in each other, which in turn helped them to build confidence in themselves;
4. helped the students to understand all of the aspects of being a teacher and helped them to see and understand what it would be like for them to become teachers (Lucas and Robinson, 2003, p. 170).

The results from this study showed the importance of using cohorts to retain more students in teacher education programs. The findings provided another strategy that can be implemented in colleges and universities to assist with the recruitment of more males and ethnic minority students in teacher education programs.

Recruiting and Retaining Minority Teachers

Over the course of time, the number of minorities within the classroom has increased substantially. According to Daughtry (1989) between 1976 and 1984, the Asian student population increased by 85 percent and the number of Hispanic students increased by over 28 percent. In areas such as Boston, Denver, Portland, San Diego, and Seattle, the number of minority students enrolled doubled between 1970 and 1982. In

other major cities, such as New York, Los Angeles, Chicago, Philadelphia, Detroit, and Houston, minority students are representing over 75 percent of the student body. Daughtry (1989) also notes that out of the 20 largest public school districts in the nation, 13 of those districts consist of predominately minority students. In looking over the aforementioned demographics, it is obvious that if the population of the student body has changed, then as stated by Daughtry (1998) the population of the instructors should also change.

In continuing to discuss ways in which institutions of higher education can recruit more males and minorities into the world of education, Daughtry (1989) presents several ways to resolve the problem of the lack of minority educators in the classroom. So many teacher educators try to recruit after the students enter college, but as stated by Daughtry, minorities should be recruited at the junior high school level, at the high school level, in community colleges, and amongst adults. This researcher believes that it is important to make individuals aware of the great demand for teachers, the improvement in salaries, and the opportunities for advancement in the teaching profession (Daughtry, 1989, p. 26).

Secondly, "prospective Black, Asian and Pacific Islander American Indian/Alaska Native, and Hispanic teachers can be recruited from the ranks of students currently pursuing other majors," (Daughtry, 1989, p. 26). A number of students pursue degrees because they are required to select a certain major by a certain time. By having information sessions and talking to these students about the teaching profession, there may be a chance that some of them will decide to move into the teaching profession and major in Elementary Education or Secondary Education.

Thirdly, posters and booklets could be sent to community colleges and to high school students that highlight the various aspects of the teaching profession (Daughtry, 1989). Another way of getting the word out about the profession is to have professors of education travel to schools and community colleges to talk to students about their profession and the importance of recruiting more minority education majors within their institutions of higher education.

According to Daughtry (1989) scholarships should be awarded by community organizations that are only awarded to those who are interested in pursuing careers in education. Scholarships can be a much needed resource for those less fortunate who desire to pursue a career in teaching, but can't provide the means to begin schooling.

Daughtry (1989) believes that steps should be taken by mentors and professors within the teacher education programs to ensure that the students are doing well throughout their freshman and sophomore year. Many students don't perform as well in their teacher education courses, and because they aren't provided with mentors they tend to leave the education major and choose another area of interest. Another step in retaining minority students is providing them the opportunity to practice taking standardized tests (Daughtry, 1989). Students who choose to pursue degrees in education often have trouble passing the Praxis exam, which is a standardized tests required to teach. Administrators and faculty of teacher education programs could provide tutoring services to students as they prepare for their exams.

The final solution presented by Daughtry (1989) is to ensure that administrators and faculty provide role models and mentors to minority students in education. It is also

important that administrators hire minority faculty members who can serve as role models to the minority students.

Daughtry (1989) provides a number of solutions that should be beneficial in recruiting and retaining minorities into the teaching professions. There is a great need to try to recruit and retain more minorities into the teaching profession. The aide of posters, booklets, mentors, and scholarships are some of the key ways in which teacher education programs can improve the number of minorities within their programs.

Gender Differences

Lynn Nielsen prior to assuming the position as a professor at the University of Northern Iowa, taught second and third grade students for over eight years. He is presently a professor in the teacher education program and he believes in conversing with his male students asking them why they have chosen to become educators. In efforts to retain more males in teacher education, Nielsen begins his discussion by asking his students about their choice in elementary education as a major. At the beginning of the discussion, the males in his class state that they had chosen to become doctors, lawyers, architects, and coaches. The students in Nielsen's class also stated that at the beginning of their college experience they declared their majors in business, science and physical education. It wasn't until they were given the opportunity to coach a little league team or be a role model in a child's life did they decide to change their majors and become elementary education majors.

According to Nielsen and Montecinos (1997) there is a great need for teacher education programs to retain male students because male students at the elementary school level need male role models. With the growth of single-parent homes, many

young males in the classroom need a father figure or a male role model in their life to encourage them in the classroom. For a number of years, becoming a teacher was a profession for women only. By retaining more males in teacher education programs, the teaching profession will be seen as a profession not geared toward women only. This will assist in erasing the sex segregation placed upon jobs that have been labeled as jobs for certain genders.

In efforts to focus upon the percentage of males in teacher education programs, it is necessary to discuss the findings of the study conducted by Nielsen and Montecinos (1997). Many studies emphasize the gendered nature of teaching, with much emphasis placed on women in elementary education programs and ways in which administrators and faculty can work together to reconstruct the teacher education programs to improve the profession. Nielsen and Montecinos (1997) were interested in answering the following questions: (a) when are students making their vocational choice? (b) what are the main factors influencing their decision? (c) how certain are they about that choice? and (d) what are students' long-term professional aspirations? (Nielsen and Montecinos, 1997, p. 49).

This study consisted of a sample of 390 students (64 males and 326 females) who were majoring in elementary education. Surveys were distributed in teacher education classes by the professors of each class. The results of the study concluded that males and females varied tremendously in the time in which they made their decisions to declare their major as elementary education. The results of the study revealed that three fourths of the female elementary education majors declared their majors when they entered college. Only half of the men in the sample had intended to major in elementary

education. The overall results of the study showed that men chose their majors after having enrolled in college, while women had chosen to become elementary education majors prior to entering college. The study also revealed that male students became overly concerned about failing as teachers and overly concerned about the salary that accompanied the profession. Another finding from the study revealed that the male students became less motivated as they progressed through the program (Nielsen and Montecinos, 1997, p. 52).

Based on the results of this study and the number of male students declaring their major as elementary education, Nielsen and Montecinos (1997) believe there is a great need to implement strategies that will assist in getting more males to remain in elementary education and continue to be motivated to teach. Gailbraith (1992) suggests that the male students be given the opportunity to work with a male teacher. The male teacher would serve as a role model to the male elementary education student. Other strategies presented by Gailbraith (1992) include: having the male students visit the classroom of male teachers, and give male students more opportunities to explore elementary education and the positive aspects of teaching.

The research from Nielsen and Montecinos (1992) reveals that there are a number of reasons why male students aren't in the teaching profession including: fear of failure in the teaching profession, low salary associated with the profession, and lack of motivation after enrolling in a teacher education program. Their research also reveals that there needs to be a larger study done on male students in elementary education to pinpoint ways in which there can be an increase in the number of males entering the profession.

A study conducted by DeCorse and Vogtle (1997) describes the advantages and disadvantages of males enrolled in teacher education programs. One of the themes of their study focused on males in elementary education programs and how to keep them in these programs. The males interviewed for this study stated that they experienced more scrutiny than females in the elementary education program. According to DeCorse and Vogtle (1997) some males felt that the program that they were enrolled in made their lives more difficult due to the fact that there were only a few males in the program. The problem that most males experienced was that the faculty had even higher expectations for them because they were males. Another problem that males face in elementary education programs is the negative view and comments made by males in the secondary education major as well as other majors. DeCorse and Vogtle (1997) also found that males felt that they had to work even harder to prove themselves. One of the males interviewed stated that males fail to stay in the program because they aren't taken seriously. Other males in other majors believed that the elementary education major was a 'cake' major.

As revealed in this study, males that pursue the elementary education major are few in number, and because they receive so much scrutiny, they are more apt to choose other majors. According to DeCorse and Vogtle (1997) males have many reasons for choosing not to continue in elementary education programs. Most males feel outnumbered by the females and feel that they must put forth more effort than their female classmates because more is expected of them by their professors. These researchers recommended that teacher education programs provide mentors for their male students (DeCorse and Vogtle, 1997, p. 45). Based on the findings from this study males

and females should be recognized for their outstanding efforts in elementary education. Teacher Education Programs should provide opportunities for males to grow within the education program. In a female dominated major, there is room for males to major in elementary education. There are numerous opportunities for them to excel in this major; however, based on research faculty and deans of teacher education programs must provide mentoring programs and other ways to keep males interested in pursuing the elementary education major.

In efforts to recruit more males into the elementary education teaching profession, it is going to take the collaborative work of all of those involved within the learning community. According to Cunningham and Watson (2002) each school's policy, vision and mission statement should incorporate the diversification of their staff by including the recruiting of minorities and males. These researchers believe that within the learning environment there are a number of preconceived notions that males aren't the best elementary educators. In order to get rid of such opinions, schools can provide teachers with staff development sessions that will discuss the roles of both genders in the classroom. Administrators and the faculty of teacher education programs should work with local high schools to provide incentives for male teachers. Cunningham and Watson (2002) suggest that schools offer volunteer positions within their schools for male college students. This would expose males to the atmosphere and provide them with the opportunity to work with children (Cunningham and Watson, 2002, p. 12). Cunningham and Watson (2002) provide the following questions that should be used in all schools in efforts to recruit more males in education.

1. What do you think is the value of having male teachers?

2. What are the drawbacks of not having male teachers for young children?
3. What beliefs do you have about how well men can fulfill the role of teaching young children?
4. Do you welcome all men as teachers or only some kind of men?
5. What do you believe happens when males enter the early childhood field?
6. What would your program be like if half the staff were men?
7. How do you encourage families to welcome and accept men as teachers of their young children? (Cunningham and Watson, 2002, p. 12).

According to Cunningham and Watson (2002) many elementary schools aren't welcoming environments to prospective male teachers, so they often change their minds and choose other professions. Cunningham and Watson state that teacher education programs are having a difficult time recruiting males in elementary education, due to the fact that males don't feel welcome in that environment. These researchers feel that there must be an attitude change within the school system in order to recruit more males into the classroom.

In efforts to recruit more males into education, Cunningham and Watson (2002) suggest that teacher educators promote the recruitment of males into the classroom by sending information to high school guidance counselors. The information should be sent out and directed toward male students. There are numerous brochures that can be sent to male students that depict males as elementary school teachers. One brochure that can be sent out to the male students is called "Careers for Men in Early Childhood Education" published by NAEYC.

Cunningham and Watson (2002) believe that when teacher educator programs work to recruit males into their programs that they must learn to recruit a group of males. It will take the efforts of the administrators and faculty of the teacher education programs as well as the school guidance counselors, administration and faculty of each school to

assist in the recruiting of males into the classroom based on research done by Cunningham and Charyn (2002). The collaborative effort should be a better way to get males interested in the teaching profession. According to Cunningham and Charyn (2002) the following strategies should be used to recruit males:

(a) Include bold phrases stating that "men are encouraged to apply"
(b) Recruit and train men through work study programs and while their in college programs
(c) Use men to recruit other men (Cunningham and Charyn, 2002, p. 5).

With such a great need for male teachers, there is still a question in the minds of many people and that is why is there a need for male teachers? Mulholland and Hansen (2003) offer the following reasons why males are a major necessity in the classroom:

(a) to restore the gender balance in the teaching profession.
(b) to show children that men and women can enter the teaching profession and may teach differently.
(c) to show male students that the teaching profession isn't simply a female profession.
(d) to serve as fathers to the number of students who are from single parent homes where the father is absent (Mulholland and Hansen, 2003, p. 216).

Mulholland and Hansen (2003) believe that administrators and faculty of teacher education programs must work to determine ways in which they can improve their programs that will be appealing to males. In a study conducted to determine the reasons why males become primary teachers, there were sixteen participants who completed their teacher education programs and were teaching in the classroom (Mulholland and Hansen, 2003, p. 220). The sixteen participants in this study came to a consensus that the reason why males don't choose to major in education is because the courses in teacher education programs are geared toward females. Their first reasoning for saying that the courses were geared toward female is that the majority of the courses required a great deal of

writing and English proficiency (Mulholland and Hansen, 2003, p. 220). The second reasoning that these males gave was that some courses like the one in which prospective teachers are taught how to be organized and how to plan for teaching was more suited toward the female students. The participants in this study conducted by Mulholland and Hansen (2003) stated that as males, these types of courses will deter male students from the teaching profession. The third and final reason why males don't major in education is because the majority of the courses are geared toward female learning styles. The male participants in this study were upset that their teacher education courses didn't address male issues or things related to the male student. They felt as though they didn't belong in the elementary education major (Mulholland and Hansen, 2003).

Even though most of the participants had problems with the courses that they were required to take in the teacher education programs, they found that when they reached their third and fourth year of study, things began to appeal to them. The classes were no longer using female language. During the third and fourth year of study, the students were required to complete a practicum. The students were required to complete a presentation to fulfill the requirements of the practicum which was used to demonstrate the student's teaching skills. They felt as though they had more control, and felt more comfortable in their chosen major.

The sixteen males in this study also stated that as male elementary education majors, they were seen as being irresponsible, lazy, dumb, and incompetent (Mulholland and Hansen, 2003). A number of males withdraw from elementary education programs because of the looks and the comments that they receive from their female peers. A theory called tokenism was developed by Kanter (1977) which relates to the

conspicuousness and self-consciousness of females working in male dominated professions. Williams (1992) used the theory of tokenism and related it to the scrutiny that males receive upon entering a female dominated profession. In relation to this study of males in the elementary Education program, Williams related the feelings that the males felt as they were looked upon as unequal as educators to Kanter's theory focusing on tokens and dominants. Williams (1992) states it so clearly:

> because tokens are visible-they readily stand out in the crowd – they experience extreme pressure to perform well, which is psychologically taxing, and thus tends to impede successful performance. Furthermore, members of the dominant group (called dominants) often resent the extra attention tokens receive, interpreting it as unwarranted favoritism…Tokens are subjected to stereotyping…(p. 66).

William's view on the dominants and the tokens is a good description of the role played by the male students and the female students. The male participants in the elementary education program felt as though they were seen as the underachievers, and that the females were seen as the students who would succeed in the program.

Mulholland and Hansen (2003) concluded that as administrators and faculty of teacher education programs work to revamp the format and styles of their elementary courses, they must find ways to make all students feel equal. Another conclusion was that there should be more classes with practical applications where students can perform certain teaching tasks. These researchers felt that practical applications implemented in the classroom would also appeal to females as well. The study revealed that in order for more males to remain in the teacher education programs, there must be more work done on the part of the faculty to make the classes suitable for both males and females (Mulholland and Hansen, 2003). According to these researchers, teacher education

courses should focus less on organization and planning, but rather on interacting, caring, teaching one another, and practical applications that can be applied in the classroom.

Incentives for Males and Minorities

Administrators and faculty of teacher education programs are constantly working hard to determine other ways in which they can interest males and minorities in a career in teaching. Some teacher education programs, as noted by Chmelynski (2006), have partnered with neighboring school systems to assist with the shortage of males and ethnic minorities in elementary education programs.

Bowie State University has partnered with a school system in Maryland, Prince George County, in hopes of increasing the male shortage in their system. According to Chmelynski (2006) Prince George County has a total of 135,000 students and at least 75% of them are African American. Also it is noted that out of the 8,600 teachers who are currently employed in their school system, less than a quarter of them are males and more than 75% of them are white. Bowie State's School of Education developed a program called Men Equipped to Nurture (MEN). MEN is a specialized teaching program that is used to assist males in their preparation of becoming fully certified and prepared to teach in an urban area. This program has several incentives: pays for 15 hours of Education courses to prepare men for the Praxis exam, pays the fees for them to take the Praxis exam, loans each participant a laptop computer, and assigns each student to a mentor who will discuss the importance of classroom management and financial planning (Chmelynski, 2006).

Another important feature of this program is that each participant in the program must agree to work in Prince George County for at least two years upon completion of his

program of study. There were a total of 52 men who enrolled in the program, and are being assigned to mentors. Prince George County and the MEN program are hopeful that this will be beneficial to both the teacher education program at Bowie State and to Prince George County (Chmelynski, 2006). Bowie State is also hopeful that the implementation of programs similar to MEN will be implemented in colleges and universities across the nation.

Another male teacher recruitment program is being run by Mr. Bryan G. Nelson in Minnesota (Chmelynski, 2006). Nelson is the director of a program called Men Teach. This program was created in 1979, as a means for recruiting more males into the teaching profession. His job has been to travel from high school to high school to discuss his program with males and provide them with mentors, training, and stipends as they begin their studies in teacher education programs (Chmelynski, 2006).

Another major program implemented to recruit more males and ethnic minorities in elementary education has been developed through Clemson University. Clemson University has partnered with several historically black colleges and universities. The program is called The Call Me Mister (Men Instructing Students Toward Effective Role Models) Program. The program was developed to recruit, train, certify, and secure employment for 200 black males (Chmelynski, 2006). This program has proven to be successful in that it has opened up doors for a number of black males who were eager to begin their professions as educators.

Another program that has been developed as a means to recruit more males and minorities in education is the Patterson Teachers for Tomorrow (PT4T) Program. This program was designed as a partnership between Paterson NJ Public Schools and the

College of Education of William Paterson University (Hill and Gillette, 2005). This program was developed to recruit the talented high school students for the teaching profession. The Patterson Public School System is an urban school area that is interested in trying to recruit more males and minorities in the teaching profession. According to Hill and Gillette (2005) this program has four distinct goals. These four goals are:

1. to make sure that the students from Paterson, who are interested in teaching, are successful at the college level by offering academic and financial support to them.
2. to increase the number of students who are familiar with the total make up of the Paterson, NJ area and increase these students commitment to teach in this area.
3. to offer the students a number of experiences at William Paterson University that will prepare them for the classroom.
4. to return talented and committed teachers to the Paterson community (Hill and Gillette, 2005, p. 42).

The PT4T project was based on the theoretical framework that if a person lives within a certain community then he or she is aware of the surroundings and therefore would be better prepared to return to that community as a role model and as a model teacher (Hill and Gillette, 2005, p. 44). The PT4T program provides a number of incentives such as field trips and mentors that will assist with recruiting both males and minorities into the teaching profession to the Paterson community.

In Georgia there is a program that is being implemented to address the issue of the shortage of minority teachers across the nation. The School of Education at Georgia Southern College has instituted a recruitment, incentive, and retention program for minority pre-service teachers. According to Alexander and Miller (1989) the following objectives have been established for the program:

1. to work with high schools within their area to recruit high school juniors and seniors who may wish to pursue careers in teaching;

2. to provide finances that will cover all expenses including the cost of certification exams to each participant of the program;
3. to provide academic support to those students who experience trouble after enrolling in the program (Alexander and Miller, 1989, p. 45).

The program developed by Georgia Southern College emphasizes the importance of recruiting minorities, providing incentives, and retaining students in their teacher education program. Under the component of recruitment, Alexander and Miller (1989) state that the administrators and faculty at the college, work with high school teachers and counselors to identify promising minority students. Once these students have been identified, the college sends a representative from their department to talk to these students and their parents about their future in the world of education. The local school officials have also placed an investment in the future of these outstanding students. Some of these officials provide funding to these students to assist with other out of pocket expenses that aren't covered by the scholarship provided to them by the college. A pledge is also made by the local school officials to provide the students with a teaching job in their area upon completion of their studies in the program (Alexander and Miller, 1989, p. 47).

The second component of the program is the incentive. There are two positive results of the incentive component of this program at Georgia Southern College. The first incentive is that the program provides low income students the opportunity to complete their studies with financial support. The second positive side to the incentive component is the opportunity for students to obtain future employment. The students who are a part of this program, as previously stated, are promised a teaching job upon completion of their studies at Georgia Southern College.

The third and final component of this program is retention. According to Alexander and Miller (1989) there are two student academic assistance programs that work with the students to provide them with the support that they need in order to help the students advance through the teacher education program. These academic assistance programs provide one-on-one assistance to the students as well as tutoring opportunities and contact information for faculty and other staff members who could assist them with their academics. The program at Georgia Southern College is one of the many programs being established to recruit minorities into the teaching profession.

The University of Wisconsin at Whitewater has also implemented a program to assist with minority recruitment. The Minority Teacher Preparation Program (MTP) was first established in 1985 and the funding was received by 1986. The MTP is a cooperative program that works in a partnership with the College of Education and secondary schools, two-year institutions, and campus Academic Support Programs at the University of Wisconsin at Whitewater (Berhow and Knowles, 1989). This program is one of the first retention programs ever implemented at this university. The MTP has been implemented in hopes of being a model at other institutions of higher education. This program has been successful because it encompasses the teamwork of the entire university. The goals of this program are:

1. to enhance minority high school and college student's understanding of the teaching profession;
2. to improve the recruitment and to increase the retention of minorities in the teacher Education program;
3. to increase the involvement of the students enrolled in the program in other activities that will increase their academic performance;
4. to enhance the Educational experiences of minority students through specialized training;
5. to provide a mentoring program for minority students;

6. to provide academic support to minority students (Berhow and Knowles, 1989, p. 52).

Since the implementation of the program at the University of Wisconsin at Whitewater, the number of students declaring their major as elementary education has more than doubled. According to Berhow and Knowles (1989), the program has become a huge success and the administrators and faculty at the university are finding that the minority students are being recruited into their teacher education program. The students are developing an interest in the teaching profession, and they are graduating from the University of Wisconsin at Whitewater and are becoming educators.

Along with developing partnerships with local school systems, it is important that universities partner with community colleges. Berhow and Knowles (1989) also state that distance learning programs can be offered to minority students for free, with the stipulation that they must teach in the community for at least four years. These free classes will provide another incentive to minorities to pursue a career in teaching.

Minority students need to familiarize themselves with some of the following organizations who offer grants and scholarships to minorities who pursue their degree in Education: the U.S. Department of Education Office of Postsecondary Education Minority Teacher Recruitment Program, The Ford Foundation Minority Teacher Education Program, and The Center for Research on Education, Diversity, and Excellence (CREDE), and the Teacher Scholarship Program (Berhow and Knowles, 1989). All of these organizations provide numerous incentives to minority students as they select education as their major.

Review

There is limited research on ways in which teacher education programs can retain males and ethnic minorities in their elementary education programs. Based on the research that has been done, it is inevitable that institutions of higher education provide more strategies that will assist with this retaining process. As stated in the study conducted by Lucas and Robinson (2003) establishing cohort groups within each institution in the area of elementary education, is one way of creating a more supportive environment for students. Male students and ethnic minorities may feel a little more comfortable remaining in the elementary education program, if they are afforded the opportunity to meet with other students who are going through similar problems and situations. As observed in the study, the students felt as though they belonged in the program and were more likely to continue with their major.

Another major component of establishing cohorts within elementary education programs is the weekly connection with a mentor. A mentor serves as a role model and is available to assist with any problems that the students may face. Galbraith (1992) states the importance of male students having a mentor. One such mentor for male students enrolled in an elementary education program, would be a male teacher or instructor within the program. Another good role model for these male students would be a male teacher who has begun teaching. This teacher could serve as a mentor and discuss with the student the overall aspects of teaching from first-hand experience.

Administrators and faculty have to promote diversity within their teacher education programs. They need to be more open to teaching about various cultures and different backgrounds, and they need to hire more ethnically diverse faculty members in hopes in retaining more ethnic minorities in their teaching programs.

Males are also experiencing other problems with enrolling in elementary education programs. Based on the research of DeCorse and Vogtle (1997) male students have many reasons for selecting other majors due to the scrutiny that they receive from their peers and family members. Males who choose to major in elementary education are often told that their major isn't a real major and that teaching elementary students is a female job. Most male students who remain in the elementary education major are those who love children and those who feel that they can make a difference in a child's life. Males have also chosen other majors for the simple reason that more is expected of them because they are males. These students want to be treated fairly.

As administrators and faculty evaluate their teacher education programs, it would be beneficial for them to implement strategies to recruit more males and ethnic minorities into the elementary education program. There is a great need for these nontraditional students in the elementary classroom due to the fact that these students represent the number of males and ethnic minorities that they will encounter upon entering the classroom. The male students and the minority students need role models. They need to understand that the teaching profession is open to all individuals, and is not geared toward white females only. By implementing new strategies, such as cohorts and mentoring programs, there is hope that the individuals within the teaching profession will be more diverse and the teachers will look more like society as a whole.

In order to increase the number of males and minorities in teacher education programs, it is going to take the collaborative efforts of administrators and faculty of teacher educator programs and guidance counselors, administrators, and faculty of school systems. Administrators and faculty of teacher education programs should send

representatives from their institutions of higher education to speak with males and minorities who are in high school and who are in community colleges. Brochures and pamphlets could also be issued to these students, so that they will be aware of the teacher educator programs. Guidance counselors and teachers can also assist with these efforts in that they can talk to the students about the possibility of them becoming future educators.

Many colleges and universities have begun partnerships with their local public school districts to provide incentives to those students who are interested in becoming teachers. Programs have been implemented at Georgia Southern College, University of Wisconsin at Whitewater, William Paterson University, Clemson University, Bowie State University, and a host of other institutions of higher education that provide incentives to the students who are enrolled in their teacher education programs. The incentives that are being provided to males and minorities include: future employment at a local school, financial stipends, tutoring services, and mentors. These types of programs are being implemented due to the fact that people are realizing that male and minority teachers are missing in the classroom.

Attitudes must also change within the school environment (Cunningham and Watson, 2002). Males and minorities must feel welcome when they enter a school. Administrators need to implement professional development sessions that discuss the importance of having males in the elementary classroom. There needs to be a change in the attitude that teaching at the elementary level is a female job. Teacher Educators have the job of sending out publications that depict males in the classroom. Males need to see other males in the classroom teaching elementary students. Having established partnerships between various colleges and universities and local school systems, the

number of males and minority teachers has doubled in some areas. With these types of programs being implemented across the nation, there is great anticipation that the number of male and minority teachers who can serve as role models for students is going to become a reality. With the incentives like financial support, tutoring, and mentors, students will find that they will be able to pursue a career in teaching. They will be able to make a difference and assist with recruiting other males and minorities into the teaching profession.

CHAPTER 3

METHODOLOGY

The research methodology employed in this study was used to determine the effects of race on the retention rates of elementary education students at Liberty University. The areas of methodology that will be discussed include: research design, population, sampling procedures, instrumentation, data collection procedures, data analysis, and limitations. As previously stated, the purpose of this study was to determine the effect of race on retention rates of elementary education students at Liberty University. The primary research question used for this study was: is there a relationship between a students race and student completion rates in the introductory elementary education courses and continuation in the teacher education programs at Liberty University? The sub-questions that the researcher used to assist in adequately answering the primary research question are:

1. Of the students enrolled in the introductory elementary education courses, were the African American Students the most dominate group of students in terms of completion of the introductory courses?
2. Of the students enrolled in the introductory elementary education courses, were the Asian students the most dominate group of students in terms of completion of the introductory courses?
3. Of the students enrolled in the introductory elementary education courses, were the Pacific Islander students the most dominate group of students in terms of completion of the introductory courses?

4. Of the students enrolled in the introductory elementary education courses, were the Caucasian students the most dominate group of students in terms of completion of the introductory courses?
5. Of the students enrolled in the introductory elementary education courses, were the Hispanic students the most dominate group of students in terms of completion of the introductory courses?
6. Of the students enrolled in the introductory elementary education courses, were students from other ethnic groups the most dominate group of students in terms of completion of the introductory courses?
7. In focusing on the retention rate of students continuing in the elementary education program upon completion of the introductory courses, which race had the largest number to continue as elementary education majors?
8. In focusing on the retention rate of students continuing in the elementary education program upon completion of the introductory courses, which gender had the largest number to continue as elementary education majors?

Research Design

A descriptive research methodology was used to determine the effect of race on retention rates. According to Wiersma (2000) descriptive research describes the data and characteristics about the phenomenon that is to be studied. This type of research always answers who, what, where, when, and how. In this particular study, the phenomenon that will be discussed will be the teacher candidates who have completed the introductory elementary education courses and who failed to continue in the elementary education program at Liberty University. This specific type of methodology was chosen because it

allows the researcher to give a careful description of the educational phenomena (Gall, Gall, and Borg, 2003, p. 290). The educational phenomena in this study focuses on; the experiences of elementary education students in introductory courses at Liberty University. The research will exhibit that the retention rates of students continuing in elementary education are based on one's race.

Population and Sample

The sample selected for this study consisted of students who have completed the introductory elementary education courses (Educ 125, Educ 126, and Educ 220), and who failed to matriculate as elementary education majors. Based on information that was acquired from the Liberty University Teacher Licensure Office, the population consisted of over two hundred and twenty-five (225) students who completed the introductory elementary education courses, but failed to continue with elementary education as a major. The sampling process for this study is a convenience sample. Participants were available to the researcher because of permission granted by the administrators at Liberty University. According to Best and Kahn (1998) a convenience sample is selected based on the convenience to the researcher. The sample was convenient in that the researcher works near the sample, the administrator that is to approve the sample was nearby, the researcher is familiar with the setting, or the data that is to be collected is already available. The data for this study was derived from files on students who were enrolled in introductory elementary education courses from September 2004 to August 2006.

Sample

A total of fifty students were chosen from random from the total population of students who had completed the Elementary Education Courses at Liberty University.

Nineteen of these students were male and thirty-one were female. Twenty students were Caucasian. Sixteen of the students were African American. Three of the students were Asian. One of the students was Hispanic, and ten of the students chose other under the category of race and ethnicity.

The data also revealed that out of the fifty students in the sample, twelve students were accepted into the teacher licensure program. One of the students was accepted into the program, but was placed on probation. Another student was not accepted into the teacher licensure program. Fifteen students changed their major, and twenty students were no longer enrolled at the university.

Sampling Procedures

In an effort to avoid being biased toward the students selected for this study, the researcher randomly selected the students from the total population of students who did not continue as elementary education majors after completion of the introductory courses. According to Gall, Gall, and Borg (2003) random sampling is used so that each participant in the study get an equal opportunity to be selected. From the total population, fifty (50) students were randomly selected for the study. By using this sampling method, the accessible population has an equal chance of being selected for the study. The existing data in the Teacher Licensure Office has been separated into two categories: one category consisting of those students who have completed the introductory elementary education courses and have declared their major as elementary education, and the second category consisting of those students who have completed the introductory elementary education courses and have chosen to pursue careers in others specializations. The latter set of data is the focus of this study.

Instrumentation

Having chosen to use existing data, the only type of instrumentation that was used will be the files located in the Teacher Education Office which contain the information about each student used for this study. Since the data has been recorded by the Director of the Teacher Licensure Office, the data is both valid and reliable. The data is valid because it is retrieved and recorded from a database that has a listing of the students who have completed the introductory courses, the grades which they received, the race and gender of these students, and a record of their continued enrollment in elementary education courses.

Data Collection Procedures

The researcher spent numerous hours in the Teacher Licensure Office recording data from the file folders. Due to the fact that the Teacher Licensure Office is extremely busy during the day, the researcher spent time retrieving data in the evening hours from 5:00 P.M. – 7:00 P.M. each evening. Upon entering the Teacher Licensure Office, the researcher located the folders that were placed in alphabetical order. These folders contained the students who were enrolled in introductory elementary education courses and who failed to continue in the teacher education program. This data will be compiled and entered into a spreadsheet that will be used by the researcher only. The researcher will carefully record the data using a writing utensil and then transfer the information to the researcher's laptop. Table 1 is an example of the spreadsheet that was used by the researcher. This table showed the variables that were used in this study and the coding that was used for the purposes of entering the data in SPSS.

Table 1

Students who completed Liberty University's Introductory Elementary Education Courses

Participant Randomly Selected	Sex of the participant M=1 F=2	Grade Rec. Educ 125	Grade Rec. Educ 126	Grade Rec. Educ 220	Ethnicity White =1 Black =2 Asian =3 Indian =4 Hispanic = 5 Other = 6
A					
B					
C					
D					
E					
F					
G					

With a sample size of fifty students, the researcher spent two hours a day for five days recording the data from the files to the spreadsheet. The information was handwritten in table one and then transferred to the spreadsheet on the researcher's laptop. The researcher recorded the information that is located in Table 1 in a Microsoft Excel spreadsheet file. The information will remain confidential and will only be viewed by the researcher.

The other necessary information needed to answer the sub-questions was obtained from the Liberty University Teacher Education Handbook. After the researcher collected the necessary information needed to complete Table 1 a Liberty University Teacher Education Handbook was retrieved from the School of Education. Being that the

requirements have changed from year to year, it was necessary to obtain a book that contains course requirement information from 2004 to 2006. The researcher identified the introductory courses in the handbook and recorded the requirements of each of the introductory elementary education courses in Table 2. The Liberty University Teacher Education Handbook will also be beneficial in finding out all of the barriers that may cause a student to select another major. It will also be a good reference for recording all of the expectations of the students as they make the transition from the introductory elementary education courses to the teacher education program. The researcher will record all of the requirements of the Elementary Education Teacher Education Program upon completion of the introductory courses, in a journal. These notes will be transferred to a Microsoft Word document in a table similar to Table 2.

Table 2

Introductory Elementary Education Course Requirements

Introductory Elementary Education Course	Requirements
EDUC 125 Introduction to Teaching	
EDUC 126 Introduction to Education Practicum	
EDUC 220 Teaching and Thinking Study Skills	

In order to determine what each course entails, information will be taken from the School of Education, where the course syllabi for each course are on file. After obtaining

permission from the Chair of the Department of the School of Education, the researcher will photocopy each syllabus. The researcher will read each syllabus and record the requirements necessary for successful completion of each introductory elementary education course.

For the purpose of determining the academic achievement of the students who have completed the introductory courses, the researcher recorded the grades of the students who have completed elementary education introductory courses. This information was retrieved from the Liberty University Teacher Licensure Office. This information was recorded in Table 1.

After the researcher collected the data, it was transferred from the Microsoft Word document and then entered into the SPSS program. Table 1 shows how each category will be coded. In the area of sex, the male students will be coded with a one and the female students will be coded with a two. In the area of ethnicity, the white students will be coded with a one, the black students will be coded with a two, the Asian students will be coded with a three, the Indian students will be coded with a four, the Hispanic students will be coded with a five, and those students who specify their ethnicity as other will be coded with a six.

Data analysis and procedures

This researcher began by analyzing the data received in Table 1. The sex of each participant was entered into the SPSS program. The sex variable will be coded as male =1 and female =2. The researcher used the information entered in Table 1 and entered all of the data from the column labeled sex and enter it into the SPSS program.

The second step was to enter the grades that the fifty participants received in the introductory elementary education courses. The introductory elementary education courses are: Educ 125, Educ 126, and Educ 220. For each of these courses, the grades will be coded in the following manner: A=0, B=1, C=2, D=3, F=4. The researcher took the information from column three of Table 1.

The third step was to use the ethnicity information that was entered in Table 1. The variable of race was coded in the following way: White =1, Black = 2, Asian = 3, Indian = 4, Hispanic = 5, and other = 6. The sixth column of table 1 gave the researcher the necessary information needed for the ethnicity variable.

After carefully entering the data from Table 1 into SPSS, this researcher analyzed the information entered in Table 2. This table gave the requirements of each of the introductory elementary education courses. The requirements may serve as an important component of this study since each course has different requirements. The requirements for each course will consist of: five to ten page papers, tests, quizzes, exams, presentations, group activities, computer activities, or teaching observations at a local elementary school.

The information noted in Table 2 was based on the general requirements for each introductory elementary education course. By using Table 2 the researcher was able to identify which courses have the most requirements. By comparing the degree of difficulty of each course, this will assist the researcher in determining if some of the students randomly selected for this study, dropped the teacher education program because of the course requirements.

Having chosen a quantitative study, the researcher used SPSS to run statistical analyses on the data retrieved from the Teacher Licensure Office. The fourth step in this research study was to run simple descriptive statistics including the measures of central tendency; mean, median and mode. The data was also utilized to determine the number of students who continued in the elementary education program upon completion of the introductory elementary education courses. Another important fact needed for this research was the total number of males and females in the elementary education program. Since this researcher was interested in determining if race was a factor associated with the retention rates of elementary education students, the researcher used the data to determine the number of students from the various ethnic backgrounds who successfully completed the Introductory Elementary Education Courses and continued in the Elementary Education Teacher Licensure Program.

The researcher performed the next step by looking at the overall academic performance of the students and to find the number of students who received passing grades and failing grades in the Introductory Elementary Education Courses. These grades were taken from Table 1, and after having entered the data in SPSS, the researcher was able to obtain, by gender and ethnicity, the number of students who passed or failed the introductory elementary education courses.

Next, the researcher used the data from Table 1 to run simple statistics for the variables: sex, grades received in introductory elementary education courses, and race. The measures of central tendency afforded the researcher the opportunity to break down the data by race which was necessary to determine if this variable is a factor which influences the retention rates of elementary education students at Liberty University.

After running the descriptive statistics, the researcher ran several crosstabs using the SPSS program. One cross tab that was used was gender versus grade received in the introductory education course. After looking at the number of males and females in the introductory elementary education courses, the researcher was able to determine from the crosstabs which gender received the highest marks in each introductory class.

Next the researcher conducted a second group of crosstabs on grades versus race. After running this analysis, this researcher was able to determine which race received the highest marks in the introductory elementary education courses. This assisted the researcher with determining which race made the highest grades in these classes.

After the second crosstab analysis, the researcher conducted a third group of crosstabs on race, gender, versus grades. This assisted the researcher with determining the affect of race and gender on success in introductory elementary education courses.

The final and last step that the researcher will run in the analysis will be the test for significance called chi-square. This test will show whether there is any significance in the relationship between race and gender and their association with the retention rate of students in elementary education at Liberty University.

The researcher examined the affect of race on the retention rate of elementary education students at Liberty University by running descriptive and inferential statistics. The researcher's goal was to answer the primary research question: is there a relationship between a students race and student completion rates in the introductory elementary education courses and continuation in the teacher education programs at Liberty University? With the descriptive statistics and chi-square, the researcher was able to determine if there was a correlation between race and gender and the retention rates in

Liberty University's elementary education program and state the significance of this correlation.

CHAPTER 4

RESULTS

Introduction

The primary research question for this study is to examine the relationship between a students' race and student completion rates in the introductory elementary education courses and continuation in the teacher education programs at Liberty University. There were several sub-questions that were used to answer the primary research question, and they were:

1. Of the students enrolled in the introductory elementary education courses, which gender seems to dominate the courses, male or female; and which race of students is the most dominate group: African American, Asian, Pacific Islander, Caucasian, Hispanic, or other?
2. Of the students enrolled in the introductory elementary education courses, were the African American Students the most dominate group of students in terms of completion of the introductory courses?
3. Of the students enrolled in the introductory elementary education courses, were the Asian students the most dominate group of students in terms of completion of the introductory courses?
4. Of the students enrolled in the introductory elementary education courses, were the Pacific Islander students the most dominate group of students in terms of completion of the introductory courses?

5. Of the students enrolled in the introductory elementary education courses, were the Caucasian students the most dominate group of students in terms of completion of the introductory courses?
6. Of the students enrolled in the introductory elementary education courses, were the Hispanic students the most dominate group of students in terms of completion of the introductory courses?
7. Of the students enrolled in the introductory elementary education courses, were students from other ethnic groups the most dominate group of students in terms of completion of the introductory courses?
8. In focusing on the retention rate of students continuing in the elementary education program upon completion of the introductory courses, which race had the largest number to continue as elementary education majors? Which gender had the largest number to continue as elementary education majors?

This study consisted of a sample population of fifty students selected at random from the total population of students who had completed the Elementary Education Courses at Liberty University. The Introductory Elementary Education Courses at Liberty University include: Educ 125 – Introduction to Education, Educ 126-Introduction to Education Practicum, and Educ 220 – Teaching Thinking/Study Skills. Educ 125 and Educ 126 can be taken concurrently. These two courses are prerequisites for the Educ 220 course. The following descriptions of the Liberty University Introductory Elementary Education Courses have been taken from the Liberty University Undergraduate Catalog (2006). Educ 125 acquaints teacher candidates with the nature of the teaching profession in both the public and private sector. Educ 126 is the practicum

associated with this course which provides the teacher candidates with the necessary computer skills needed to be effective classroom teachers. Educ 220 is a course designed to train teacher candidates in the area of thinking and study skills.

Presentation of Data

This chapter is a breakdown of each research sub-question and the tables that contain the data associated with each one of them. Data was collected from the Teacher Licensure Office at Liberty University and entered into Table 1 in Chapter One. The participants were randomly selected from the total population, and the information recorded in Table 1 in Chapter One was entered into SPSS.

Findings Related to Question One

Question one was developed to examine the number of students enrolled in the Introductory Elementary Education Courses and to breakdown the data in terms of gender and race. The question is separated into two parts. The first part examines the number of males and females enrolled in the introductory elementary education courses. SPSS was used to run crosstabs to determine which gender was the most dominate gender in these courses. The data retrieved from this crosstab is revealed in Table 3. There were three Introductory Elementary Education Courses, so therefore Table 3 shows the gender dispersion in Educ 125, Educ 126, and Educ 220. All fifty students were enrolled in each Introductory Elementary Education Course. A test of significance was also run called Chi Square, which reveals the significance of the two variables displayed in each crosstab.

Table 3

Number of Students who were enrolled in Liberty University's Introductory Elementary Education Courses Educ 125, Educ 126, and Educ 220 by Gender

Gender	Total
Male	19
Female	31
Total	50

The second part of question one examined the number of students enrolled in the Introductory Elementary Education Courses by race/ethnicity. The categories of race used in this study were: Caucasian, African American, Indian, Asian, Hispanic, Pacific Islanders and Other. Table 4 reveals information retrieved from the crosstabs run in SPSS. All fifty of the students were enrolled in each course; therefore, Table 4 shows the break down of the number of students in all three of the courses by race/ethnicity. Chi Square was run on the variables of race/ethnicity and enrollment in the Introductory Elementary Education Courses to determine if there was any significance in these two variables.

Findings Related to Questions Two through Seven

Questions two through seven were used to determine the number of students who successfully completed the Introductory Elementary Education Courses by race/ethnicity. Each one of these questions focuses on one particular race.

Table 4

Number of Students who were enrolled in Liberty University's Introductory Elementary Education Courses Educ 125, Educ 126, and Educ 220 by Race/Ethnicity

Race/Ethnicity	Total
Caucasian	20
African American	16
Indian	0
Asian	3
Hispanic	1
Pacific Islander	0
Other	10
Total	50

Question two was to look at the number of African Americans who successfully completed the Introductory Elementary Education Courses. Question three was to determine if there were more Asian students in comparison to the other ethnic groups who completed the Introductory Elementary Education Courses. Question four was to determine if there were more Pacific Islander students who successfully completed the Introductory Elementary Education Courses. Question five was to determine if there were more Caucasian students who successfully completed the Introductory Elementary Education Courses. Question six was to determine if there were more Hispanic students who successfully completed the Introductory Elementary Education Courses in comparison to other ethnic groups. Question seven was to determine if there were more

students who selected other as their ethnicity to successfully complete the Introductory Elementary Education Courses in comparison to the other ethnic groups.

Successful completion of these courses is defined as having received a grade of "C' or better. Tables 5 through 7 reveal results received from the crosstabs run in SPSS. In conducting this analysis, it was necessary to look at each of the Introductory Elementary Education Courses and examine the grades that each of the students received with emphasis placed on race/ethnicity. Table 5 shows the final grades received by each student enrolled in Educ 125 based on race/ethnicity. Table 6 shows the final grades received by each student enrolled in Educ 126 based on race/ethnicity. Table 7 shows the final grades received by each student enrolled in Educ 220 based on race/ethnicity. A chi square significance test was also run on the variables of race/ethnicity and final grades received in the Introductory Elementary Education Courses to determine if there was any correlation between them.

Table 5

Students who completed Liberty University's Introductory Elementary Education Course Educ 125 by Race/Ethnicity

	Grade Received in Educ 125					
Race/Ethnicity	A	B	C	D	F	Total
Caucasian	7	5	7	0	1	20
African American	4	9	1	0	2	16
Indian	0	0	0	0	0	0
Asian	0	3	0	0	0	3
Hispanic	1	0	0	0	0	1
Pacific Islander	0	0	0	0	0	0
Other	3	4	1	2	0	10

Table 6

Students who completed Liberty University's Introductory Elementary Education Course Educ 126 by Race/Ethnicity

	Grade Received in Educ 126					
Race/Ethnicity	A	B	C	D	F	Total
Caucasian	6	8	2	0	4	20
African American	8	5	0	0	3	16
Indian	0	0	0	0	0	0
Asian	1	1	0	0	1	3
Pacific Islander	0	0	0	0	0	0
Hispanic	1	0	0	0	0	1
Other	5	3	0	0	2	10

Table 7

Students who completed Liberty University's Introductory Elementary Education Course Educ 220 by Race/Ethnicity

	Grade Received in EDUC 220						
Race/Ethnicity	A	B	C	D	F	W	Total
Caucasian	3	10	3	1	3	0	20
African American	6	5	5	0	0	0	16
Indian	0	0	0	0	0	0	0
Asian	2	0	0	0	0	1	3
Hispanic	0	1	0	0	0	0	1
Pacific Islander	0	0	0	0	0	0	0
Other	3	5	2	0	0	0	10

Findings Related to Question Eight

Question Eight was utilized to determine the number of students who continued in the Teacher Licensure Program upon completion of the Introductory Elementary Education Courses. This question is broken down into two parts. The first part of the question was to determine the number of students who continued in the Teacher Licensure Program, upon completion of the Introductory Elementary Education Courses, based on race/ethnicity. The results of the crosstabs, run on the variable of race/ethnicity and Student Status in the Teacher Licensure Program are revealed in Table 8. Status in the Teacher Licensure Program falls into the following four categories: accepted into the teacher licensure program, accepted into the teacher licensure program with probationary status, not accepted into the program, changed majors, and no longer enrolled at Liberty University. A chi square significance test was also run on these variables to determine the significance or the correlation of the variables.

Table 8
Student Status in the Liberty University Teacher Licensure Program by Race/Ethnicity

	Status in the Teacher Licensure Program (TLP)				
Race/Ethnicity	TLP Accept	TLP Probation	TLP Not Accept	Changed Majors	Not Enroll.
Caucasian	5 (45%)	1	0	6	8
African American	4(33%)	0	1	2	9
Indian	0	0	0	0	0
Asian	0	0	0	2	1
Hispanic	1(.08%)	0	0	0	0
Pacific Islander	0	0	0	0	0
Other	2(17%)	0	0	5	3

The second part of Question eight was to determine the number of males and females who were accepted into the Teacher Licensure Program upon successful completion of the Introductory Elementary Education Courses. These results are displayed in Table 9. A chi square significance test was also run on the variables of gender and status in the teacher licensure program to determine the significance or correlation between the two variables.

Table 9

Student Status in the Liberty University Teacher Licensure Program by Gender

	Status in the Teacher Licensure Program (TLP)				
Gender	TLP Accept	TLP Probation	TLP Not Accept	Changed Majors	Not Enroll.
Male	2 (10%)	0	1	5	11
Female	10(50%)	1	0	10	10

Conclusion

This study examined the relationship between a students' race and student completion rates in the introductory elementary education courses and continuation in the teacher education programs at Liberty University. Tables three through thirteen are used to summarize and present the data needed to adequately respond to the primary research question and the sub-questions in the next chapter.

This chapter is a presentation of the data revealed after having entered the information into SPSS. Chapter Five will discuss these findings in more detail, give a

summary of the overall study, and provides recommendations for future studies in this particular area of study.

CHAPTER 5

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

According to the NEA, there has been a decline in the number of males and minorities in education (Chaika, 2005). With this decline, minority students are finding it difficult to find minority educators as role models. Based on research done by both Rancifer (1993) and Waters (1989) administrators and faculty of teacher education programs need to develop recruitment strategies that can be implemented to recruit and retain more minorities into their programs. Both of these researchers believe that it is the responsibility of the faculty and administrators of teacher education programs to address the issue of the small number of minorities enrolling and continuing in teacher education programs.

At Liberty University, the faculty and administrators continue to question the lack of males and minorities enrolled in their Elementary Education Teacher Licensure Program. The number of graduates of this program has increased over the years; however, the number of males and minorities has decreased. In efforts to examine this teacher education program, the focus of this study has been to examine the retention rate of minorities in the Elementary Education Program at Liberty University. This final chapter will discuss the results and findings from the data presented in chapter four pertaining to the Elementary Education Teacher Licensure Program. It will discuss the tables presented in chapter four and conclusions that can be drawn from the data. This chapter will conclude with recommendations for future research in the area of retention rates and teacher education programs.

Discussions and Conclusions From the Data

The discussios and conclusions from the data presented in chapter four are based on the primary research question and the sub-questions. The primary research question used for this study was: is there a relationship between a student's race and student completion rates in the introductory elementary education courses and continuation in the teacher education programs at Liberty University? The sub-questions used for this data are as follows:

1. Of the students enrolled in the introductory elementary education courses, were the African American Students the most dominate group of students in terms of completion of the introductory courses?
2. Of the students enrolled in the introductory elementary education courses, were the Asian students the most dominate group of students in terms of completion of the introductory courses?
3. Of the students enrolled in the introductory elementary education courses, were the Pacific Islander students the most dominate group of students in terms of completion of the introductory courses?
4. Of the students enrolled in the introductory elementary education courses, were the Caucasian students the most dominate group of students in terms of completion of the introductory courses?
5. Of the students enrolled in the introductory elementary education courses, were the Hispanic students the most dominate group of students in terms of completion of the introductory courses?

6. Of the students enrolled in the introductory elementary education courses, were students from other ethnic groups the most dominate group of students in terms of completion of the introductory courses?
7. In focusing on the retention rate of students continuing in the elementary education program upon completion of the introductory courses, which race had the largest number to continue as elementary education majors?
8. In focusing on the retention rate of students continuing in the elementary education program upon completion of the introductory courses, which gender had the largest number to continue as elementary education majors?

There were four objectives for this study and they were:

1. To examine the overall retention rates of the students in the elementary education program at Liberty University.
2. To examine the retention rates of the students in the elementary education program at Liberty University based on gender.
3. To examine the retention rates of the students in the elementary education program at Liberty University based on race.
4. To examine the overall factors associated with the students who have completed the introductory elementary education courses at Liberty University, and to determine if these factors had an impact in determining their continuation in the teacher education program.

The following discussion of the data results and conclusions will be summarized to answer the primary research question and the sub-questions.

Data Results and Conclusions for Question One

The first sub-question examined the number of students enrolled in the Introductory Elementary Education Courses based on gender and race/ethnicity. Table three reveals that there were a total of fifty students enrolled in the Introductory Elementary Education Courses. Within that group of fifty students, there were nineteen males and thirty-one females enrolled in the Introductory Elementary Education Courses. This shows that there were more females enrolled in the Introductory Elementary Education Courses in comparison to the number of males enrolled in these courses.
In focusing on race/ethnicity, table four reveals that there were twenty Caucasian students, sixteen African American students, zero Indian students, three Asian students, one Hispanic student, zero Pacific Islander students, and sixteen students characterized as other in the area of race/ethnicity, enrolled in the Introductory Elementary Education Courses. The most dominate group of students enrolled in the Introductory Elementary Education Courses was the Caucasian students. The results from this study are consistent with the data from the American Association of Colleges for Teacher Education -AACTE (1994). The data revealed that in teacher education programs in 1991: 85% of teacher education students were White, 7% were Black, 4% were Hispanic, 1% were International/non-resident, 0.5% were Native American, and less than 1% of the teacher education students were Pacific Islander and Alaskan Native (AACTE, 1994). This data also reveals that the majority of the students in teacher education programs are Caucasian.

Data Results and Conclusions for Question Two through Seven

Questions two through seven focused on the number of students who successfully completed the Introductory Elementary Education Courses based on race/ethnicity.

Successful completion of these courses is defined as having received a “C” or better. Tables five through seven shows the grades of the students enrolled in each Introductory Elementary Education Course by race/ethnicity. There was a total of three Introductory Elementary Education Courses – Educ 125, Educ 126, and Educ 220.

Question two examines the number of African American students enrolled in the Introductory Elementary Education Courses. There were fourteen African American students who successfully completed Educ 125. Out of those fourteen students, four of them received an “A”, nine of them received a “B”, and one of them received a “C”. In Educ 126, thirteen of the African American students successfully completed the course. Eight of these thirteen students received an “A” and five of those students received a “B”. In Educ 220, sixteen of the students successfully completed the course. Six of those students received an “A”, five of them received a “B”, and five of them received a “C”.

Question three examines the number of Asian students who successfully completed the Introductory Elementary Education Courses. In Educ 125 three of the students received a “B”. In Educ 126 one student received an “A” and one student received a “B”. In Educ 220 two of the students received an “A”.

Question four examines the number of Pacific Islander students who successfully completed the Introductory Elementary Education Courses. There were no Pacific Islander students enrolled in the Introductory Elementary Education Courses.

Question five examines the number of Caucasian Students who successfully completed the Introductory Elementary Education Courses. In Educ 125 nineteen students successfully completed the course. Of the nineteen students, who successfully completed the Introductory Elementary Education Courses, seven of the students

received an “A”, five of the students received a “B”, and seven of the students received a “C”. In Educ 126 six of the students received an “A”, eight of the students received a “B”, and two of the students received a “C”. In Educ 220 three of the students received an “A”, ten students received a “B”, and three of the students received a “C”.

Question six examines the number of Hispanic students who successfully completed the Introductory Elementary Education Courses. In Educ 125 there was one student who received an “A”. In Educ 126 one student received an “A”. In Educ 220 there was one student who received a “B”.

Question seven examines the number of students characterized as other in the race/ethnicity group, who successfully completed the Introductory Elementary Education Courses. In Educ 125 three of the students received an “A”, four students received a “B”, and one student received a “C”. In Educ 126 five of the students received an “A” and three of the students received a “B”. In Educ 220 three of the students receive an “A”, five of the students received a “B”, and one of the students received a “C”.

In examining the overall data of the dispersion of all of the ethnic groups per Introductory Elementary Education Course, the data reveals that in Educ 125 nineteen of the Caucasian students successfully passed the course, fourteen of the African American students passed the course, there were no Pacific Islander students enrolled in this course, three of the Asian students passed the course, one Hispanic student passed the course, and eight of the students characterized as Other passed the course. From this data, the most dominate race/ethnic group in Educ 125 was the Caucasian group.

In Educ126 sixteen of the Caucasian students passed the course, thirteen of the African American students passed the course, there were no Pacific Islander students

enrolled in the Introductory Elementary Courses, there were two Asian students who passed the course, and there were eight students who were characterized as other in the race/ethnic category who passed this course. From this data, the dominate race/ethnic group who passed Educ 126 was the Caucasian group.

In Educ 220 sixteen of the Caucasian students passed the course, sixteen of the African American students passed the course, there were no Indian students enrolled, there were two Asian students who passed the course, one of the Hispanic students passed the course, and nine of the students in the other race/ethnic group passed the course. From this data, the group of African American Students and the Caucasian students was the same. These were the two dominate groups in Educ 220.

The data revealed in tables five through seven supports the studies done by researchers that state that teacher education courses are having trouble retaining minorities in teacher education courses and programs. Hood and Parker (1994) stated that the majority of minorities are displeased with their program because the classes that were taught were geared more toward Caucasian students. With the results from this study the data in tables five through seven, show that the minority students didn't do as well in these Introductory Elementary Education Courses, and the reason could be that the classes Introductory courses don't teach about racial disparities, and are more geared toward Caucasian students.

Data Results and Conclusions for Question Eight

Question eight examines the retention rates of students who continued in the Teacher Licensure Elementary Education Program upon completion of the Introductory Elementary Education Courses based on gender and race/ethnicity. The first part of this

question examines race/ethnicity. The data displayed in table eight shows that five of the Caucasian students were accepted into the Teacher Licensure Program which is 45% of the total number of students in the sample accepted into the Teacher Licensure Program, one of the Caucasian students was accepted into the Teacher Licensure Program with probationary status, six of the Caucasian students changed their majors, and eight of the Caucasian students withdrew from Liberty University.

The data in table eight displays the following information pertaining to the African American students: four of these students were accepted into the Teacher Licensure Program, which is 33% of the total number of students in the sample accepted into the Teacher Licensure Program, one student was denied acceptance into the Teacher Licensure Program, two students changed their major, and nine of these students withdrew from Liberty University.

The data in table eight shows that two of the Asian students changed their major and one of these students withdrew from Liberty University.

The data in table eight shows that the one Hispanic student who was enrolled in the Introductory Elementary Education Courses was accepted into the Teacher Licensure Program. This represents approximately .08% of the total number of students in the sample.

In examining the category of other, the data in table eight shows that two of these students were accepted into the Teacher Licensure Program, five of the students changed majors, and three of the students withdrew from Liberty University.

In answering the research question, the race/ethnic group with the largest number of students being accepted into the Teacher Licensure Program was the Caucasian group of students.

The second part of the eighth question examines the number of males and females who continued into the Teacher Licensure Program. Table nine presents the following data: two males were accepted into the Teacher Licensure Program, which represents 10% of the students accepted into the Teacher Licensure Program, one student was denied acceptance into the Teacher Licensure Program, five students changed their major, and eleven male students withdrew from Liberty University. The dispersion of females was as followed: ten were accepted into the Teacher Licensure Program, which represents 50% of the number of students accepted into the Teacher Licensure Program, one was accepted into the program with probationary status, ten students changed their major, and ten students withdrew from Liberty University.

The data in table nine reveals that there were more females accepted into the Teacher Licensure Program than males. The data from table nine supports the research done by DeCorse and Vogtle(1997) who found the males change from teacher education majors and gravitate toward those majors that are more geared toward their gender. These researchers also stated that those who remain in the teacher education program are those who love children. The 10% who were accepted into the Teacher Licensure Program were probably in that second category.

Data Results and Conclusions for the Primary Research Question

After having presented the findings and conclusions related to the sub-questions, there is enough information to examine the primary research question which states: is

there a relationship between a students' race and student completion rates in the introductory elementary education courses and continuation in the teacher education programs at Liberty University? The chi-square test of significance was used to answer this question. The chi-square value was determined by running a crosstab in SPSS and using the variables of race, student's final grades in the Introductory Elementary Education courses, and acceptance into the Teacher Licensure Program at Liberty University. The chi square test for significance value was .000. The test for significance is set at .05. According to the rules of determining significance, if the p value, which is the probability of observing a sample statistic as extreme as the test statistic, is less than the significance level of .05 then there is a relationship between the variables (Wiersma, 2000). Based on this information, there is a positive relationship between a student's race, completion rates in the Introductory Elementary Education courses, and continuation in the Teacher Licensure Program.

Other Factors

Upon completion of finding the significance value between a student's race, completion rates in the Introductory Elementary Education Courses, and continuation in the Teacher Licensure Program, it is evident that there is a relationship between these variables.

In examining the data displayed in tables eight and nine, out of the fifty students selected for this study, twelve of the students were accepted into the Teacher Licensure Program, and one was accepted into the Teacher Licensure Program under probationary status. Thirteen of the fifty students changed their major. This shows that there were just as many students to be accepted into the program as there were that changed their major

upon completion of the Introductory Elementary Education Courses. Other factors that could contribute to a student changing his or her major may include: denied acceptance into the Teacher Licensure Program, and withdrawing from Liberty University. Some of the other factors that could contribute to a student changing from education to another major could be: low grade point average, failing to pass the Praxis exam, or major influence by peers to change to another major. These factors could have a positive relationship on determining a student's future in the Teacher Licensure Program. In order for a student to be accepted into the Teacher Licensure Program it is necessary for a student to have a grade point average of 2.5 and the student must have passed the Praxis exam. Based on the requirements for acceptance into the Teacher Licensure Program, those students who had grade point averages that were less than 2.5 and who failed the Praxis exam had no other choice but to change majors since they didn't meet the specified requirements. By retrieving this data, a future researcher may be able to discuss more results associated with the decrease in males and minorities in the teacher education program.

Implications

These findings from this study merit the attention of the administrators and faculty in the teacher education program at Liberty University. These findings reveal that there aren't a number of diverse students enrolled in the Elementary Education Teacher Licensure Program. Based on research discussed in the literature review, there is a need for more diverse teachers within the classroom. As Liberty University prepares students to teach, they must keep into account the number of minorities and males enrolled in their teacher education program.

The findings from this study will also assist with the development of strategies and incentives that can be provided to males and minorities to persuade these students to remain in the elementary education major. The findings reveal that a number of students changed their majors. With increased efforts by the faculty and administrators, it is necessary to revamp the program and determine the pros and cons of the curriculum, and determine what needs to be done in order to diversify the population of students interested in pursuing a degree in teaching. In order to increase the number of males and minorities into their program, it would be beneficial if the administrators and faculty would work together to analyze the teacher educator programs in colleges and universities that are retaining males and minorities. Many of these other colleges and universities are beginning to send recruiters to high schools to discuss their programs with prospective students, and still other institutions of higher education have partnered with other county schools that provide incentives to those interested in pursuing the teaching profession. The findings from the data in this study revealed that there is a need to determine the reason why males and minorities are not staying in the teacher education program and develop new strategies that will successfully assist in diversifying their curriculum as well as attract more males and minorities into their teacher education program.

Limitations of the Study

Limitations are defined by Mauch and Birch (1993) as factors that may or will affect the study in an important way, but is not under control of the researcher. One of the limitations for this study includes the data entered in the students' records in the teacher licensure office. The director of the Teacher Licensure Office entered the

information into each of the student's files based on the information that each student provided in his/her preliminary application upon enrolling in the Introductory Elementary Education Courses. Some students may not have entered their personal information properly, especially in the areas of sex and race/ethnicity. If this information wasn't entered correctly, it would definitely affect the study since the focus of the study is on race and retention rates.

Another limitation of the study is related to the student's choice of continuing in the Elementary Education Program. Students are often persuaded by peers, family members, and others in their choice of selecting a major. As shown in the data, a number of the students changed majors. This may not be the result of negative perceptions of the teacher Education program, but rather by the influence on the student by peers or family members.

Delimitations of the Study

Delimitations are factors that are controlled by the researcher. Some of the delimitations for this study include: the sample selected and the dates in which the data was derived from. There were a total of fifty students selected out of the total population of students who were enrolled or had completed the Introductory Elementary Education Courses. The number of students chosen for the sample could have been larger.

Another problem associated with this study was the timeframe of the data used for this study. The data collected was retrieved from fall 2004 to spring 2006. This timeframe could have been a time when there weren't many minorities interested in Elementary Education. Another problem with using this data is that it could have been

possible that in the previous years that the number of minorities was much greater than it was during this timeframe.

Recommendations for Future Research

This study concentrated on the effect of race on the retention rates of elementary education students at Liberty University. The variables examined in this course included: race/ethnicity, gender, final grades received in the Introductory Elementary Education Courses, and a student's status in relation to the Teacher Licensure Program. Future studies could be conducted on the same topic; however, it may be more beneficial to examine all of the other factors which may determine whether or not a student completes the Introductory Elementary Education Courses and the factors which may influence a student's decision of continuing in Elementary Education or changing majors. In order to determine some of these other factors, future studies could be conducted using surveys, interviews, and questionnaires. These test instruments would reveal additional answers which support the primary research question used for this study.

Using interviews and surveys in future research of this topic will provide more first hand information on student's views of the Introductory Elementary Education Courses and the Teacher Licensure Program. These test instruments would also provide additional information on student's opinions of teaching and the requirements that have to be met in order to be accepted into the Teacher Licensure Program. With the use of other test instruments, there would be more detail that supports the correlation between a student's race and completion of the Introductory Elementary Courses and continuation in the Teacher Licensure Program.

Another recommendation for future study is the retrieval of Praxis exam scores and grade point averages for each student selected for the study. This would most likely be another contributing factor that would affect the results of the study.

Conclusion

With an increase in the number of students entering school each year and numbers of teachers retiring from the teaching profession, there is a great need for new teachers. The results from this study revealed that there was a relationship between a student's race and completion of the Introductory Elementary Education Courses and continuation in the Teacher Licensure Program. Out of the fifty students selected for this study, only thirteen of them were accepted into the Teacher Licensure Program. This leaves thirty-seven other students who were denied acceptance, who changed their major, or who withdrew from Liberty University. Of those accepted into the program, the majority of the students were Caucasian. Further research on this topic would be needed to examine the underlying factors that would influence a student's ideas and decisions about majoring in Elementary Education. The results from this study show that there are more Caucasian, female students enrolled and accepted into the Teacher Licensure Program at Liberty University. This supports the data presented by the NEA which states that there is a need for more males and minorities in the classroom. From this study, it was evident that a number of minorities and males didn't continue in the program because they either left the university or they simply changed majors. The students who changed their majors changed to those majors that were more geared towards males. Since there is a smaller number of males and minorities in teacher education programs, there will be a lower percentage of male and minority teachers in the classroom.

Based on information revealed in the literature review, the classroom is becoming a more diverse environment, so therefore it is necessary to have diverse pool of teachers in the classroom as well. Further research on this study could include information from interviews and surveys. In order to assist with the recruitment of more students into the Teacher Licensure Program, it will be necessary to obtain more information on the underlying factors associated with a student's success in the Introductory Elementary Education Courses and the prerequisites needed to be accepted into the Teacher Licensure Program. Even though there was a positive relationship between the variables used in this study, it is necessary to continue to examine the underlying factors which may influence the student's decision to continue in the Teacher Licensure Program and continue in the teaching profession.

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