

A Systematic Review of Factors Influencing Black Male Educator Retention

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Abstract

We conduct a systematic review of the research literature on the retention of Black male educators in the United States. Our analysis uses computational methods to focus on the unique challenges Black male educators face and how a series of interconnected factors contribute to low retention rates in U.S. schools. Findings indicate that Black male educators often take on additional responsibilities beyond their standard teaching duties, such as being perceived primarily as disciplinarians and being expected to connect with “troubled” students due to a racialization process that reinforces deficit-based assumptions. Additional factors such as low wages, lack of representation, and feelings of being undervalued, significantly impact retention. This study seeks to establish a framework for understanding the state of the research literature on Black male educators and to identify strategies for improving retention, including mentorship, professional development opportunities, and supportive work environments.

Introduction

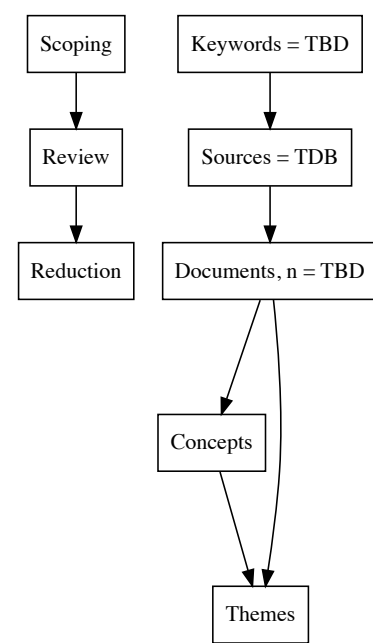
In today’s educational landscape, women significantly outnumber men, particularly in teaching positions. Among the most underrepresented groups in the field are Black men, who make up less than 2% of the educational workforce. This stark underrepresentation raises critical questions: Why are Black men increasingly hesitant to enter the teaching profession? What factors contribute to their premature departure from the classroom? And how can we better support and retain those who do choose to pursue a career in education? This qualitative study explores existing literature on the retention of Black male educators. The research reveals not only quantitative trends but also rich qualitative insights into the lived experiences of these men. Notably, studies highlight the disproportionate number of extra-pedagogical responsibilities placed on Black male teachers, often positioning them as disciplinarians or father figures. By examining these patterns, this study aims to deepen the understanding of the current state of research on Black male educator retention and identify strategies to improve their recruitment, support, and longevity within the profession.

Literature Review

Black male educators express an oftentimes overwhelming amount of extra pedagogical responsibilities. This includes the expectation to play an extra role in a Black boy’s upbringing in the Educational system then just a teacher. This can come in the form of a surrogate father or a disciplinary figure of some kind Rather than calling more Black male teachers due to their educational prowess, the call for Black men in the classroom directly correlates with the policy discussions addressing the school performances of Black boys. This is troublesome as it is assuming that all Black male educators are equipped with the proper tools / experiences to reach the “troubled” Black boys. In a study done by Brokenbrough in 2009 shows that Black male educators are suseptable to anxiety surrounding the responsibilities of being a father figure to their students. Some of his participants even expressed their experience of Black boy students’ resistance to their attempts to fill this role.

- What is the intellectual and conceptual structure of research on retaining Black male educators in K-12 settings?
- Why are current Black male educators compelled to leave the field of education?

Methodology



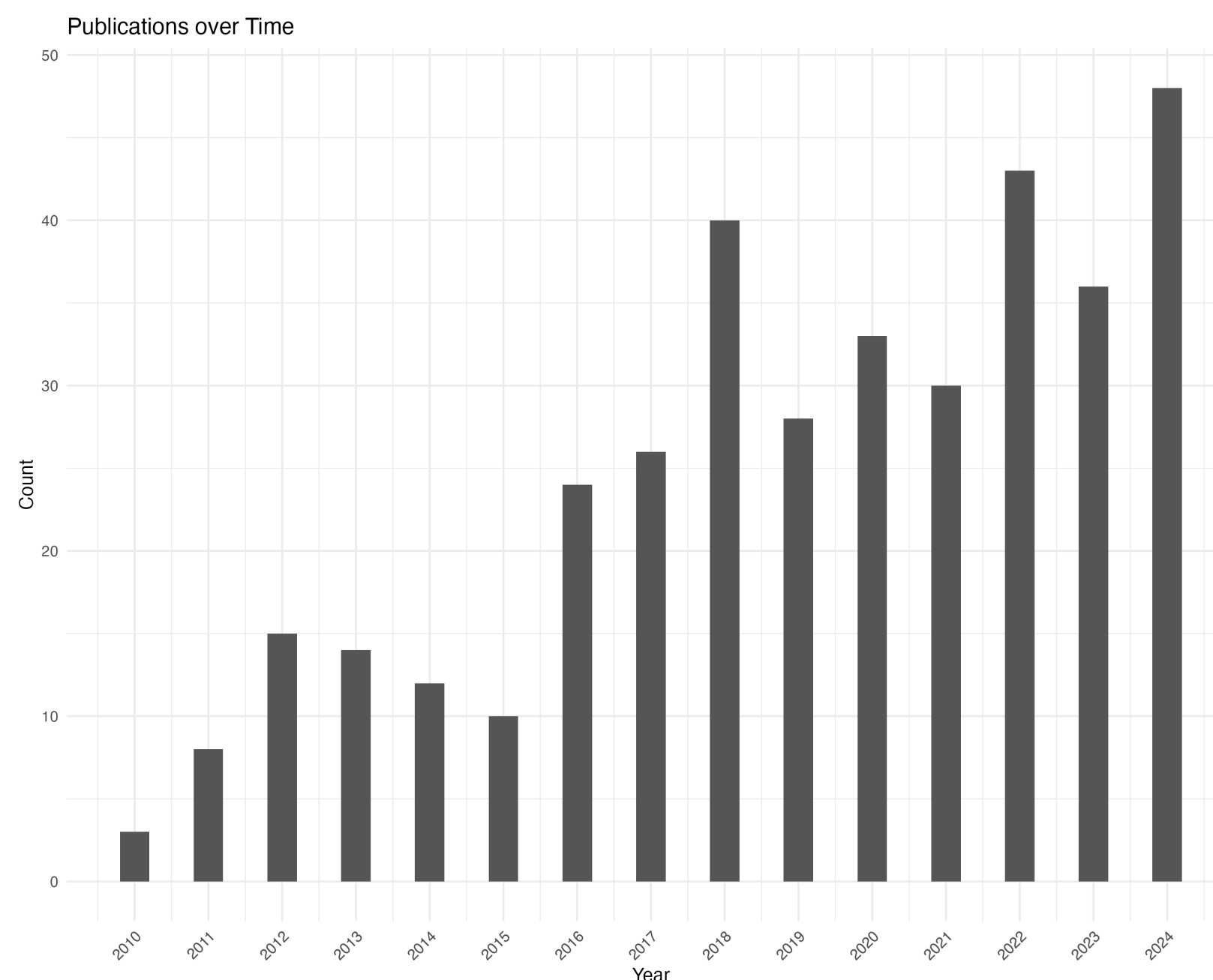
Findings

The main information about the study data.

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	2010:2024
Sources (Journals, Books, etc)	179
Documents	370
Annual Growth Rate %	21.9
Document Average Age	5.83
Average citations per doc	16.8
Average citations per year per doc	2.12
References	17166
DOCUMENT TYPES	
article	349
article; book chapter	1
article; early access	20
DOCUMENT CONTENTS	
Keywords Plus (ID)	857
Author’s Keywords (DE)	915
AUTHORS	
Authors	943
Author Appearances	1104
Authors of single-authored docs	96
AUTHORS COLLABORATION	
Single-authored docs	118
Documents per Author	0.392
Co-Authors per Doc	2.98
International co-authorships %	5.676

We see a large boom in the number of publications from 2015 to 2016, and once again from 2017 to 2018. 2024 was the year with the most publications, with 48 articles on the topic of Black male education, showing that more scholars are becoming aware of the problem and actively searching for reasons/solutions on the subject. From the years of 2010 - 2024, the United States had the most articles regarding Black male educators’ retention rates by a great margin, with 6193 total citations coming from the USA and 10 coming from Korea which is second. In these 14 years, 943 authors have written on Black male education. The most productive authors in my dataset has been Warren, Bristol, and Brooms. Of these articles, the keywords being Race, Black Males, and Urban Education. We see a large boom in the number of publications from 2015 to 2016, and once again from 2017 to 2018. 2024 was the year with the most publications, with 48 articles on the topic of Black male education, showing that more scholars are becoming aware of the problem and actively searching for reasons/solutions on the subject.

Publications by Year



Main Sources

kable 9 # Main sources (journals)

Sources	Articles
TEACHERS COLLEGE RECORD	44
URBAN EDUCATION	23
RACE ETHNICITY AND EDUCATION	22
INTERNATIONAL JOURNAL OF QUALITATIVE STUDIES IN EDUCATION	8
HARVARD EDUCATIONAL REVIEW	7
JOURNAL FOR MULTICULTURAL EDUCATION	7
EDUCATIONAL STUDIES-AESA	5

Sources	Articles
EQUITY & EXCELLENCE IN EDUCATION	5
SCHOOL PSYCHOLOGY	5
AMERICAN EDUCATIONAL RESEARCH JOURNAL	4

Most productive authors

kable 5 # Most productive authors

Authors	Articles	Authors	Articles Fractionalized
WARREN CA	7	SINGH MV	5.00
BRISTOL TJ	6	BRISTOL TJ	4.83
BROOMS DR	6	BROCKENBROUGH E	4.00
BIERMAN KL	5	WARREN CA	4.00
BRADSHAW CP	5	BROOMS DR	3.58
BRYAN N	5	CAREY RL	3.33
JACKSON I	5	OHITO EO	3.00
SINGH MV	5	ALLEN Q	2.50
BROCKENBROUGH E	4	HAYES C	2.50
CAREY RL	4	BROWN AL	2.33

Keywords

Author Keywords (DE)	Articles	Keywords-Plus (ID)	Articles
RACE	37	RACE	70
BLACK MALES	31	STUDENTS	69
GENDER	22	EDUCATION	59
URBAN EDUCATION	21	ACHIEVEMENT	41
BLACK MALE TEACHERS	20	TEACHERS	38
TEACHER EDUCATION	16	GENDER	37
CRITICAL RACE THEORY	13	AFRICAN-AMERICAN	31
IDENTITY	13	CHILDREN	30
BLACK BOYS	11	CRITICAL RACE THEORY	27
EQUITY	11	SCHOOL	27

Most frequently cited documents

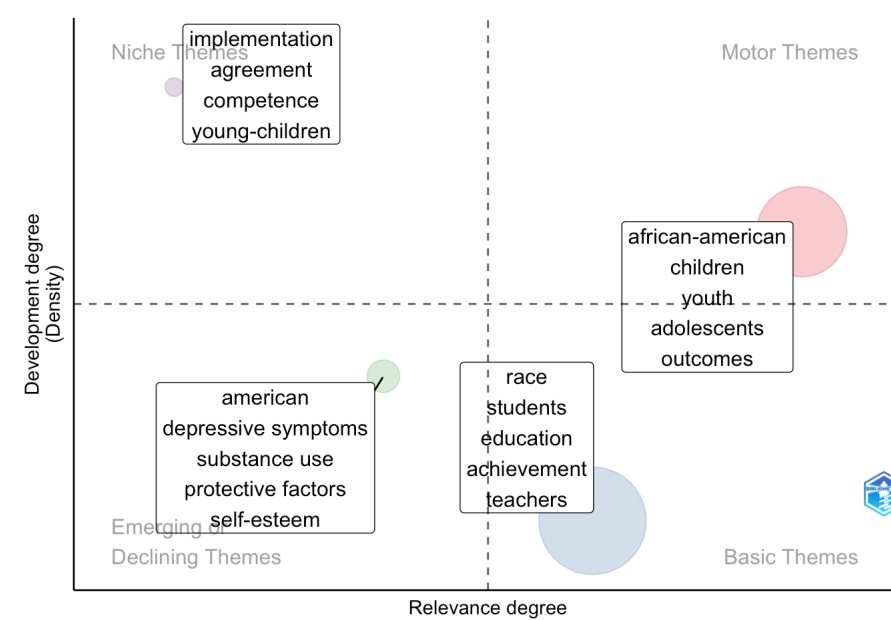
LADSONBILLINGS G, 1995, TEACH COLL REC, V97, P47	35
NOGUERA PA, 2003, URBAN EDUC, V38, P431, DOI 10.1177/0042085903038004005	34
GREGORY A, 2010, EDUC RESEARCHER, V39, P59, DOI 10.3102/0013189X09357621	32
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BROCKENBROUGH E, 2015, EDUC STUD J, V10, P1177/0013124514530154
BROWN AL, 2012, EDUC STUD-JES, V10, P1080/00131946.2012.660666
SKIBA RJ, 2011, SCHOOL PSYCHOL, V10, P1177/0042085903256220
YOSSO TJ, 2017, CRITICAL RACE THEORY, GOD’S CHILDREN GOT A SONG, 21
DAVIS JE, 2003, URBAN EDUC, V38, P1177/0042085903256220
LYNN M, 2006, INT J QUAL STUD ED, V10, P1080/09518390600576111
FOSTER M., 1997, BLACK TEACHERS
REZAI-RASHTI GM, 2010, AM EDUC RES J, V38, P103102/0002831209351563
FERGUSON A.A., 2000, BAD BOYS
LYNN M., 2002, EQUITY EXCELLENCE IN EDUC, V10, P1080/713845287

Most productive countries

Country	Articles
USA	365
AUSTRALIA	1
CHINA	1
KOREA	1
RUSSIA	1
UNITED KINGDOM	1

Thematic Map and Frequency



Discussion

This is the discussion section (Alexander, 2024)