DETERMINANTS OF MALE STUDENTS’ ENROLMENT FOR EARLY CHILDHOOD EDUCATION TRAINING IN KENYA. A CASE OF KENYATTA UNIVERSITY.

BY

MURAGE MOSES IGNATIUS

E55/20986/2010

A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY.

2016
DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, or tables have been borrowed from other works- including the internet, the sources are specifically accredited through referencing cited in accordance with anti-plagiarism regulations.

Signature ___________________ Date_________________

Murage Moses Ignatius
E55/20986/2010
Department of Early Childhood Studies

We/I confirm that the work reported in this thesis was carried out by the candidate under my/our supervision as University supervisor(s)

Signature ___________________ Date_________________

Dr. Mary Ndani
Department of Early Childhood Studies

Signature ___________________ Date_________________

Dr. Gladwell Wambiri
Department of Early Childhood Studies
DEDICATION

This work is dedicated to my wife Winfred Kawira and my daughter Stacy Murugi. I also dedicate it to my father, Ignatius Njagi, my Mother, Endelina and my sister Stella Ignatius. Above all, to the mighty God who was the source of strength to complete this study.
ACKNOWLEDGEMENT

I would like to thank my supervisors, Dr. Ndani, Mary and Dr. Wambiri, Gladwell of the Department of Early Childhood Studies, Kenyatta University for their guidance and encouragement throughout the study. Their advice and insights led to the success of this study.

I also acknowledge the moral and financial support I received from my family members. They are my wife Winfred Kawira, my father Ignatius Njagi, My mother Endelina Kathure and my sisters Stella, Jacinta, Nancy, Janet and Sarah.

Special thanks too goes to my friends Jeremy Murithi, Robin Njagi, Cosmus Gatuyu, Justice Gatuyu and George Kithinji for their moral support and encouragement throughout the study.

Additionally, I am grateful to the Kenyatta University administration for allowing me to conduct the study at the University.

Finally, I acknowledge the support I received from my employers during the study period. They were RTI International, CfBT Education Trust, Bridge International and Igembe College.
# TABLE OF CONTENTS

DECLARATION ......................................................................................... i  
DEDICATION ............................................................................................. iii  
ACKNOWLEDGEMENT ............................................................................ iv  
TABLE OF CONTENTS ........................................................................... v  
LIST OF TABLES ....................................................................................... viii  
ABBREVIATION AND ACRONYMS ......................................................... ix  
ABSTRACT ................................................................................................. x  
CHAPTER ONE .............................................................................................. 1  

## INTRODUCTION AND BACKGROUND TO THE STUDY ............... 1

### 1.0 Introduction ....................................................................................... 1

### 1.1 Background of the Study ................................................................. 1

### 1.2 Statement of the problem ............................................................... 5

#### 1.2.1 Purpose of the Study ................................................................. 6

#### 1.2.2 Objectives of the Study ............................................................. 6

#### 1.2.3 Research questions ................................................................. 7

### 1.3 Significance of the Study ............................................................... 7

### 1.4 Delimitation and limitation of the Study ....................................... 8

#### 1.4.1 Delimitation of the study ......................................................... 8

#### 1.4.2 Limitations of the Study ......................................................... 8

### 1.5 Assumptions of the study ............................................................... 9

### 1.6 Theoretical and Conceptual Framework ....................................... 9

#### 1.6.1 Theoretical Framework .......................................................... 9

#### 1.6.2 Conceptual Framework .......................................................... 14

### 1.7 Operational Definition of terms .................................................. 15

## CHAPTER TWO ...................................................................................... 18

## REVIEW OF RELATED LITERATURE .................................................. 18

### 2.1 Introduction ....................................................................................... 18

### 2.2 Male Participation in ECE ............................................................ 18

### 2.3 Personal factors .............................................................................. 22

### 2.4 Economic factors ............................................................................ 26
LIST OF TABLES

Table 3.1: Number of male students in various ECE programme modes……44
Table 3.2: Number of male students selected for study......................45
Table 4.2.1: Number of male students in various ECE programme modes….53
Table 4.2.3 High school Grade..........................................................55
Table 4.3. Personal Factors influencing Enrolment of Male Students for ECE Training.................................................................55
Table 4.4 Economic Factors Influencing Male Students’ Enrolment for Training in ECE................................................................. 67
Table 4.5: Sources of career information............................................74
ABBREVIATION AND ACRONYMS

B.Ed. : Bachelor of Education

ECE : Early Childhood Development

ECE : Early Childhood Education

ECDE : Early Childhood Education Development

JAB : Joint Admission Board

KCSE : Kenya Certificate of Secondary Education

KU : Kenyatta University

KUCCPS : Kenya Universities and College Placement Services

ODEL : Open, Distance and e-Learning

SPSS : Statistical Package Social Sciences

SSP : Self Sponsored Programme

UNICEF : United Nations International Children Educational Fund
ABSTRACT

Both male and female role models need to be availed to a child’s environment. Doing so helps to ensure a balanced gender typing, where children become aware of their gender, recognise other people’s gender as well as behave appropriately through the adoption of values and characters required of their sex by the society. However, there is a large disparity as far as gender is concerned in the early childhood workforce. This is in spite of a continued enrolment of male students for training in Early Childhood education in Kenyan universities and colleges. The purpose of the study was to find out the factors influencing male students’ enrolment for training in early childhood education. This was intended to provide important information that will be useful in addressing gender disparity in early childhood service delivery. The objectives of the research were to find out the economic, personal and source of information related factors that influence male students’ enrolment for training in Early Childhood education. This information will be beneficial to policy makers, researchers as well as institutions. The research was guided by Donald Super’s theory of career development and Krumboltz’s social learning theory of career which presents a career choice as being affected by factors related to an individual and those in his/her environment. The research employed a case study design where interviews were used in the process of gathering data from male students pursuing diploma and degree in Early Childhood Education at Kenyatta University. The University offers early childhood education under three modes thus attracting a large number of self-sponsored and government sponsored students from across the world. The target population was 286 male students pursuing diploma and bachelor’s degree in ECE. The population sample used was 50% of all the male students pursuing diploma and degree course in Early Childhood across the three study modes consisting of Open, Distance and e-Learning, Institution based and regular modes of study. The total number of respondents was 143 male students. Three sampling methods were used in selecting the respondents. They included stratified, purposeful and simple random. Male students’ enrolment for training in Early Childhood Education formed the dependent variable, while factors that influence the male students’ enrolment for training in Early Childhood Education served as the independent variables. For the purpose of this research, the independent variables had been categorized into personal, economic and career information source related factors. The researcher established content validity through item analysis. Test-retest method was used to test the reliability of the instruments. The researcher employed qualitative data analysis. Data was organized into themes and sub-themes guided by research objectives. Personal factors influencing male student’s enrolment in ECE were found to include; high school grade, career research, high prospects of employment in ECE, view of ECE as an easy course and presence of a role model. The economic factors included limited finances to cater for other courses, restrictions placed on students’ recruitment and opportunity for job promotion. The various sources of information identified were experts, peers and the family. The research further established that most of the career information were not able to provide adequate career information. Knowledge on the factors will inform the process of addressing gender disparity in ECE especially in preschools. The researcher recommends that a further study be conducted to find out whether there is a difference among the factors influencing male students’ enrolment for training in ECE and those influencing the female students. There is also a need to conduct a study among men who have already completed training in ECE but work in other fields. Such a study would help to find out why they choose other professions even after training in ECE.
CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter will entail; background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations and limitations of the study, assumptions of the study, conceptual and theoretical framework and operational definition of terms.

1.1 Background of the Study

Early childhood is an important stage in life. According to UNICEF (2005), early childhood covers the age bracket between birth and eight years. This is the period during which life experiences have the highest impact in one’s life. Literature has documented that developmental deficiencies that occur during this period are difficult to reverse. With this understanding, it is imperative that quality environment be provided to enhance the child’s holistic development during this period.

One way of ensuring that the appropriate environment is availed for the child, is making sure that there is adequate representation of male and female models in a child’s environment. This is important because for a balanced gender typing, children need gender appropriate role models to emulate. Farquhar (2012), on his part explains that children who have solo mothers need a male
role model so that boys learn what it is to be a man, while girls learn how to relate to men. In particular, the lack of male educators in ECE impacts negatively on boys. As research points to women favouring girls and reinforcing feminine attributes, boys may actually be currently disadvantaged (Cooney & Bittner, 2001; Farquhar, 2005). According to MacNaughton and Newman (2001), male educators can induct boys into masculinity, and may help those who are lacking in positive male role models at home. In addition, male educators provide children with opportunities to experience different approaches to play and interactions, and are able to model behaviour that breaks through male stereotypes. A case study by Sumsion (2005), illustrates that male educators are better able to identify with and respond to boys effectively than female educators because they share an understanding of boys’ experiences, perspectives and an essential masculinity.

Unfortunately, available data presents a different scenario. The number of men working in the field of early childhood especially as teachers has been noted by research to be very low compared to that of women. This is a challenge globally, regionally and as well locally. At the global level, Moss (2003), found out that women were overrepresented in all spheres of early childhood workforce. In his research, Moss found out that in Netherlands, 85% of the teachers were women, while 15% were men; in the United Kingdom it was 86% women against 14% men and in Denmark it was 76% women against 24% men. Inan, (2010) and Sumsion, (2005) have emphasised on this by asserting that even in Western
societies, where pre-school education is well-established, the percentage of male teachers in pre-school education varies from 1% to 4%.

Africa too has had a fair share of this gender disparity in early childhood service delivery. According to the National Centre for Educational Statistics (2003), only 2% of the teachers in kindergarten through third grade in sub-Saharan African were men with the rest being female. In preschool and childcare centres, the proportion was even less. This has further been emphasised by Wallet, (2006) who concludes that, in sub-Saharan Africa, even as many education systems are rapidly undergoing change, with increased access to education, this has not been matched by increased male teachers’ presence in early childhood education. According to UNESCO (2006), 99% of the ECE teachers are female while their male counterparts take 1%.

In Kenya, gender disparity has also been evident. A study by Waithaka (2002) among schools in Thika District revealed that out of a total of 166 pre-school teachers only one was male. Gakii (2004) found out that out of 475 pre-school teachers in Miriga Mieru division, only two were male. This information presents high gender disparity not just in Kenya but in the entire world as far as service delivery in early childhood is concerned.

Several factors have been associated with this gender disparity in early childhood. Farquhar (2006) and Cameron (2006) explain that pay and working conditions play an important role in men’s participation in early childhood. They found that men prefer jobs with high pay as opposed to low paying jobs.
They also reported that men preferred to work in areas where their status is high and where they are easily recognised. Dejonckheere (2001) argues that gender view by the society as far as men’s participation in early childhood is concerned has also been a major factor. One’s gender will determine which roles the society requires you to play. In this regard, Childcare, be it professional or volunteer, is seen as women’s work, something that women naturally do and are intrinsically better at. This view keeps men out of ECDE even when they are professionally trained and willing to be part of early childhood programmes workforce. Cameron, (2001), concurs with this statement and clarifies that feminization of early childhood education and care is because it is seen as women’s work. Cameron advances that with the view of early childhood as a woman’s work, the same is transferred to recruitment and training where women may be preferred to men. This could lock out many qualified and willing men from early childhood tasks.

Karanja (2009) in her research on factors leading to gender disparity in early childhood service delivery found that parents’ influence, remuneration, proximity to the Centre, age and number of dependents were among the factors leading to gender disparity in ECDE. According to Karanja, parents preferred their children to be handled by female teachers rather than male teachers and this meant that the number of men who were employed in the sector is low. She further found that low pay in preschools discouraged men from seeking employment in the field of Early Childhood. The situation has further been worsened by the fact that the Government of Kenya is yet to consider
employment of ECE teachers. This has been compounded by the fact that to
date there is no salary structure or scheme of service for the ECE teachers.
Fortunately, with the inception of the devolved government, ECE has received
some recognition from some County Governments. However, the amount of
salary paid to these teachers is still very low. According to the Daily nation (7th
January 2014), Bungoma County Government offered to pay Kshs 8,000 and
Kshs 10,000 to holders of ECDE certificate and diploma respectively, a pay that
is not commensurate to their training.

Although these findings are enough to justify the few men working in the field
of early childhood development, it is yet to be established the factors that
determine men enrolment for training in early childhood education in Kenyan
Universities and Colleges. As per the time of study, a total of 286 male students
were pursuing Bachelor’s degree and Diploma in ECE across the four modes of
study at Kenyatta University. This number does not match the number of male
working in the field. This research therefore intended to establish the factors
that influence enrolment of male students for training in early childhood
education in Kenya.

1.2 Statement of the problem

The importance of having both male and female educators in early childhood
has been underlined as a requirement for children’s holistic development. The
number of men working in field of early childhood mostly in pre-schools has
been significantly low. This number is not consistent with the number of male
students enrolling for early childhood teacher training programmes. Available research has reported extremely low or no male teachers in ECDE institutions. However research has not focused on the factors determining enrolment of male students in ECDE programmes. Understanding these factors could shed light on the male trainers’ motivation for this enrolment. Additionally, perhaps it will shed light on the likely reasons why male ECDE trainees do not eventually work in early childhood development and education centres despite having been trained to do so.

1.2.1 Purpose of the Study

The study intended to find out factors influencing male students’ enrolment for training in early childhood education in Kenya. This is important as it helps in providing information that may be useful in addressing gender disparity in early childhood service delivery.

1.2.2 Objectives of the Study

This study intended to:

1. Establish the personal factors that influence male students’ enrolment in ECE.
2. To find out the economic factors that influence male students’ enrolment for training in ECE.
3. To find out the sources of career information for male students.
1.2.3 Research questions

The study intended to answer the following questions:

1. What personal factors influence enrolment of male students for training in ECE?
2. What economic factors influence the enrolment of male students for training in ECE?
3. Which are the various sources of career information for students?

1.3 Significance of the Study

This study may be beneficial in several ways. It offers some necessary information to the government and the policy makers regarding men’s participation in early childhood. This is important since it may help in enhancing the creation of a favourable climate to attract more men in the field. Additionally, it may help in advising how campaigns, recruitment and advisory resources can be used more effectively to attract more men in the field. It may also form part of the basis by the government agencies such as ministry of education to develop policies that are essential in attracting more men in the field.

The study brings to the limelight areas that require further research. These are the areas this study delimited to but worth studying. It further forms part of literature for the future researches in the similar area of study.
Finally, it is the aim of every institution to provide education that caters for the needs of its students. Understanding these influences gives insight to institutions regarding the male students’ view of ECE which is important in program review.

1.4 Delimitation and limitation of the Study

Delimitations and limitations of the study are as follows:

1.4.1 Delimitation of the study

The study was delimited to personal, economic and career information source related factors that may influence male student’s decision to enrol for training in early childhood education. Data was gathered from the male students pursuing diploma and degree in early childhood education at KU only.

1.4.2 Limitations of the Study

The researcher faced various limitations in the course of study. To begin with, the department of Early Childhood Studies of Kenyatta University offers ECE in three different modes, all of which made part of the study sample. The researcher had to wait, for instance, until the school based programmes reopened during school holidays to access the students. For the ODeL students, the researcher could only reach the students during the contact sessions at the university main campus or periods when they had gone to the centres either to sit for continuous assessment tests or end of semester examinations.
Secondly, there was limited local research on men’s participation in ECE with the only available data focusing on gender disparity in Early Childhood. The research relied on the little available data on men participation as well as the foreign researches to help understand the current local situation.

1.5 Assumptions of the study

It was assumed that majority of the male students are pursuing ECE out of choice. The second assumption was that a career choice begins with one enrolling for training in a certain course.

1.6 Theoretical and Conceptual Framework

The conceptual and theoretical frameworks that guided the study are presented in the following two sub-sections.

1.6.1 Theoretical Framework

The research was guided by Donald super’s theory of career decision making and Krumboltz’s social learning theory of career choice. The two theories supplemented each other. Donald’s theory informs on the stages that an individual undergoes towards establishing in a certain career. The second theory by Krumboltz presents the various factors that are likely to influence one’s decision to enrol for a career.
Donald Super’s career decision theory

According to Donald, career decision making is a lifelong process whose success highly depends on how well a person is able to identify and implement own concept about a career.

Donald advances that development of a career concept is influenced by factors which he categorised into individual and environmental factors. These factors function interactively to enable one develop concept about which course he/she intends to pursue. He says that as one experiences new situations, meet with new people and personalities, and learn more about work, one is likely to develop a new set of interests, unlock new possibilities of expressing one’s self-concept, and find new ways of integrating own values into the career choice. Donald presents five stages under which career development and choice takes place.

During the first stage which he calls growth, one forms attitudes necessary for the development of own self-concept. He argues that, the formation of an early childhood career concept takes place as people interact with their social environment that consequently influence their decision to enrol for training in the course. For instance, as one interacts with successful early childhood professionals, he/she will develop a concept on ECE that would consequently influence his or her decision concerning which career to pursue. According to him this stage is usually during the period when one is planning on which course.
The Second stage is **exploration** which is the heart of the career decision making process. It consists of three sub stages which include crystallizing, specifying and implementation of a career choice. In crystallizing a person dreams of many career choices which would in our case be among them ECE. However not all of them would be realistic. For instance one would dream of a career in ECE which might or might not be realised. Specifying involves narrowing down to a few choice formed through crystallising. This stage for instance would be marked by one settling on a career in ECE. The final task in exploration which involves implementation of a career in ECE includes undertaking training as well as seeking career guidance.

The third stage is termed as **establishment**; it has its main focus as trying out the career. Mostly, an ECE professional is in a working environment in a bid to gain more experience in the career. Worth noting is that, the initial experience in an ECE working environment would determine whether or not one would establish himself or not.

**Maintenance**, the fourth stage, mainly aims at stabilising oneself in a career. Here, one enhances his or her experience in the career. However, others realize that they are in the wrong career and may even opt to change to pursue another one. An ECE professional who did not like the initial experience in the field may opt to change and pursue a different career. This would see ECE professionals working in other sectors such as financial institutions.
The final stage, termed as **disengagement**, may see one either retiring or changing a career altogether. It is worth noting that this can take place at any stage of one’s life. According to Donald, though the five stages are all important, the first two stages take place before training. It is during the first two stages that both individual and environmental factors have the highest impact. These factors according to Donald include personal interest, academic abilities, own perception, economic status, experiences, availability of career information and the peer influence. He says that the aforementioned factors play their role until one enters training in a course that will help him/her set up a career path. Donald also cited values adopted in the course of development as an important element in determining a course one intends to pursue. Some of these factors form the part of independent variables under study.

**Krumboltz Social Learning Theory**

This theory borrows heavily from Albert Bandura’s social learning theory. Krumboltz, (1996), explains the origin of career choice that begins with enrolment for training and the factors that can influence one’s decision to enrol for a course. Backed by Mitchell & Gelatt (1997), Krumboltz presents four categories of factors that influence career choices among students. These include:

**Genetic:** According to Krumboltz, this involves the traits inherited by an individual from the parents through genes. They include race, sex, physical appearance, intelligence and genetic diseases that may lead to impaired growth
and disability. All these factors influence the career that one is going to pursue. For instance, intellectual capacity as an inherited factor would influence academic performance which further would dictate the career that one pursues.

Environmental: These are factors that are often beyond individual’s control. According to Kumboltz, various environmental factors are likely to influence one’s choice on the course to pursue. They include availability of opportunities, economic status, peer influence, one’s family and their supportiveness, cultural factors and availability of career information within the environment. Additional environmental factors are certain events and circumstances that influence skills development, activities, and career preferences.

Learning experiences: Krumboltz explains that learning experiences one goes through influence his/her career choice. Krumboltz, Mitchell & Levin, (1996) refer to such a situation as happenstance. They assert that chance events over one’s life span can have both positive and negative consequences on one’s career choice. They include unpredictable social factors and environmental conditions.

In conclusion, the two theories present the process of career choice as well as the factors influencing the choice. It is worth noting that a career choice begins with one enrolling for training in a certain course. In both theories, the independent variables can be grouped into two. These are personal factors and environmental factors. Both of them combine to enable an individual to make a career choice.
1.6.2 Conceptual Framework

One of the major decisions an individual is faced with in life is making a career decision which begins with enrolment for training in a specific course. As indicated earlier, a choice to enrol for a certain course is influenced by several factors. These factors can either be environmental and personal factors. The researcher assumed that the same factors came into interplay when the male students were deciding on enrolling for training in Early Childhood Education. The decision by the male students to enrol for training in ECE is the dependent variable, while the factors that are likely to influence the enrolment are the independent variable.

For the purpose of this study, the independent variables generally fall into three categories. These were economic, personal and career information source related factors. Personal factors include down interest in ECE, career research, career prospects in ECE, influence from a role model and academic performance.

Economic factors on the other hand comprised of unavailability of money to cater for other courses, need for job promotion, inability to access career guidance from experts and restrictions placed on students’ recruitment in this case KUCCPS.
Finally the source of career information included one’s family, peers and professionals. These factors are likely to influence students’ decision to consider early childhood education as a career or not.

Diagrammatic presentation of the conceptual framework

Figure 1.1: Relationship between Study Variables.

Understanding these factors will advice the creation of a favourable climate that would attract more men in the field of ECE.

1.7 Operational Definition of terms

Career choice: This refers to the fields of vocational, academic, and sociological endeavours that are explored for the purpose of satisfying personal,
economic, and intellectual goals. For the purpose of this study, career choice is the professional course that an individual opts to pursue. This begins with enrolment for training in an institution of higher learning.

**Economic factors:** These are factors associated with the level of income of individuals and the society in general. They include income level, availability of opportunities within the society and availability of career support facilities e.g. career guidance professionals.

**Environment:** These are things external to an individual. It involves both physical and social environment. They include family factors, socioeconomic factors, and peer influence.

**Family factors:** Combination of forces from within the family that influence career decision of a person. They include availability of role models within the family and family expectation.

**Feminization:** For the purpose of this research, this word refers to the fact that there are more women than men in the field of early childhood, as far as service delivery is concerned. It is another term used to refer to gender imbalance. This means that there are more females than males in the field of ECE especially as teachers.

**Income level:** For the purpose of this research, this refers to the level of earning either in the form of money or other assets gain.
**Individual factors:** These are factors within an individual that may influence his/her enrolment for training in a specific course. They include academic performance, interest in ECE, expectations and personal experience.

**Open, Distance and e-Learning (ODeL):** This is a mode study at Kenyatta University where students learn on their own. The students use modules prepared by their lecturers both in hard copy and in electronic form. They only attend consultative contact sessions at the main campus and at their centres for continuous assessment tests and main exams.

**Peer factors:** These are factors associated with peer group. They include group thinking such that one does a course done by your peers, role models and availability of career information among the peers.

**Regular university programme:** This is a mode of study where learning takes place during universities’ regular semesters. It takes either two semesters or three trimesters per year.

**Role models:** These are people who influenced the students’ decision to enrol for early childhood education.

**School based programme:** A mode of study where learning takes place when regular schools are closed. The students are usually teachers who can only be available during holidays.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discusses past research findings that touch on the issues addressed by this study. First, the chapter introduces ECE as a career. It then presents some of the existing literature on the factors that influence the enrolment of male students for training in Early Childhood education as per the study objectives. The summary of the chapter is the final part of the chapter.

2.2 Male Participation in ECE

Establishing oneself in a specific career begins with one enrolling for training in an institution of higher learning. Career development is a life-long process that should be given a careful thought and adequately planned for. If well thought of, it should provide meaningful, productive and satisfying quality career choices. Career decision making is a complex process affected by various factors that come into interplay in one’s own life (Brown and Brooks, 2002).

ECE is one of the courses one may choose to pursue. However as a career, it has been highly engendered. According to Mukuna and Mutsotso (2011), gender imbalance in the pre-school teaching profession has been a common practice globally. An Australian College of Educators’ National Survey of the
Teachers’ Workforce for example, found that two thirds of all the school teachers to comprise females with men preferring managerial positions. Consistently, Australian College of Educators, (2001) found that male ECE teachers expressed greater desire to apply for managerial positions rather than classroom teaching.

In Kenya, the situation hasn’t been different. Several researchers have identified high gender disparity as far as early childhood service delivery is concerned. Waithaka (2002) in her study among schools in Thika District established that out of a total of 166 pre-school teachers, only one was male. Gakii (2004) in a study conducted at Miriga Mieru division of Meru County found that out of 475 pre-school teachers in the division only two were male. This information shows the extent to which early childhood education has been engendered not just in Kenya but in the entire world as well.

Several factors and stereotypes hinder men’s participation in ECE. Many feminist scholars insist that there are no natural differences between men and women, and that sex discrimination is the primary reason for differences between men and women in ECE labour market outcomes (Phillips, 2004).

On their part, MacNaughton and Newton, (2001) argue that the effects of increasing male participation in children’s services workforce could be problematic, especially if the presence of men perpetuated traditional gender roles and stereotypes.
The argument of many is that additional men in the field would do more harm than good by denying female workers opportunities to advance in managerial and other senior positions. Others according to Cameron (2001) contend that since males are more likely to be sexual predators of young children than females, they could be restricted in their duties because of the heightened regulations on them. Carrington (2002) was highly concerned by the fact that despite playing the same role of a teacher, men are under more pressure to act differently when handling children.

Males too have had a fair share towards this disparity. On this, Ghorbani (2008) found that men had unrealistic salary expectations during their first year of teaching. As a result of this unrealistic expectation, they place a lot of importance on the amount of money to be earned when making a choice regarding a job to undertake as well as job satisfaction.

High salaries, according to Ghorbani, tempt men to administrative and managerial positions in certain schools. To a worse extent, men may even quit teaching jobs all together in search of better paying jobs. Macharia, (2011) found out that gender disparities in career choice results from cultural beliefs, upbringing factors and support an individual receives from the society that usually have gender as the main factor. The perception the society has pertaining to gender and career plays a major role in individual’s career choice. For instance, in most cultures ECE in particular is regarded as a female career. Karanja (2009) shares the same sentiments. In her study, Karanja found out that
the high gender disparity in preschools among teachers is brought about by the fact that parents prefer taking their children to schools with female teachers. The argument behind this is that the society considers female teachers to be well positioned to take care of young ones since it is their natural role. This locks men out of employment in this sector. Cunningham and Dorsey (2004), agree on this, and add that many people in and out of the early childhood sector believe that women are naturally predisposed to caring for young children whereas men are not. This is due to the fact that, in most cultures, the responsibility of bringing up children is bestowed on women both at home and in other environs (Koech, 2010). With such perception from the society, few men will be willing to risk pursuing a career in ECE.

Parents too have played their part as far as engendering ECE is concerned. Their unsympathetic attitudes towards males not only impact on recruitment but also on their retention. On recruitment, parents will emphasise on the institution employing female teachers as opposed to their counterparts. In addition their pressure towards school administration requiring them employ females would see many males lose their job or quit voluntarily quit. This has seen some males, even though willing to be part of workforce, denied an opportunity to work.

Even with these challenges, the need for male role models cannot be disputed as agreed by Nelson and Ruddock, (2004), who contend that lack of these models has a detrimental impact on the education of the boy child.
Despite the challenges noted above, there is an emergent trend in Kenya of men training as professionals in Early Childhood Development Education (ECDE) though they are underrepresented in ECE workforce. Their enrolment in the ECDE sector may be influenced by a number of factors some of which are discussed in this chapter. The factors are grouped into personal, economic and source of career information influence categories.

2.3 Personal factors

Research has shown that there are various individual factors that may influence career choice. However there has been no specific research targeting a career choice in early childhood education. To begin with, individual perceptions of the ideal job one intends to engage in sometimes in the future has been found to influence on the decision on which course to pursue. Every individual has an idea of what a perfect job is and that determines the career they are to pursue. Student’s perception towards their environment, personality, and opportunity highly determine the career choices they make.

According to Helwig (2001), career decision has its basis on early years of an individual’s life. He purports that an individual’s initial career decision-making is a cultural and developmental task that adolescents are expected to have accomplished by the end of their high school years. In his research he found out that approximately 23% of adults aged 40-55 had made their career decisions during their childhood. Additionally, he asserts that elementary aged children hold career goals that they intend to pursue. However, he continues to say that
some of these goals are typically unattainable for the large part of the population. One of the reasons behind this is the fact that they have inadequate information regarding careers they intend to pursue, and therefore a need for guidance. This is where one’s family comes in to help children in making such decisions and ensuring that they don’t restrict themselves career wise. This helps them to avoid inappropriate career choices.

Frank, (2004) contends that individual’s self-understanding plays a vital role in determining career choice. According to him, it is always very important for students to have a good understanding of themselves and their personality if they are to make intelligent career plans. These include having knowledge on what they are and what they would like to become in the future. The personality factors to be considered include mental abilities, special abilities, and interests. According to Frank, mental abilities such as verbal comprehension, word fluency, spatial ability, numerical ability, reasoning ability and memory determines what career one intends to pursue. Worth noting is the fact that mental ability plays a great role in academic performance that restricts one to certain courses. Frank further advances that students need to be conscious about their personality as well as intellectual abilities while planning on the courses to pursue. Frank advices that in developing a career plan, individuals need to carry out an evaluation of own personality including abilities through self-assessment and communication with others.
Future expectations in terms of the benefits associated with a particular career determine what students’ choices. The salary expected from a career may either discourage students from pursuing it or encourage them. Ghorbani’s (2008) survey found that participants held impractical expectations towards their projected salaries during their first year of teaching. The survey for instance singled out men as placing a strong emphasis on the importance of money in determining their job satisfaction. Consequently, Ghorbani argues that administrator’s salaries tend to tempt men from the classroom to managerial positions, or possibly leaving education altogether. Ghorbani further proposes that the presence of financially struggling teachers will scare away individuals from a teaching career mostly men.

This implies that some of these challenges faced by men in ECDE tend to discourage them from pursuing the course. However with ECE professionals hardly getting salary commensurate to their qualification, there remains to be established whether salary expectations remains a factor influencing men to enrol for a career in ECE.

Craig d'Arcy (2008) in his study presents a different scenario. He contends that there are special factors that attract individuals to enrol for specific courses. In the study, Craig d'Arcy found that a lot of men who choose early childhood education as a career had prior experiences in the field which they intended to bring on board. For instance one of the male participants explained that he was motivated into the field after having children of his own as well as having an
intention of portraying that men too have much to offer in rearing children. He therefore concludes that prior experience with children, being parent as well as wanting to help children learn and develop appropriately, influenced males to enter and be sustained in early childhood as a career. This brings in the role of cultural socialization in child rearing. The African culture has socialized women to be child nurturers, while men on the other hand become bread winners. This leaves men at risk of being outpaced from the field of early childhood education early in life. However, the situation in Kenya seems to be different where discrimination, low pay and the low status are accorded to those working in ECE. It however remains to be established whether these practitioners would envy the experience they garner from the field.

Another personal factor likely to influence an individual’s career choice is one’s family. Poulter, (2006) found that Asian Americans do not always choose a career based on their own interests or intentions but on the family’s decision and expectation. He observed that the younger generations feel obliged to carry on the family tradition and accomplish the wishes of the older generation. This forces students into careers that advance their family’s interests as opposed to their own.

In a study on role models’ influence on the career decisiveness of college students, Perrone, (2001) concludes that role model supportiveness as well as quality of relationship highly contributes to a career a student decides to pursue. This shows how important one’s friends have on their choice on career.
Whether these personal factors are directly linked to student’s choice to pursue a course in ECE remains to be established, while what would motivate a family to guide one of their own towards a course where men are facing such challenges is still not clear.

2.4 Economic factors

Research has established that the economic status of an individual or his/her family has great influence on a student’s choice to enrol for a course. Economic status refers to economic situation of individuals and the society in general. According to Fergusson & Woodward, (2000) a very strong relationship exists between economic status and occupational choice. Bandura, Barbaranelli, Caprara, &Pastorelli (2001), advance that every individual in the process of making a career decision is influenced by the social context we live in as well as the economic status of the entire society. They further explain that social and economic circumstances of a broader community highly affect youth's perceptions towards a certain career. Worth noting is the fact that the impact of poverty is felt from the early age.

Poverty has a direct influence on the choice of a career. For instance, students from poor backgrounds have had to opt for cheaper courses just because they cannot afford certain courses. Such students are blocked from pursuing certain courses, not because of their intellectual inability but because they can’t pay for the course.
An individual’s residence is another factor that influences career choice, Oyamo and Amoth (2008). They advance that students from rural homes tend to seek help from their parents more than their counterparts from the urban areas. This is exacerbated by the fact that parents more than teachers, play a major role when it comes to students making decisions about careers.

The economic status of the wider society also determines the availability of opportunities in the society from which students make career decisions. It is worth noting that students will most likely direct their thinking along a career perceived to place them at a better position of getting a job in the society. The argument here is that when there are employment opportunities in the ECE sector within the society, many will form favourable perception and this would attract more students to ECE. Poverty has partly contributed to the availability of opportunities within the society. Where the poverty levels are high, employment opportunities are low and vice versa. The income level of the community may determine what career a student chooses. Some students will have to plan and prepare for a career according to their family’s income level. This is because some courses are more expensive compared to others. (Pastorelli, 2001)

Need for career guidance is highly influenced by the social economic status. On this, Lindstrom (2007) explains that social and economic status determines whether one needs career guidance or not. He advances that those in desperate economic status mostly labelled as living below the poverty line need to be
assisted through special training programmes. The purpose would be to help them overcome educational and social challenges in order to attain minimum job standards. The implication is that such student’s decision will be based on the guidance through these training programmes. It is also argued that students from low socioeconomic background have parents who are semi illiterate or completely illiterate. These parents are not in a position to guide their children adequately on which course to pursue. Such children are also limited in terms of opportunities to meet the cost associated with such guidance. They also have limited knowledge on availability and need for career guidance.

According to Donald (2007), availability of career support facilities is another factor that is affected by the economic status which subsequently affects career choice. For instance, availability and ability to access career support groups is dependent on one’s economic status. Research has clearly shown that once properly utilized, these support groups turn up to be good opportunity that can help students in making good choices concerning the course to pursue.

Finally is the government of Kenya’s admission and placement policy. Wabwoba, F and Fullgence M. Mwakondo, (2011) points out that every year, the Joint Admission Board (JAB) currently the Kenya Universities and Colleges Placement Services, is tasked with determining which students should join various Kenyan public universities under the government sponsorship scheme. According to Wabwoba, F et al (2011) this is an extensive exercise given the large number of qualified students all competing to benefit from the funding by
the government as well as the limited available slots. They further state that the selection is made more complicated by the fact that it is done against a predefined cluster of subjects in relation to the student’s preference.

Minimum requirements exist for each course, and only students with the prescribed grades in specific subjects are eligible to pursue that course. Due to this, students are often admitted to courses they consider irrelevant to their career prospects. This further affects job satisfaction as well as career establishment. This is because, these students ends up pursuing courses that aren’t in line with their interest.

However, men are still training for a career in ECE. It still remains to be established whether, the above discussed economic factors are the same factors that influence the student’s choice to enrol for training in ECE.

2.5 Source of career information

Sinha (2003), asserts that there is presently a large gap between the real and the ideal situation regarding the quality and quantity of career information services available for students. According to Sinha, there is a need for career information and counselling service that is more systems orientated and community based. This is supported by Wango and Mungai, (2007) who purport that a large majority of students prioritised the need for a career resource centre that would help them make career decisions. Research has shown that there is a great mismatch between the careers most high school graduates choose, and the ones
borne out of their natural interest. This is the reason behind great dissatisfaction in their later careers.

According to a report by Osoro (2000), there has been an uninformed choice of careers among students. In Kenya, interviews conducted by the Ministry of Education officials and career guidance teachers confirmed that students are simply given careers booklet containing university courses, their prerequisite subjects and cut-off points, instead of career guidance and counselling. This, interestingly, is due to limited skilled human resources as well as time.

A study by Furbish and Reid (2003) emphasized the need for career counselling development to consider holistic issues. With the improved technology and ease of information access, sources of career information have increased. Learners encounter peers and other people with career information from diverse backgrounds as well as cultures. As they enter the formal education, the experiences acquired from the informal sector dominate the learning environment.

The report prepared by the Kenya Ministry of Education (2007) revealed that their existed high career aspirations among students. However, there lacked sufficient information about the qualifications or school subjects that students needed to enter their preferred profession. Their main sources of information about career choices tended to be friends as well as others particularly parents. The research advances that based on the information gathered by the students,
their decisions are made in a reactive rather than a proactive manner, such as information seeking would involve.

Wardekker, (2001) advises that it is important that a teacher builds on information and experiences by harmonising the appropriate career choice with the student’s experience, ability and goals. This is on the assumption that the diverse experiences learners bring to the educational environment are not contradictory either to the teacher’s objectives or to individual student’s personal expectations.

2.5.1 Peer as a source of information

Peer refers to a group of people with shared traits especially culture and ways of doing things. Peer influence is the influence resulting from such a group encouraging one to either change or strengthen his or her attitudes, values, behaviour and general way of thinking in a bid to conform to the group’s norms.

Masara (2010) explains that peer pressure is one of the single most determining factors as far a career choice among people with a shared culture is concerned. Masara advances that every generation of students in a given school, and probably even several generations adopt certain courses as the ideal choice. As a result, many of them, including those with no aptitude for revered career, aspire to it often at the expense of equally substantive options that they would better suit and be happier at.
Pummel, Harwood and Lavallee (2008) report that the presence of peers in one’s life highly influences his/her choice on what course to pursue. The social support that peers give to each other either directly or indirectly plays a great role in influencing what course one enrols for training. This influence is especially stronger among youths and young children.

According to Kochung and Migunde (2011) overworked teachers resulting from overloaded curriculum leaves them with little time to offer career guidance to the students. This is further worsened by the parents who have either little time with their children to offer career guidance or are illiterate as far as career matters are concerned. Students are therefore left in the hands of their fellow peers to offer the necessary career guidance. It remains to be established whether it is the same case with the ECE.

An element of peer as a source of career information has also been mentioned in a study by Natalie (2006). According to Natalie, young adults through interaction with their in the context of family, school and community learn about and explore careers which ultimately lead to their career choice.

Arudo (2008) in his study further presents the influence of peer pressure when making career choices. He asserts that adolescents choose a career just because everyone else is doing it. According to the study, friends may decide they want to go to the same college and pursue a similar career. They can also decide that in line with their future expectation, they pursue careers that will complement each other in future. This may push a student to pursue a course he/she is either
intellectually incapable of handling or a course which one doesn’t have interest on. Whether the situation is the same among male students pursuing a course in ECE remains to be established. Wasilwa, (2012) concurs with these studies by establishing that peer pressure is a great determinant when it comes to choosing a career. It still remains to be established whether these peer factors directly influence student’s enrolment for a course in ECE.

2.5.2 Family as a source of information

Family is an important socialisation agent. During socialisation, children learn from both their parents and off spring. Family members especially parents, are the most important role models in the child’s life. This means that every decision that a child makes in his/her life, career included, is guided by these models. Magnuson & Starr, (2000) postulate that career development is a lifelong process that begins in childhood years, during when family’s influence in one’s life is highly pronounced. They further explain that career related decisions that children make during their early school years are very important.

With the family being regarded as the most influential part of the child’s life, it is expected that most of the choices a child makes have their bases on the family’s guidance with the parent playing a crucial role on this.

Schultheiss, Kress, Manzi, & Glasscock, 2001; Schultheiss, Palma, Predragovich, & Glasscock, (2002) posit that siblings serve as a primary source
of support for career decisions. They do this by providing career information, role modelling, and emotional support for career decision making.

A study by Natalie (2006) also establishes that students, through their interaction within the context of family, learn about and explore careers which ultimately lead to their career choice. It was further noted that their parents, although the study noted that some parents were unable to help due to their lack of educational success or knowledge. Natalie advances that parents and other family members provide valuable learning experiences by being role models as well as being supportive in students’ exploration of their career interests. In this respect, children from literate and work-bound parents have been found to enjoy some advantage over their counterparts as far as career support is concerned. Parents frequently teach their children skills that provide them with a broader understanding of their own aptitudes that highly contribute towards making career choices. This also happens directly where parents explore on better career opportunities for their children and guide them on better ways of excelling in them. Through direct discussion within the family members, valuable career information can be acquired. This is mostly stronger when for instance a family member has been successful in his or her career.

According to Borchert, (2002) parental pressure has direct influence too. Borchert found that if a parent exerts enough pressure on his/her child to pursue a particular course a time when the child didn’t have plans on the same, then there is a high likelihood that the child will follow the parent’s suggestion. This
sometimes is beneficial to students especially those who don’t take time as well as have an ability to conduct career research. Borchert (2006) emphasizes on the importance of parents in career choice by stating that although career choice planning is the primary responsibility of a student, education level of parents might lead students in a particular career path.

Parental educational level may increase student’s perception of the value of a certain career or even of education. Cushman (2005) explored how personal relationships with one’s family may influence a man’s decision to enter a career. In his study, a common pattern emerged that 17 males agreed that their family’s support, amusement and concern led to their decision to pursue a career in teaching. Many of the participants also stated that they feared others’ reactions due to the perception that teaching is a woman’s job and that their masculinity would be under question. Many of the participants explained that their decision to teach primary school elicited the response that they would be better off teaching secondary school, which was perceived as having a better image than primary teaching. However, Carter (2008) found that men who received encouragement and support from their family and friends were more likely to teach. The support and approval they received especially from their own families played a considerable role towards their desire to pursue a career in teaching.

Salami (2002) contends that family involvement is an important aspect in career decision making. Salami says that this happens through giving or providing
information to their children on the type of courses they want to pursue. It also include the extent to which parents give encouragement, their responsiveness to the needs, approval and financial support in matters concerned with career plans of their children.

2.5.3 Career experts

Various career development strategies can be put in place to help students set up a career path. According to Isaacon & Brown, (2000), these strategies include career guidance, career counselling, career information, career education, career development programme and career coaching. The interventions strategies help students to develop self-awareness, occupational awareness, learn career decision making skill, job search skills, cope with job stress, adjust and implement after having made a choice, problem solving skills and others (Niles & Bowlsbey 2002).

Lapan, Aoyogi and Kayson (2007), posit that it is essential that there is a need for school guidance programme that would positively impact student career development. They further assert that career counsellors play a key role in developing and implementing career activities among students to facilitate their career development. According to them, making career development a priority and activities to facilitate career development an integral part of any school guidance program should be the goal.

Maingi, (2007) on his part says that the role of career counsellors in schools in general, include facilitation of career decision-making process through
provision of careers’ information, enhancing clarity of personal values, interests, skills and abilities as well as facilitating confidence in decision making. This will consequently boast self-confidence and ability to make appropriate career decisions. He continues to elaborate that, there has been a concern where most students and other young adults find it hard to acquire adequate career information. This is because rather than schools having professional counsellors, teachers have been turned into career counsellors. The implication is that many students graduate from high school with little information concerning the careers they intended to pursue. Career information comes with various dimensions. Maingi, (2007) noted that counsellors are known to help students examine their interests, styles and their abilities so as to determine which profession best suit them. They are also known to be helpful to students who were yet to decide on a career as well as those who might be unhappy with their choices. In addition, career experts also assist people in learning new skills and abilities related to managing and directing their careers and work life. On this, Parrott & Parrott (2001) observed that experts invest a valuable amount of time, energy and expertise in aiding students in career decision making as well as assisting people in career discovery. They further affirm that career experts also help students in identifying potential role models, with whom they might develop supportive, value adding relationships.

Gaffner, David, Hazler, & Richard (2002), present a concern that progress in career development tended to be blocked when there was lack of information about self, the world of work (occupational information) and ways of obtaining
information. They further presents that students who lacked career information entered colleges, only to quickly find out that their career goals were unobtainable or unsuitable. Students with an adequate amount of self-information and occupational knowledge tended to make better decisions, whereas, those without this information, by default, made poor decisions. The whole implication is that lack of information generally exposes students to career establishment difficulties as well as job satisfaction.

2.5.3 ECE Professionals

Professionals have a role to play in mentoring young adults. This is done either directly or indirectly. Ferry, (2006) defines mentorship as a personal developmental relationship where a more experienced and knowledgeable person helps a less experienced and less knowledgeable person. According to him it was perceived to entail informal communication, usually face-to-face and during a sustained period of time, between a people who was perceived to have greater relevant knowledge, wisdom, or experience and a person who was perceived to have less. ECE professionals help students in career development through socialisation.

The role of a mentor in career development, as an important professional resource, has been found to include helping a mentee in filling the gaps in terms of knowledge and skills in a very practical manner. A mentor was said to provide to a young person a pool of knowledge that could be tapped on, to help
polish some particular key skills that were said to be pertinent in career development (Ferry, 2006).

2.7 Summary

In conclusion, a number of factors have been found to influence student’s choice to enrol for a course. These factors include economic, personal and information source factors. These highly determine whether or not one is going to choose a course at the expense of another. However, the available literature doesn’t specifically establish whether these factors directly influence male students’ enrolment for a course in ECE. Other factors are inconsistent with the situation on the ground. For instance, research has indicated that men prefer highly paying jobs. With ECE professionals earning quite low salary that isn’t commensurate of their professional qualification, it remains to be established what really attracts men to enrol in ECE courses. Further, with the challenges noted in ECE as far as men are concerned, it is not clear why family members would encourage one of its own to undertake the course. To sum it all, with all the challenges that men face as far as working in the early childhood sector is concerned, it is yet to be established why they enrol for training in ECE. Finally, with literature showing high gender disparity in as far as service delivery in ECE is concerned, it is clear that many men who train as ECE professionals never end up working in the field. It therefore remains to be established why these men train in ECE only to end up working in other fields.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter covers research design, study variables, location of the study, target population, sample size, sampling procedure, research instrument, pilot study, test of validity and reliability, data collection procedures and methods of data analysis.

3.1 Research Design

The research employed a descriptive research design using the case study method. The design was appropriate as it allowed for an intensive description of the case, in this case Kenyatta University, to help in in-depth understanding. It also enabled the researcher to get information which could otherwise have been impossible to get through other designs. The data collected through a case study is a lot richer and of greater depth. The importance of a case study has been emphasised by Kombo, D. & Tromp, L. (2006) who acknowledge that case study is a powerful form of qualitative analysis that involves a careful and complete observation of a unit, irrespective of what type of unit is under study. It is a method that drills down, rather than cast wide. Case study therefore enabled the researcher to gain an insight regarding factors influencing male students to enrol for training in ECE.
3.1.1 Variables

The dependent variable was male students’ enrolment for training in Early Childhood Education while the independent variables were the factors that influence the male students’ enrolment for training in ECE. For the purpose of this study, the independent variables were categorised into personal, economic and the source of career information. Personal factors included own interest in ECE, career research, career prospects in ECE, influence from a role model and academic performance.

Economic factors on the other hand comprised of unavailability of money to cater for other courses perceived to be expensive, need for job promotion, inability to access career guidance from experts and restrictions placed on students’ recruitment in this case KUCCPS.

Finally the source of career information included one’s family, peers and professionals. These factors are likely to influence students’ decision to consider early childhood education as a career or not.

To measure these factors, an interview schedule containing specific items on the above variables. For instance on personal factors, it helped to inquire on the academic performance, personal interest as well as personal expectations. The researcher sought to find out whether aforementioned factors had influence on their enrolment for training in ECE. This applied to all other factors being
investigated. Further information to ensure depth, the interview schedule contained both closed and open ended questions.

3.1.2 Research methodology

The research was a qualitative study. Data collection and analysis was qualitative in nature. Data was collected using interviews that was guided by interview schedules. The researcher administered the interviews to the participants.

3.2 Location of the Study

The study was conducted at Kenyatta University, main campus, which is situated in Nairobi County along Thika super high way. Its school of Education is the oldest school among the fourteen schools in the university. In addition, it is the school that currently has the highest enrolment of more than 30,000 registered students out of the University’s 74,000 students as per the time of study.

The early childhood programme is well established at Kenyatta University. It is the pioneer of the course in Kenya having opened its doors in 1995. Kenyatta University offers the course in three different modes of study. The modes are regular mode, School based and ODeL. This enables the university to attract a large number of students from all over the country owing to the flexibility resulting from the three modes. Additionally, at the time of study, it was the
only university in Kenya offering early childhood education under open and distance learning programme. Hence this enabled the researcher to study trainees from various parts of the country. This easily informed the choice of the study.

3.3 Target Population

The study targeted male students pursuing diploma and bachelor’s degree in Early Childhood Education at Kenyatta University. By the time of collecting data, the certificate course had just been started. However, the classes were not getting the required quorum. Additionally, the commission for higher education had just issued a directive for Kenyan universities to stop offering certificate courses. Masters’ and PHD programmes are usually considered for staff development. It is highly unlikely that they will end up in preschool. Thus the study focused on diploma and bachelors students. The target population was grouped into three categories. They were IBP, regular and Open and Distance Learning mode.

The male students’ representation in numbers as per current enrolment was as follows;
Table 3.1: Number of male students in various ECE programme modes

<table>
<thead>
<tr>
<th>Students Category</th>
<th>IBP</th>
<th>Regular</th>
<th>ODeL</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma(ECE)</td>
<td>0</td>
<td>22</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>B.Ed. (ECE)B.Ed.</td>
<td>120</td>
<td>90</td>
<td>28</td>
<td>238</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>112</strong></td>
<td><strong>54</strong></td>
<td><strong>286</strong></td>
</tr>
</tbody>
</table>

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

The researcher employed various sampling methods. First stratified sampling was used to arrive at students pursuing diploma and degree in ECE. Purposeful sampling then followed to help the researcher to get male students from the students pursuing diploma and degree in ECE. Using the already existing strata comprising of ODeL, school based and regular modes, simple random sampling was then done. In this way, 30% of the male students under each mode of study were selected.

3.4.2 Sample size

Sample size comprised of 50% of the male students from each of the three study modes. This was in line with Orodho (2003), who recommends a sample size of 30% to 50% of the population under study.
The sample is represented below;

**Table 3.2: Number of male students selected for study**

<table>
<thead>
<tr>
<th></th>
<th>School Based</th>
<th>Regular</th>
<th>ODeL</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma(ECE)</td>
<td>0</td>
<td>11</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>B.Ed. (ECE)</td>
<td>60</td>
<td>45</td>
<td>14</td>
<td>119</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>56</td>
<td>27</td>
<td>143</td>
</tr>
</tbody>
</table>

3.5 Research Instruments.

The researcher used interview schedule to guide the interview process in the course of data collection. The interviews conducted with the respondents were a rich source of data as they gave the researcher an opportunity to gather additional data through further probing. This enabled the researcher understand better the factors that influenced male students towards enrolment for training in ECE.

The interview schedule was divided into part A and B. Part A was used to gather some demographic information that was useful to the study while B helped gather information regarding factors that might have influenced male students’ career choice in ECE.

Part B was further subdivided into five sections. Section I addressed personal factors while II dealt with economic factors. Section III was used to collect data
on the career information source as a factor. Finally section IV aimed at gathering additional data regarding the factors that influenced students’ enrolment for training in ECE. (See appendix I).

### 3.6 Pilot Study

Prior to the main research the researcher pre-tested the interview schedule in a pilot study conducted among four male students in one of the universities in Nairobi County offering Early Childhood Education. The pilot study enabled the researcher to check the validity and reliability of the instruments. Additionally, the researcher engaged the services of two research assistants at this level to enhance their understanding of the tool. The sole duty of the assistants was not to conduct interviews but to assist in taking notes. All the ethical issues that arose were addressed prior to the main research. Piloting also tested the clarity of the interview schedule where the items that were found to be inadequate or vague were modified to improve their quality.

#### 3.6.1 Validity

The researcher established content validity through item analysis. This enabled the researcher to establish whether the interview schedule was at a position to measure the content domain it was designed to measure. Use of content validity helped the researcher to ensure that the instrument was adequate enough to measure what it was intended to be measured.
The first method used was soliciting expert judgement. Here the two supervisors analysed each item in the schedule at a time to find out whether they were relevant to the study objectives and that they were able to avail the required data. They also checked on the comprehensiveness of the items to establish whether they would help in achieving the intended purpose.

Face validity was also ensured by the researcher in two ways. First, the researcher analysed each item to find out what they intended to measure and whether they were relevant to the study. Then the researcher gave the colleagues the schedule to read through each item.

Finally, since the interview schedule was supposed to establish the factors influencing male students’ enrolment for training in early childhood, the researcher read through the pilot study results to see whether the items in the schedule covered all the intended objectives.

3.6.2 Reliability

Test-Retest method was used to check the reliability of the interview schedule. The researcher administered the interview to four selected students on two different occasions at a week’s interval. This meant that the interviews were first administered to the four students. After one week the interview was conducted to the same students again. The results helped in confirming the consistence of the instruments.
3.7 Data collection Techniques

The researcher used interview as the only data collection method. To facilitate smooth administration of the interview, interview schedules were used. To begin with, the researcher sought permission from the ministry of Education, department of National Commission for Science, Technology and Innovation. Having prepared and tested the interview schedule, the researcher administered them among the male students pursuing diploma and degree in ECE at Kenyatta University.

All the respondents were reached after their respective classes to ensure that the study did not interfere with the schedule. Students from the three modes of study were brought on board in the course of study. The ODEL students were accessed at the main campus during their contact sessions. This was important since all the students from various centres were present. Regular mode students who undertake their studies during universities’ regular semesters were accessed after their classes. Finally, students from the school based programme were reached during one of the school holidays a period when they were in session. The researcher liaised with the ECS Department in order get and familiarise himself with the timetable for the three modes of study and that enabled him to meet the students in their classes.

Every interview was supposed to take not more than 25 minutes. Within the 25 minutes, the researcher probed adequately for details on the factors that being investigated. The researcher had two research assistants whose duty was to
assist the researcher in noting taking. This was important in order to ensure that all important points were recorded.

3.8 Data Analysis

The research employed qualitative Data analysis. Data was analysed in the form of themes and sub themes. However they were informed by the study objectives. In the first section, the researcher dealt with the personal factors that influenced enrolment while the second section dealt with economic factors. The third section presented data on sources of career information and how it impacted on enrolment for training in ECDE. The study captured direct statements from the respondents. Data was presented in frequency distribution tables as well as charts in some sections. Simple tabulations were also done involving frequencies and percentages.

3.9 Logistical and Ethical Considerations

The research was guided by various logistical and ethical principles. The logistical and ethical considerations were important in ensuring that the research was carried out in a smooth and humane manner.

3.9.1 Logistical considerations

As a logistical measure, the researcher printed adequate interview schedules that helped avoid unnecessary disruptions during data collection. The researcher then liaised with early childhood studies department in order to
schedule the activities and reach the respondents. This also enabled the researcher to avoid unnecessary interruptions to the students in the course of learning.

Research permit was sought from the Ministry of Education Science and technology, department of the National Commission for science, technology and innovation. The permit allowed the researcher to conduct the research.

Permission to conduct research within Kenyatta University was sought from the office of the vice chancellor.

3.9.2 Ethical Considerations

The researcher communicated to the respondents on the importance of the research as well as what the research entailed. This helped the respondents to make informed decision to be part of the study.

All the participants were required to sign a consent form before the participation in this study. This will be a show of a voluntary and informed willingness to participate in the study.

The researcher also informed the participants that they were not required to disclose their names at any point. It was let known to them that high degree of confidentiality was to be upheld.
Additionally, the researcher informed the respondents that participation was voluntary. This meant that they were free to participate in the research and that they could withdraw their participation at will.
CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings, interpretations and discussion according to the objectives of the study which were;

1. To establish the personal factors that influence male students’ enrolment in ECE.
2. To investigate the economic factors that influence male students’ enrolment for training in ECE.
3. To explore various sources of career information that influence students’ enrolment for training in ECE.

4.2 Composition of study population and Sample

The respondents were drawn from the male students pursuing Bachelor and Diploma courses in Early Childhood Education at Kenyatta University. This is across the three modes of study which include IBP, Regular and ODeL.

4.2.1 Population Composition

The distribution of male students was as shown in table 4.2.1 below.
Table 4.2.1: Number of male students in various ECE programme modes

<table>
<thead>
<tr>
<th></th>
<th>IBP</th>
<th>Regular</th>
<th>ODeL</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma(ECE)</td>
<td>0</td>
<td>22</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>B.Ed. (ECE)</td>
<td>120</td>
<td>90</td>
<td>28</td>
<td>238</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>120</td>
<td>112</td>
<td>54</td>
<td>286</td>
</tr>
</tbody>
</table>

IBP which means Institution Based Programme consists of the students who undertake their studies during school holidays. Regular programmes have students study during school days. It takes place between January and April, May to August and September to December every year. Finally, ODeL which means open and distance learning consists of students who study on their own by use of the university online provided materials. The students meet lecturers at their centres during the agreed contact sessions.

As depicted in table 4.2.1 above, there were a total of 286 male students formed the population of study. These were pursuing Bachelor and diploma in ECE at Kenyatta University across the three modes of study. Diploma students accounted for 17% of the total population while 83% were bachelor in ECE students. IBP formed the highest category of students at 42% of the total population under study. Those under regular programme comprised of 39% while those under ODeL mode accounted for 19%.
4.2.2 Characteristics of the study respondents

Of all the respondents under IBP, 78% were found to be working and could only be available during school holidays. The research established that 73% of them were taking ECE as a second course. Whereas some had undertaken a primary teacher education certificate, others were upgrading their certification in ECE.

The study further established that those under regular programme were mostly form four leavers. These were taking ECE as their first course of study. There were two sub categories of students under this mode. The first group included students admitted through Kenya University and Colleges Central Placement Service. The second category was that of self-Sponsored students regarded as SSP. Those admitted under KUCCPS are sponsored by the government through the Higher Education Loans Board. The SSP group cater for their own school fees.

Finally, the ODeL group that registered the lowest number of students at 19% comprised mostly of the working students. This category cited flexibility as the reason behind their enrolment under this study mode.

The inquiry on their high school grades revealed that the ECE course did not attract students with very high grades. This is as shown in table 4.2.3 below;
Table 4.2.3 High school Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+(Minus) and above</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>C+(Plus) – B+(plus)</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>Below C+ (Plus)</td>
<td>109</td>
<td>76</td>
</tr>
<tr>
<td>No response</td>
<td>10</td>
<td>7.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>143</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The table above presents the performance of the respondents in their final secondary school examination. The figures in the table indicate that the highest number of respondents, 76%, had a mean grade of below C+ (plus). 17% of the respondents had attained between C+ (Plus) and B+ (plus). However 7% of the respondents didn’t mention their high school grade. None of the respondent had a mean grade of A. High school grade determines one’s cluster points. This consequently determine the course one qualifies for admission in an institution of higher learning.

The cluster points are set by the admissions board as well as various institutions of higher learning. A student’s best cluster and the level of qualification determines the course to which one is admitted to pursue. This means that, unless one has attained a certain cluster, he is not admitted for some courses. Students with low grades therefore do not qualify to pursue courses requiring high cluster points. This blocks students from pursuing courses of their choice.
This explains why students are likely to pursue a course against their own interest.

4.2.3 Composition of the sample.

The sample of the study totalled to 143 male students. This accounted for 50% of the sampling frame. The proportions of diploma to degree students were 24 and 119 respectively.

The sample under regular programme accounted for 39% while those under IBP 42%. The respondents training under ODEL programme made up the smallest category at 19%.

Regular students comprised of two categories. The first category were admitted through the Kenya Universities and College Placement Unit. The second category was composed of those who were self-sponsored (SSP). Most of these students were form four leavers taking ECE as their first course. This category of students undertook their studies on a full time basis with a semester taking three and half months.

Institution Based learning on its part comprised of students who were only available over the school holidays. The highest number of students under this category were practising teachers. These were either advancing their career or those that were already teaching and want to have certification in ECE. They
preferred this mode out of convenience since it offered them an opportunity to study while working.

Lastly, ODeL program comprised of students who could not be in the institution for any length of time. This category was mostly made of working students.

4.3 Personal Factors that Influence Enrolment of Male Students for ECE

In the first objective, the researcher sought to establish the personal factors that influenced the respondents to enrol for training in ECE program. The students reported various factors to have influenced them. The results are presented in table 4.3 below.

Table 4.3. Personal Factors influencing Enrolment of Male Students for ECE Training.

<table>
<thead>
<tr>
<th>Influencing factor</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school grade</td>
<td>95</td>
<td>66</td>
</tr>
<tr>
<td>Information from Career research</td>
<td>33</td>
<td>23</td>
</tr>
<tr>
<td>Personal interest in ECE</td>
<td>32</td>
<td>22</td>
</tr>
<tr>
<td>Influence of a role model</td>
<td>90</td>
<td>63</td>
</tr>
<tr>
<td>Desire to work in a specific institution</td>
<td>116</td>
<td>81</td>
</tr>
<tr>
<td>View of ECE as an easy course</td>
<td>83</td>
<td>58</td>
</tr>
</tbody>
</table>
As evident from the data in table 4.3 above, interest to work in specific institution after training was the key factor in the students’ decision to enrol for training in ECE. The majority of the respondents, 81%, said that they chose the course because they had a desire to work in specific institutions dealing with children. Most of them cited NGOs as the most preferred employer after training. Others would prefer working in public service while some desired to work as lecturers in the institutions of higher learning. Only a single male student wished to work as a pre-school teacher. This does not augur well with the effort to increase men participation in ECE. The implication is that continued training of ECE professionals is not enough to alleviate the high gender disparity in ECE service delivery.

Those reported to have been limited by their high school grade accounted for 66% of the respondents. This is consistent with the demographic data that showed that 76% of the respondents had a mean grade of between below C+ (plus). This meant that such students could not be admitted in some courses since, in Kenya certain bachelor’s courses have higher grade requirements than others. Students with high grades are often admitted in such courses. Others often go for courses that do not demand high grades. ECE courses are among those courses that are open to students with relatively low grades accepting a minimum academic requirement of grade C+ for bachelors and grade C plain for Diplomas. One of the respondents had the following to say:
“My dream was to pursue electrical engineering. However after completing my high school, I was very disappointed since the grade I attained could not allow to pursue that course. This is how I landed on ECE.”

The above statement indicates that there are students who were denied a course of their choice by the grade they attained in secondary.

Another significant group comprising of 63% of the students reported that their choice of ECE as a course resulted from the influence of a role model. According to the respondents, most of the models that influenced their enrolment were professionals in various fields among them ECE. Two categories were identified. The first category was professionals in ECE sector that comprised of individuals regarded by the respondents as important to them who had excelled in the field of ECE. One of the respondents when asked about how the model influenced his decision, he replied;

“He has been quite influential in my life especially in my studies. He started training in colleges before he even completed his university studies. I always went for advices from him especially on academics. Looking at how well he was doing as a professional in ECE, I opted to pursue the course he had pursued.”
The second category was identified to be those individuals important to the respondent but professionals in other fields. On this, one of the respondents had the following to say;

“I got information about ECE as a course and career from my high school teacher. He was both a teacher and a friend whom I could turn to any time I needed advice especially on academic matters. When I needed to join university, I discussed with him about the courses I could pursue. He advised me to consider pursuing a course in ECE which according to him, was a new course and that there were few individuals who had studied the course. This according to him would make it easy for me to get a job. The unfortunate thing was that he wasn’t at a position to offer me all information I needed to better understand ECE as a career. I have to admit that I had very little information about this course.”

The above statement portrays that models from other professional grounds apart from the ECE too had a role to play in students’ choice for ECE.

According to the data gathered, the respondents were influenced by the models’ success in their job, direct advice given to them by the models on the best course to pursue, and direct assistance offered to them. Some of these assistance offered by the models included linking the students with various institutions offering ECE and giving them information concerning ECE as a course.
With the importance role models play in one’s life, it is expected that they do have influence in the student’s decision to enrol for a course of study. This may happen through an advice from the role model or by the student copying the actions of a model including opting to pursue the course the model pursued.

Respondents who enrolled for ECE because they viewed it as an easy course consisted of 58% of the total. One of the respondents on the view of ECE as an easy course said,

“I opted to pursue ECE because friends who had pursued the course said that it was an easy course. I wasn’t ready to face a difficult course because I don’t have time to study.”

The respondents singled out medical and applied sciences as some of the courses they would have pursued but they perceived them as difficult and demanding. On this, one of the respondents asserted,

“Right from high school, sciences have been difficult subjects for me. Specifically, chemistry and biology were two of my most difficult subjects. It is then that I decided never to pursue a science course.”

The largest number of these respondents comprised of IBP students. Most of the IBP students are primary school teachers whose main interest is advancing their career. This is irrespective of the programme they pursue. All they are interested in whether or not the programme is recognized by their employer or
not such that it would lead to and subsequent promotion. The statement below justifies this.

“All I wanted was a course that would lead to my job promotion. I therefore went for ECE which I felt for me it was manageable. I know ECE as an easy course and with my busy schedule it is the best course for me.”

Judging by the statements, it is clear that some male students pursued ECE since they viewed it as an easy course. Worth noting is the fact that most of them were already working. Their busy schedule together with the short learning sessions make them go for the course they perceive as easy.

Other factors that influenced enrolment of male students for training in ECE as indicated in table 4.3 included research which accounted for 23%. On this, one of the respondents had the following to say;

“I conducted a lot of research on the best course that I could enrol for training. I sought information from friends, media, newspapers and various institutions’ website.”

They reasoned that since there few male ECE professionals, and given that ECE is an emerging career, there was a high likelihood of securing a job in relevant Kenyan job market.
Discussion

The study presents various individual factors influencing male students’ decision to enrol for ECE. The personal factor that stood out among others was the students’ desire to work in some preferred work places. Most of the male students preferred to work in Non-Governmental Organizations. This is consistent with the findings in the literature that students were motivated to enrol for some courses by the expectations they held though most of them are unrealistic (Ghorbani’s 2008). For instance, though NGOs pay well, it isn’t always easy to get a job at these organizations. With research establishing that teachers are lowly paid in preschools (Daily nation, 7th January 2014), it is expected that few will choose to work in preschools a fact that has been echoed by this study. NGOs on the other hand are known to offer good working terms to their employees. This is partly the reason as to why many students are interested in working with these NGOs after their training. With many male students preferring to work in highly paying institutions and organizations, the problem of gender disparity in ECE service delivery is expected to be higher.

High school grade highly influenced students’ enrolment. Most of the students could not pursue the course of their choice owing to the low grade they attained in their final secondary school examination. This stood out to be true since in Kenya certain bachelor’s courses have higher grade requirement compared to others based on the cluster points. Worth noting is the fact that high school grade is the major criteria used to admit students by Kenyan universities for self-
sponsored students as well as the Kenya Universities and Colleges Central Placement Services (KUCCPS). This is mostly based on the association of low grades with low intelligence which is unacceptable. In line with this, students with high grades are often admitted in courses requiring high cluster points and grades. This leaves those with lower grades to go for courses that do not demand very high grades. ECE courses are among those courses that are open to average grades having a minimum academic requirement of grade C+ for bachelors and grade C for Diplomas. Changing the perception that low grade mean low intelligence is important. With the ever rising gender disparity as far as provision of early childhood services is concerned and the importance early years hold, associating ECE with low performing students need to be cabbed. This should go hand in hand with improving other aspects of ECE such as low pay and job security. This will ensure that men are attracted in early childhood consistent with Farquhar (2006) and Cameron (2006) who reported that men preferred to work in areas where their status is high and where they are easily recognized.

Role models according to the study played a huge role in influencing male students towards enrolling for training in ECE. Particularly models who are professionals in ECE had the biggest impact because they are thought to have more information in the field than others. Models play important role in one’s life of which career guidance is part of the roles. Their actions and advice is crucial in student’s decisions as established by this study. Owing to their importance in one’s life, it is expected that career isn’t an exception. This
concurs with a study by Perrone (2001) who emphasized on the importance of a role model in one’s career choice. Their influence may either be through direct advice to pursue ECE or through their actions. However, there existed no research on the negative influence role models can have on one’s career. This study has raised the ability of some role models to avail all the necessary information to facilitate informed career decision. The fact that some models were professionals from other areas leaves a question on whether they were able to give satisfactory information about ECE as a career. Some of the respondents agreed that some models were not able to give all information they needed to better understand ECE as a career. This in future is going to affect career establishment and if this happens with ECE male trainees, gender disparity will likely persist. It would therefore be important to ensure that, whichever the source of career guidance or information the students are well informed about the career they would like to pursue. Supplementing information from models and other career information sources can be of great help towards addressing gender disparity in ECE.

Additionally, view of ECE as an easy course played a role in student decision to enrol in ECE. For instance, applied and health sciences were singled out as some of the courses they would have pursued but they perceived them as difficult and demanding. This is true with the study establishing that most of the students were IBP student whose aim was just to get a degree or a diploma for promotional purposes. In line with this, it is expected that these students go for the option they perceive easy to them. In addition, the fact that they are already
working hence their busy schedule and the short sessions, means that they will go for the easiest recognized option for them. This directly indicates that, the students have no or little interest in ECE which makes it hard for them to establish in the sector. Consequently, this is expected to further worsen the gender disparity situation in the country.

The study finally established two other personal factors that influenced male students’ enrolment for training in ECE. Firstly, the aspect of career research that involves search for information regarding a course one intends to pursue. This helps in ensuring that one has adequate information concerning the course. Consequently, adequate information is important in that it enables students to make informed choice when selecting which course to pursue. The opposite means that career establishment is jeopardised since the students realises that, ECE was not the course they would have wanted to pursue. The consequences of this is that, the issue of gender disparity persist. Further, the fact that few male students conducted career research concerning this course further strengthens the fact that many male students enrol for ECE based on little information about it as a career. Encouraging career research among students is thus important. Students’ personal interest in ECE was the second additional factor. Personal interest had little influence as far as enrolling for training in ECE is concerned. Worth noting is the fact matching personal interest with career choice often leads to job satisfaction. The study showed otherwise with very few male students having interest in ECE as a career placing their job satisfaction at risk. This is in agreement with those of Kerka (2000) who
contends that personal interest in a career is important and if not met, job satisfaction is jeopardised. It further agrees with Dediemko (2005) and Perrone, et al (2001) that students’ interests provide the main motives for their career settlement and maturity. With low interest in ECE and the subsequent low job satisfaction, it is expected that gender disparity in ECE could worsen. Facilitating interest towards ECE among trainees will be a huge remedy towards gender disparity in ECE.

4.4 Influence of Economic Related Factors on Students’ Decision to Enrol for ECE

The objective seeking to find out the economic related factors that influenced students’ decision to enrol for training in ECE produced the data in table 4.4 below.

**Table 4.4 Economic Factors Influencing Male Students’ Enrolment for Training in ECE**

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inability to Pay for the Preferred Course</td>
<td>83</td>
<td>58</td>
</tr>
<tr>
<td>Need for Job Promotion</td>
<td>103</td>
<td>72</td>
</tr>
<tr>
<td>Ease of Getting Job as an ECE Professional</td>
<td>80</td>
<td>56</td>
</tr>
<tr>
<td>ECE Being a growing profession in the market</td>
<td>70</td>
<td>49</td>
</tr>
</tbody>
</table>

According to the data in table 4.4 above, the highest number of respondents enrolled for training in ECE due to a need for job promotion. This number
constituted 72% of the respondents who were mainly IBP students. Most of the IBP students are working and mostly comprise of primary school teachers. Their interest is advancing their education in whichever programme as far as it is recognized by their employer that will lead to their job promotion. The below statement concurs with the above.

“All I wanted was a course that would lead to my job promotion. I therefore went for ECE which I felt for me it was manageable. I know ECE as an easy course and with my busy schedule it is the best course for me.”

Going by the above statement, it clear that all some of the male students wanted was a course that would lead to their job promotion.

The second highest group accounting for 58% of the students were not able to pay for the course of their choice opting instead to pursue ECE. Most of the respondents mentioned science based courses as the most preferred courses which were not affordable to them.

“My wish was to pursue a nursing course. Though I wasn’t qualified for the admission by the government sponsored program, I still could have pursued nursing through SSP. However, my family couldn’t raise the fees required for one to pursue a nursing course which is very high among all the Kenyan universities. I therefore opted for the course that I was admitted for through the government sponsorship.”
In Kenya, institutions of higher learning charge fees depending on the programme one intends to pursue. For instance, medical courses are charged higher than the art based courses. It is therefore expected that based on their financial ability, some students are restricted to the courses which are affordable to them.

The study further established that 56% of the respondents were motivated by a perceived ease of finding a job as an ECE professional. The respondents reported that they thought it would be easy to get a job because their career research had revealed that ECE was an emerging career and therefore competition in the job market was low. One of the respondents had the following to say about this.

“I hadn’t heard about ECD before. Apart from that most of friends had not heard about the course too. One of my teachers told me that the course is a new course. For me, I thought it was a perfect opportunity to pursue a course that will make it easy for me to secure a job. That’s why I went for ECE.”

They further reported the fact that there were few men in ECE that would give them an advantage as far as securing a job was concerned. In addition, they reported that, the recent appreciation of Early Childhood as a crucial stage in life means that many players will be willing to invest in the sector, further giving the trainees an advantage in job search. For instance, some reported that many NGOs and private firms had started projects to promote early literacy and
numeracy in the country especially in slums and ASAL areas in Kenya. These firms were targeting ECE professionals for the implementation of the projects. They therefore anticipated high opportunities. Others reported that, with ECDE teachers training colleges starting all over the country, they were guaranteed of job as tutors.

A view of ECE as a new course in the market influenced 29% of the total respondents. Asked why a new course was such an important factor to them, the respondents argued that it was easy for them to secure a job with a new course as opposed to other existing courses. The argument is that many people have trained in the existing programmes hence increasing job market competition unlike in ECE. The desire to have an upper hand over other candidates drives many students to explore various possible ways of countering the job market competition. Part of this is looking for new courses that come with new careers. The same desire played a part in the choice of the course among the ECE trainees.

Discussion

Various economic factors were found to have influenced male students towards enrolling for training in ECE. Firstly is the desire for job promotion. The study found out that the highest number of male students enrolled for ECE in order to secure promotion. This is consistent with Krumboltz (1976) assertion that instrumental desire had a great influence on the students’ decision to enrol for a
course. With the inconsistent nature of the regional economy, it is expected that people will devise ways of boasting their income. TSC Act (2012) provides that advancement of one’s education attracts promotion from a lower job group to a higher one, a factor that seems to have played a large part in influencing male students to enrol for training in ECE. With the highest number of students falling under IBP where most of the students are working students, it is expected that most of them will enrol to advance their need to get job promotion. With this, it easy to conclude that a continued training of males in universities and colleges will not have a significant impact on the number of males in the ECE service delivery sector especially in preschools. Hence training alone isn’t likely to address the gender disparity concern. It is important that the promotion policy goes hand in hand with ensuring that the knowledge these trainees acquire is utilised in early year’s development and learning and further addressing the issue of low male teachers in the ECE service sector.

The ability to cater for educational expenses also played a vital role. This concurs with the study by Pastorelli (2002) who had established that family’s income level as well as the prevailing economic conditions had a huge influence on the course students pursue. Worth noting is the fact that universities and colleges charge fees depending on the course one wants to pursue. Some courses are more expensive than others. For instance, in Kenya, medical and engineering courses are more expensive than art based courses. As a result, students from very poor background are denied an opportunity to pursue these courses even when they qualify, limiting them to a few other less expensive
courses. This too has a huge implication as far as job satisfaction is concerned. This is because most of them opts for options that are not in line with their interest. This further means that the existing gender disparity may worsen if other measures other than training aren’t put in place.

A perceived ease of finding a job as an ECE professional was another factor that influenced a large number of the respondents. With every student possessing own expectation after training, it expected that their minds are dominated by how they are going to secure a job. The results concurs with those of Khami et al., (2008), Rodrigo et al (2005), Perrone et al., (2001) and Myburgh (2005) who found out that what a student expects after training influence their career choices. It further confirms assertions by Ghorbani (2008) that future expectations were a major player in influencing career choice. ECE is considered one of the emerging careers in the Kenyan job market. This is one of the factors identified as influencing enrolment. This according to the study was the reason as to why the students felt it was easy to secure a job. Further, the fact ECE is regarded a woman career coupled with the view that there are few men in ECE sector means that the few men who have chosen to establish their career as ECE professionals will have an upper in as far as securing a job is concerned. More so, the recent recognition of ECE as an important stage of development directs this perception. More specifically, several NGOs are implementing programs geared towards promoting early years learning and literacy that has been a source of employment for many ECE graduates. Some of these projects include Kenya Primary Mathematics and Reading Initiative
(2011-2014), Tusome project (2013 – 2018) by USAID, Tayari Project (2015-2019) funded by CIFF and Wasichana Wote Wasome Project (2013-2015) by UKAID among others. This is in addition to the increasing number of International schools which according to the respondents have better terms compared to other schools. The recent devolvement of ECE services alongside the desire to revive ECE education at the County level has further been behind this perception. Additionally, since the decentralisation of ECD in Kenya and the set-up of NACECE in 1985, there has been an increase in awareness on the same. Consequently, this has led to an increased need of training more teachers leading to the emergence of many ECDE teacher training institutions in Kenya. To add on this many private and public universities have made ECE part of their curriculum. This has been a source of motivation to these trainees who have viewed these institutions as a good source of employment where they would work as tutors and lecturers. Whether or not these men realise these dreams is yet to be established. Facilitating the realisation of these dreams will be an essential remedy to the ever enlarging gender disparity in the ECE service delivery.

4.5 Career Information Source as a Factor Influencing Enrolment for Training in ECE.

The third objective sought to investigate sources of career information as a factor that influenced enrolment for training in ECE. The data captured is presented on table 4.5 below.
Table 4.5: Sources of career information

<table>
<thead>
<tr>
<th>Source of career information</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>68</td>
<td>47</td>
</tr>
<tr>
<td>ECE Professional</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Peers</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>Other Sources</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>143</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.5 above shows the various sources of career information that influenced male students’ enrolment for training in ECE. The highest percentage of the respondents, that is 47%, got their career information from family members. However, asked whether their family members provided them with sufficient information concerning ECE as a career, 88% gave no as the answer. One of the respondents had the following to say;

“When I enrolled for training in ECE, I knew nothing about the course. It was out of an advice from my father who could however not give any further information about the course. He just said that someone was talking about it as a good course. I came to learn more about the course after enrolment through my lecturers, fellow students and online materials.”

The above statement among others was an indication that although family was an important source of career information, it could not provide adequate information regarding ECE as a career which is essential for the purpose of an
informed decision. Family members have a huge influence in one’s life. The same influence appears to have played a role as far as male students ‘choice of career is concerned, with the highest percentage agreeing that they got information from their family members. The implication is that, many students enrol for training in ECE based on inadequate information. On the other hand, it can be concluded that lack of adequate information to enable one to better understand a course may lead one to enrol for the same. Judging by some of the statements, it is clear that had they full prior understanding of ECE as a career, the students could have opted for another course. This may have played a part in this case since the family members could not avail all the necessary information about ECE.

As shown on the table 4.5 above, 35% of the male students had peers as the source of their career information as far as ECE is concerned. Unfortunately, 86% of the total number of respondents under this category argued that they could not adequately get information about ECE necessary for an informed career decision. One of the respondents had the following to say;

“I came to learn about ECE from one of my friends. Unfortunately, they didn’t have enough information about ECE. I therefore didn’t have adequate understanding of ECE as a course or career.

With students spending a substantial amount of time with peers, it is expected that their influence is felt as evidenced in the findings. The peers as in the case
of family members are not always adequately able to provide enough information about ECE.

ECE professionals as a source of career information accounted for 11% of the respondents. On further inquiry from the respondents, it was established that 80% of the students influenced by ECE professionals were able to acquire enough information concerning ECE. Asked whether they were able to acquire all the information they needed to better understand ECE as a course and career, one of the respondents had the following to say:

“Earlier on, I didn’t have information concerning ECE as a career. I came to know about the course from one of the education officer working at Plan International who had studied ECE as his first course. It is from him that I came to learn areas I am likely to work after my training.”

On the same, the second respondent had the following to say.

“I had all the information I needed thanks to one of my teachers’ who was a part time lecturer at Mt. Kenya University, department of Early Childhood Education.”

These respondents therefore had chosen to enrol for an ECE course based on clear and adequate information about its prospects.

The percentage of the male students influenced by other factors comprised of 7% of the total. Some of the other factors mentioned included getting
information from career experts who are not specifically early childhood professionals, media and Kenya Universities and College Central Placement Services’ website. Others mentioned their high school teachers as the source of their career information.

Media is one of the major sources of information in Kenya. Sometimes students get career information from media intentionally for instance through internet search. Other times, they acquire information on available careers as well as institutions offering the course through advertisements placed by these institutions. On its part, KUCCPS places the names of colleges and courses they offer into their website. During admissions especially after high school final exams are released, students search through KUCCPS’ website to find out courses offered and their respective institutions. Many students are likely to find a course in this site ending up applying despite the little information provided in the website concerning the courses.

One of the respondents had the following to say;

“I learnt about ECE from the Kenya Universities and Colleges Central Placement Services’ website. In fact it was the first time I had heard about ECE. Since I needed a fourth course to make four choices as required by KUCCPS, I just included ECE as my fourth choice. Out of the four choices, with ECE being my last choice, I got admission to pursue ECE. I thought I would change on reporting but it was difficult to change and therefore opted for to continue with ECE.”
Going by this statement, it is clear that some male students didn’t voluntarily chose ECE to be their career. They were forced by circumstances and in this case, KUCCPS.

**Discussion**

The source of career information is an important factor when one is making a decision on the type of course to enrol for. As identified by this research, students got information concerning ECE as a course from various sources. The sources included own family members, career experts, ECE professionals, media and KUCCPS’ website. However the aspect of adequacy of information from the sources varied with some sources according to the respondents availing enough information to facilitate informed decision making concerning ECE as a career. It is important to note that inadequate information can lead to one opting for a course which he otherwise could not have pursued had he adequate information. This is based on the assumption that one makes a career choice based on the amount of information available.

Family members were identified by the research as the major source of career information. Worth noting is the fact that family members have a huge influence on most decisions that members make especially the young ones. Career decision is not an exception. This is consistent with Seligman, Weinstock, and Heflin (1991) who assert that most of the career choices that students make have their basis on the family’s guidance. Further on the impact
of one’s family, Leong (1993) says that students do not always choose a career based on their own interests or intentions but on the family’s decision and expectation. The younger generations always feel that they have a duty to carry on family tradition and accomplish the wishes of their family. This forces them into careers that advance their family’s interests as opposed to careers they are willing and able to pursue. It is in the family that imposing courses among students happens most. However, the ability of the family members to offer adequate career information remains an issue of concern. For instance, a large number of the respondents admitted that although they based their decision on the advice given by the family members, the members could not avail adequate information about ECE as a course and that they came to learn more in the course of their study. The importance of an informed career decision is that it helps in enhancing career satisfaction, failure to which people would prefer a probable career change. This is one of the factors leading to high gender discrepancy in ECE service delivery. It is therefore important that family members seek information about a career prior to offering advice to their members.

The second source of career information identified by this study was peers. Just like the family members, peers influenced a large number of male students towards enrolling for training in ECE. Students spend a lot of time together with their peers. As they interact, they share a lot through which career information may make part of it. This concurs with Masara (2010) who contends that every generation of students in a given school, and probably even several generations
adopt certain courses as their ideal choice. Pummel, Harwood and Lavallee (2008) further advance that information and social support students get from their peers highly influence their choice of a course to pursue. With limited career guidance and counselling services students have been left to advice each other on the matter of career choice. Further with the advancement in technology, it has been easy for peers to share information among themselves. However the risk of having inadequate information from the peers just as it is the case of the family as a source of career information has been identified by this study. This is true since most of the peers are not fully endowed with information owing to their lack experience. As identified earlier this inadequacy of information means that one enrolls for a course based on either misinformation or inadequate information. Going by this, it is true that male students made a career choice based on little information which pegs a question on whether they are ready to settle in ECE as a career or not. This makes it difficult for the students to establish themselves in ECE as a career hence increased gender discrepancy.

Advice from career experts and ECE professionals were also identified by the study to be important sources of information. Though considered the best source, the study revealed that very few respondents sought information from these professionals. This concurs with a study by Navin (1985) who presents that the place of Career Guidance and Counselling in education systems has been of great concern in many African countries with little emphasis being placed on the same. He asserts that it is unfortunate that career guidance and counselling is
assigned to any teacher, whether graduate or non-graduate teacher who is appointed and referred to as the career master/mistress or career advisor. This is in spite of the fact that he/she has no training and has no insight into the functions of a career counsellor. Owing to the importance a career expert play in a student’s life, there is a need to address the issue. It was further established that, a large number of respondents who were influenced by ECE professionals were satisfied with the information that they received and agreed that their decision was fully informed. In line with this study, it is true that the position of career experts as a source of career information is very low. This is in spite of the fact that it is the only source according to the study that is able to provide the students with adequate information. The implication is that students who get information through career experts have higher likelihood of establishing themselves in ECE as a career. Therefore it is paramount that the services of career experts be utilised by students to ensure informed choices of careers. This may go all the way to addressing the challenge of gender disparity in ECE service sector.

Media, high school teachers, as well as KUCCPS were additional sources of information identified by this study. With media being a major source of information in Kenya, it is expected that students will access career information through the media. These media sources include newspapers, radios and televisions. Most institutions advertise their courses using these media due to their ability to reach a large number of people. It is through this that most students come to learn about the existence of a course for the first time. However vital it is, it always necessary to have information from the media supplemented.
This is important since many adverts will never give all the necessary information as their intention is always to get students. This can be done through seeking further career information from career experts among others. However, going by this study, it is clear that there are students who base their enrolment on little information they get from the media. Inadequate information leads to the formation of unrealistic expectations towards ECE as a career especially as far as securing a job is concerned. For career establishment and subsequent job satisfaction, such expectations must be realized. Of great importance therefore is availing adequate information to students. With the male students interviewed accepting that media couldn’t provide them with enough information, it is expected that they will face difficulties establishing themselves in ECE as a career. The end product will be having few men willing to work in the field especially as preschool teachers. Consequently, the problem of gender discrepancy will either persist or worsen.

On its part, KUCCPS places names of colleges together with the courses they offer into their website for students to view. According to this study, some students learnt about the career choices they made out of this information. Specifically some respondents agreed that it is from this website that they came across ECE for the first time. Unfortunately, KUCCPS only lists courses and qualifications needed in form of cluster points without further information about the courses for students to understand them better. With this, it is expected that many who enrol for ECE based on information availed through the KUCCPS
website will find it hard to establish themselves in ECE field further deteriorating the existing gender disparity challenge in the field.

Finally, high school teachers were found to have contributed towards provision of information about ECE. Teachers are considered one of the most important components of students’ career. They advise students on careers that suits them after their secondary school. Owing to their importance in students’ life, their advice is highly regarded and to some extent, students don’t struggle to further seek for more information. Worth noting is the fact that these teachers may not be experts in either career counselling or possess enough information concerning ECE to help students make informed decisions. This is also an information source that denies students a chance to make informed career choice necessary for career established and subsequent job satisfaction leading to few men in ECE service delivery.

The objectives of the study were all fully achieved with the three objectives well addressed. The three objectives addressed individual, economic and source of career information related factors.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the data collected from the field, draw conclusions from the analysed data and give recommendations for further research.

5.2 Summary

Data was collected from the male students pursuing Diploma and Bachelors in ECE. 17% of the total respondents were pursuing diploma in ECE, while 83% were Bachelor of ECE students.

Various factors have been noted by this study to have influenced male students to enrol for training in ECE. To begin with, the research investigated personal factors influencing male students’ enrolment for training in ECE. Six personal factors were found to have influenced male students’ enrolment for training in ECE. High school grade attained by the student had the highest percentage of the respondents with 66% of them agreeing that they opted to enrol for training in ECE because their low high school grade could not allow them pursue the course of their choice. This was also reflected on the demographic data relating to the grade attained by the students where 79% of the respondents had attained
a mean grade of below C\(^+\) in their KCSE. The second personal factor was career research, where 23\% of the respondent were influenced by career research they conducted prior to their enrolment for training in ECE. This further presented another aspect of career research where lack of it leads to students making uninformed career choice which jeopardises their job satisfaction and career establishment. Presence of role models was also found to have played a huge role in influencing male students’ enrolment for training in ECE. According to the study, 63\% had been influenced by either the presence of a role model or information from a role model.

Further, the study established that male students were influenced by their desire to work in certain institutions. It was established that 81\% of the respondents enrolled because they wanted to acquire the training that would enable them work in certain institutions. Further, the study revealed that it was the desire of most of the male students to work in NGOs. The view that ECE is a relatively easy course is another personal factor identified to have influenced the respondents with 58\% of them enrolling because they felt ECE was an easy course for them to pursue. Finally though at a lower frequency, personal interest in ECE was found to have influenced male students’ enrolment with 22\% being influenced by their own interest in ECE to enrol for training. Finally a view of ECE as an easy course influenced 58\% of the population. Of all the personal factors, the desire to work in a specific preferred institution, role models and the view of ECE as an easy course were the outstanding factors.
The second objective sought to find out the economic factors that influence male students to enrol for training in ECE. Four factors were established. A need for job promotion was the most outstanding factor at 72%. The second personal factor was the inability to pay for the course of own choice at 58% while the ease of getting a job as ECE professional accounted for 56%. Finally, 49% of the respondents enrolled because they perceived ECE as a growing profession.

The third objective sought to find out the various sources of information regarding ECE that influenced male students’ enrolment. The outstanding source was one’s family with 47% of the respondents getting information concerning ECE as a course from family members. Peers were also found to be an influential source of information, with 35% agreeing that they got information about ECE from their peers. Further, the study ECE professionals and other career experts as an important source of career information with 11% of the respondents basing their enrolment on information from ECE professionals and career experts. Additionally the research found out that a section of the students had been influenced by media, career experts and their high school teachers. However, the study was concerned with the ability of the career source to give adequate career information. Of all the sources of career information, ECE professionals and career experts were the only source that was able to satisfactorily avail adequate information to the students. Adequate information enables students to make informed career decision which as indicated earlier is essential for career established as well as job satisfaction.
5.3 Conclusions

From the data presented in chapter four, the following conclusions can be made from the research findings:

Various factors have been found to influence male students’ enrolment for training in ECE. According to this research, individual factors were found to include students desire to work in specific preferred work places, low high school grade that limited students from pursuing the course of their choice, influence of a role model, students view of ECE as an easy course, career research conducted by the students prior to enrolment and personal interest in ECE.

The economic factors identified by this research include need for job promotion, inability to pay for the preferred courses, a perceived ease of getting a job as an ECE professional and the view that ECE is a growing profession in the market.

The various sources of career information identified by this research include one’s family, peers, ECE professionals and career experts, KUCCPS’ website, media and high school teachers. However some of the sources were found to avail inadequate information about ECE as a course. These were one’s family and peers. The research established that the major sources of career information were not able to avail adequate information about ECE. This might have contributed to the male student’s enrolment for training in ECE since had they been able to access all the necessary information, they could have opted for
other courses. Further, with most of the students basing their enrolment on inadequate information, career establishment and subsequent job satisfaction is jeopardised hence few number of men in ECE service delivery sector especially in preschools.

5.4 Recommendations

5.4.1 Policy Recommendations

Based on the research, various recommendations have been put forward;

i. KUCCPS needs to avail more information to students in their platform. As it stands, the only information availed includes courses, cluster points requirements and institutions offering various courses. It is important to have this information enhanced to offer more explanation to the students. Alternatively, they can set a section where students can seek guidance on various courses not just how to apply.

ii. Measures need to be put in place to ensure that all secondary schools have a career guidance department. These departments should have career experts to help students in making informed career decisions.

iii. There is a need to encourage students to conduct career research before they enrol for a course in a university or college. While conducting the research, they should have their interest in mind so that the course they opt to pursue will be in line with their interest.
iv. With many students feeling that ECE was imposed on them, there is a need for the universities and colleges to set up mechanisms through which such concerns would be addressed. This can as well focus on changing the attitudes of these students which is essential in facilitating career satisfaction. Additionally more information about the courses they are pursuing can be given to them.

v. Families need to be part of career guidance process. For instance, schools can organize seminars for parents where they can be given some of information about how to handle matters of their children’s careers. This can also be done during parent meetings.

5.4.2 Recommendations for further research

There is a need to conduct research to find out whether there is a difference in these factors in relation to gender. This will further help in addressing the issue of gender disparity in ECE service delivery.
REFERENCES


APPENDIX 1: INTERVIEW SCHEDULE

This interview schedule intends to be used by the researcher in gathering data about the factors influencing male students’ enrolment for training in Early Childhood Education. Any information gathered should be treated with a very high degree of confidentiality. No respondent will be required to give his name as part of the confidentiality.

PART A: PERSONAL INFORMATION

Please mark ONE for each.

1. What is your course of study? □ Diploma ECE □ B.Ed. ECE
2. What is your year of study? □ 1st □ 2nd □ 3rd □ 4th
3. What is your mode of study? □ Regular □ School based □ ODeL
4. What grade did you attain in you KCSE exam? □ A □ B □ C □ Below C

PART B: FACTORS INFLUENCING MALE STUDENTS ENROLLMENT FOR TRAINING IN ECDE

Part B contains three sections. Section one gathers information about personal factors, while section 2 and 3 intends to collect data on the economic and information source factors respectively.
SECTION I (Personal factors)

1. Which among the following factors influenced you to enrol for training in ECE?

a. Your low high school grade.  
Yes [ ]  No [ ]

b. Career research that you conducted prior to enrolling for training.  
Yes [ ]  No [ ]

(If the answer is yes in 1(b) above, then ask the following questions.)

i. From where did you conduct this research?

.............................................................................................................................
.............................................................................................................................
.............................................................................................................................
.............................................................................................................................

ii. On conducting the career research, what did you find out that motivated you to enrol for training in ECE?

.............................................................................................................................
.............................................................................................................................
.............................................................................................................................
.............................................................................................................................

(c. Your own interest in ECE.  
Yes [ ]  No [ ]

(If answer is yes in 1(c) above, then ask the following questions.)

i. What own interest did you have?  

101
ii. Are these interests being met? Yes □ No □

d. You were influenced by a role model. Yes □ No □

(If answer is yes in 1(d) above, then ask the following questions.)

i. Which models influenced you to enrol for training in ECE?

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

ii. How did these models influence you?

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

e. You enrolled for ECE so that you could work in a preferred work place.

Yes □ No □

(If answer is yes in 1(e) above, then ask the following questions.)

i. Which work place would you prefer?

.................................................................................................................................
.................................................................................................................................
ii. Why would prefer that the mentioned work place?

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................

f. You viewed ECE as an easy course.  Yes ☐ No ☐  

(If answer is yes in 1(f) above, then ask the following questions.)

i. Why did you have to go for an easy course?

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................

ii. There are many other easy courses. Why did you specifically go for ECE?

..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................

SECTION II (Economic factors)

This section will be used to gather information relating to the economic factors that influencing male students’ enrolment for training in Early Childhood Education.
2. Which of the factors influenced your decision to enrol for training in ECE?
   a. Inability to cater for the cost of the preferred courses. Yes ☐ No ☐
   b. Need for job promotion. ☐ Yes ☐ No

   (If answer is yes in 1(b) above, then ask the following questions)
   i. If you only needed job promotion, why then did you choose ECE?
   ........................................................................................................................
   ........................................................................................................................
   ........................................................................................................................
   ii. Do you still view it as the only benefits you will gain from the course?
   Yes ☐ No ☐

   c. Ease of getting a job as ECE professional. Yes ☐ No ☐

   (If answer is yes in 1(c) above, then ask the following questions)
   i. Why did you think that it was easy getting a job as an ECE professional?
   ........................................................................................................................
   ........................................................................................................................
   ii. Do you hold the same belief? Yes ☐ No ☐
   i. ECE is a new course in the job market. Yes ☐ No ☐
   ii. How do you think ECE being a new course will be beneficial to?
   ........................................................................................................................
   ........................................................................................................................
iii. There are many other new courses in Kenya. Why did you have to go for ECE?

............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................

SECTION III (Career information source factors)

This section intends to gather information on the various sources of information that informed the students’ decision to enrol for training in ECE. The section will further establish how adequate the mentioned career information source was to the respondents.

3. What was the source of your career information about ECE either as a course or as a career
   a. Family. Yes ☐ No ☐

   *(If answer is YES in 3(a) above, then ask,)*

   i. Was the family as a source able to give you all the information you needed to know about ECE as a course or as a career?

       Yes ☐ No ☐

   *(If answer is NO in 3(a) above, then ask,)*
ii. What information can you say you needed at the time that your family wasn’t able to provide?
.............................................................................................................................
.............................................................................................................................
.............................................................................................................................

b. ECE Professionals? Yes ☐ No ☐

(If answer is YES in 3(b) above, then ask,)

i. Were the ECE professionals as a source able to give you all the information you needed to know about ECE as a course or as a career? Yes ☐ No ☐

(If answer is NO in 3(a) above, then ask,)

ii. What information can you say you needed at the time that the ECE professionals did provide to you?
.............................................................................................................................
.............................................................................................................................
.............................................................................................................................

c. Peers. Yes ☐ No ☐

(If answer is YES in 3(c) above, then ask,)
i. Were the peers as a source able to give you all the information you
needed to know about ECE as a course or as a career? Yes ☐ No ☐

(If answer is NO in 3(c) above, then ask,)

ii. What information can you say you needed at the time that the peers
did provide to you?

............................................................................................................
............................................................................................................

iii. Which other sources apart from the ones mentioned above informed
your decision to enrol for training in ECE?

....................................................................................................................
....................................................................................................................

SECTION III

4. What other factors, if any that influenced your decision enrol for training in
ECE?

....................................................................................................................
....................................................................................................................

107
APPENDIX II: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. MOSES MURAGE IGNATIUS
of KENYATTA UNIVERSITY, 465-60400
CHUKA, has been permitted to conduct
research in Nairobi County

on the topic: MALE STUDENTS’
ENROLLMENT FOR EARLY CHILDHOOD
EDUCATION TRAINING IN KENYA. A CASE
OF KENYATTA UNIVERSITY

for the period ending:
5th December, 2014

Applicant's
Signature

[Signature]

National Commission for Science,
Technology & Innovation

Secretary

National Commission for Science,
Technology & Innovation

Permit No.: NACOSTI/P/147905/3948
Date Of Issue: 11th November, 2014
Fee Received: Ksh 1,000
APPENDIX III: MAP OF KENYATTA UNIVERSITY