

Shabazz, R. (2006). *Brother, where art thou?: An examination of the underrepresentation of African American male educators*. Unpublished doctoral dissertation, University of Cincinnati, Ohio.

Abstract

The purpose of this study is to gain insight in order to better understand the reasons contributing to the underrepresentation of African American male educators as perceived by African American male educators via their personal narratives. This qualitative study examines the perspectives of African American male educators' perceptions toward the underrepresentation of African American male K-12 public school educators. Semi-structured, one-on-one interviews with eight African American male educators who are currently or were formerly K-12 public school educators were conducted to capture their voice and allow them to share their understandings and experiences regarding the representation of African American males throughout the field of K-12 public education. This study identified three major themes as a result of the interviews with the participants: 1) Reasons contributing to the lack of African American male educators 2) Perspectives that describe the potential benefits of an increased representation of African American male educators and 3) Effective methods to increase the representation of African American male educators. Findings from the study suggests that having African American male educators would help debunk the stereotypes associated with African American males in both public education and society, that African American males are choosing careers other than education, that African American males are having trouble graduating from high school, and that teacher recruitment does not focus on African American educators. Findings from the study also indicate that the increased representation of competent, caring, and committed African American male educators will have a tremendously positive impact not only the academic success of students, but also positively impact their perceptions of themselves and how they are perceived within society. Implications from the findings of the study are presented as strategies that may increase the representation of African American male educators. Specific strategies are recommended for teacher education programs, school districts, other professionals in the field of education and research. These strategies

suggest ways in which increasing the representation of African American male educators in K-12 schools would ostensibly, enhance the teaching profession of education in adhering to its mission to provide optimal academic achievement for all students in public education.