

**FACTORS INFLUENCING GENDER DISPARITIES
AMONG PRESCHOOL TEACHERS IN THIKA
DISTRICT OF CENTRAL PROVINCE, KENYA.**

BY

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

This work is dedicated to my beloved children John, Brian and David and my late father Mr. Bernard Karanja who all along encouraged me not to give up.

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ABSTRACT

Parents are the main care givers and socializing agents of their children. They provide for their basic needs in terms of nutrition, health, care, love and affection, among others. In the process of development mothers provide warmth and tender touches to children while fathers are symbols of authority, strength and security. Early Childhood Development Centres (E.C.D.C.) are accepted the world over as alternatives to traditional childcare systems. Children start going to preschools at the age of 3 years. The experiences of the child in preschool are a continuation of the home. As such, the preschool teachers hold a double mantle of parent as well as teacher. Quality care for these children should be provided by both female and male teachers. However this concern of gender parity in childcare seemed not to be addressed in the reviewed studies related to pre-schools, hence the need for the proposed study. This study therefore intended to find out the factors influencing gender disparity among teachers of preschool, whose objectives were to establish the distribution of teachers in preschool centres by gender in some sampled divisions of Thika District; identify the factors that explain the prevailing distribution of female and male teachers in Pre School and suggest solutions to remedy the problem of gender disparity among preschool teachers as an important area of Early Childhood Development. The study was guided by two theories: Sigmund Freud's Psychoanalytic Theory and Albert Bandura's social learning theory. The two theories contend that children need care and attention to enhance their growth and development; and that part of what they develop is emulated from parents and teachers. The participation of female and male parents is thus important for holistic development of children. The study was done in two divisions of Thika district, central province, Kenya, sampled in a way to ensure rural and urban representation. The study was carried out in 20% of preschools in each of the two divisions. All teachers in the sampled preschools were respondents as they were not many. Interview schedules were utilized for preschool teachers and District Centre for Early Childhood Education officers while a Focus Group Discussion guide was used to generate information from parents. In data analysis, three hypotheses were tested by use of Chi Square to describe the relationship with the dependent variable. It was used to measure the degree of significance between each independent and dependent variable. The data was processed using the Statistical Package for Social Sciences (SPSS). The descriptive findings were presented in the form of frequencies, percentages, graphs and detailed discussions on the level of significance of influence between variables under study were made. The results of the analyses showed that cultural influences, teacher remuneration and age scored highest in influencing gender disparity in that order. There was a significant relationship between the flexible work schedule in preschool and the large number of female teachers. The study concluded that a number of factors contributed to gender disparity among preschool teachers in Thika District. These included parents influence, flexible work schedules, proximity to the centre, age and number of dependants. Finally, from the findings of this study, recommendations were made among which was that parents with

knowledge and skills about teacher selection and employment should be consulted during the exercise. Policy makers should endeavour to change parents attitudes towards male teachers in preschools through sensitization meetings. Further a study on whether parental socialization influences choice and recruitment of preschool teachers was recommended.

ABBREVIATIONS / ACRONYMS

CPE	-	Certificate of Primary Education
DEO	-	District Education Officer.
DICECE	-	District Centre for Early Childhood Education.
EAACE	-	East Africa Advanced Certificate of Education.
EACE	-	East Africa Certificate of Education.
ECCE	-	Early Childhood Care and Education.
ECD	-	Early childhood Development
ECDC	-	Early Childhood Development Centres.
ECDE	-	Early Childhood Development and Education.
ECE	-	Early Childhood Education.
EFA	-	Education For All.
FGD	-	Focus Group Discussion.
H.Q	-	Head Quarters
IQ	-	Intelligence Quotient
KACE	-	Kenya Advanced Certificate of Education.
KCE	-	Kenya Certificate of Education.
KCPE	-	Kenya Certificate of Primary Education.
KCSE	-	Kenya Certificate of Secondary Education.
KJSE	-	Kenya Junior Secondary Education.
KPE	-	Kenya Certificate of Primary Education.
MOEST	-	Ministry of Education Science and Technology.
NAEYC	-	National Association for the Education of Young Children.
NGO	-	Non Governmental Organization.
OAU	-	Organization of African Unity.
PS	-	Permanent secretary.
SPSS	-	Statistical Package for Social Sciences.
UNCRC	-	United Nations Convention on the Rights of Children.
UNESCO	-	United Nations Educational, Scientific and Cultural organization.
UON	-	University of Nairobi.

TABLE OF CONTENTS

Title page	i
Declaration.....	ii
Dedication.....	iii
Acknowledgement	iv
Table of contents	viii
List of Tables	xi
List of Figures.....	xii
Abstract.....	v
Abbreviations and Acronyms	vii

CHAPTER ONE: INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem.....	6
1.2.1 Purpose of the study	7
1.3 Research Objectives	7
1.4 Research Hypotheses	8
1.5 Significance of the study	8
1.6 Scope and Delimitations of the study	9
1.7 Assumptions of the study	10
1.8 Theoretical Framework	10
Sigmund Freud’s Psychoanalytic Theory	10
Albert Bandura’s Social Learning Theory	17
Conceptual Framework.....	19
1.9 Operational definition of terms	22

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction	24
2.1 Childcare Value	24
2.1.1 Cognitive Development	25
2.1.2 Socialization	26
2.1.3 Emotional Development	27
2.1.4 Personality Development	28
2.2 Gender Disparities In Education.....	29
2.2.1 Production and Reproduction	32
2.2.2 Gender and formal employment	33
2.3 Factors that may influence Gender Disparity among pre-school teachers	38
2.3.1 Cultural beliefs related to Early Childhood Care	39
2.3.2 Fear	40
2.3.3 Teacher Remuneration	41
2.3.4 Low Status	41
2.3.5 Personal and Demographic Characteristics	42
2.3.6 Professional Aspirations	42
2.3.7 Historical Factor	43

2.3.8 Policies on ECCE	43
2.3.9 Summary of the Literature Reviewed.....	44

CHAPTER THREE: METHODOLOGY

3.0 Introduction	46
3.1 Research Design	46
3.1.1 Variables	46
3.2 Area of Study	49
3.3 Population of the study	50
3.4 Sample size and sampling techniques	50
3.5 Research instrument	51
3.5.1 Preschool teachers interview schedule	52
3.5.2 ECD Officers interview schedule	54
3.5.3 Focus group discussion guide.....	55
3.6 Piloting.....	56
3.7 Validation of instruments	56
3.8 Data collection Techniques	56
3.9 Methods of data analysis	58

CHAPTER FOUR: DATA ANALYSES AND DISCUSSION

4.0 Introduction	60
4.1 Descriptive data analysis	60
4.1.1 Gender	61
4.1.2 Age and number of dependants	62
4.1.3 Level of education	64
4.1.4 Preschool teacher remuneration.....	66
4.1.5 Parent preference	67
4.1.6 Flexible work schedules	69
4.1.7 Other factors that have influenced gender disparity	71
Preschool teachers’ responsibilities.....	72
Proximity to ECD centre	73
Preschool programme	73
Government policy	74
4.2 Hypothesis testing.....	76
4.3 Chapter conclusion	82

CHAPTER FIVE :SUMMARY, CONCLUSIONS AND

RECOMMENDATIONS

5.0 Introduction	84
5.1 Summary of the findings	84
5.2 Conclusion of findings.....	86
5.3 Implications of the study	87

5.4 Recommendations	88
5.4.1 Recommendations for parent.....	88
5.4.2 Recommendations for policy makers	89
5.4.3 Recommendations for further research.....	89
References	90

APPENDICES

Appendix A.....	95
Appendix B	96
Appendix C	98
Appendix D.....	99
Appendix E.....	101

LIST OF TABLES

Table 2.1 Distribution of Officers at Management Positions in MOE HQ by gender	34
Table 2.2 Pupil enrolment and number of teachers in early childhood development centers, 2000-2004.	35
Table 2.3 Thika District Preschool Pupil Enrollment and number of Preschool Teachers by Gender	38
Table 4.1 Gender of teachers	61
Table 4.2 Age of preschool teachers	62
Table 4.3 Number of dependants per teacher	64
Table 4.4 Dependant's age bracket.....	64
Table 4.5 Level of education for preschool teachers	65
Table 4.6 Remuneration versus gender	67
Table 4.7 Parental preference versus gender	68
Table 4.8 Preferred teacher by children (parents opinion)	68
Table 4.9 Flexibility of work schedule versus gender.....	70
Table 4.10 Parental preference and gender of pre-school teachers	77
Table 4.11 Remuneration of pre-school teachers versus gender	79
Table 4.12 Flexibility of teachers work schedule versus gender.....	81

LIST OF FIGURES

- Fig. 1.1 Factors causing gender disparity in ECD and their implications
on the child's development: A Conceptual framework21
- Figure 4.2 Relationship between Children and Teachers (parents Opinion)..69

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Early Childhood Education (ECE) generally involves the development of young children before they enter Primary School. It includes all those experiences that enable a child to learn to cope with more complex levels of cognition, emotion, socialization and body movement (Myers, 1988). Early childhood care and education are key to a child's proper holistic development because the scientific research available reveals that the first five years of life form a critical stage in a child's total development. Development deficiencies that occur during this period are sometimes irreversible (Republic of Kenya, 1997). It is during the early childhood period that the total personality of an individual is determined. As such any damage during this time is likely to persist into adulthood.

Parents are the main care givers, educators and main socializing agents of their children. They have the major responsibility of providing the young child with the basic needs through adequate nutrition, health, care, love, affection and early stimulation. Parents at home and at school need to be available for the children to facilitate their development through the various stages of life. The concern for proper child development during the early years of life is built on the realization that children who do not go through this period successfully are affected in their emotional, social and cognitive development which impacts on their later life. Rapid and often unpredictable socio-economic changes in the

country have contributed, to a large extent, to changes in the nature and structure of the family that catered for children.

People have migrated to urban areas, others have settled in squatter settlements that lack basic amenities, moral and material support from the extended family. These, together with a high rise of single parent and women headed families and the money economy, have led to changes in roles of family members, changes in values, attitudes and patterns of socialization. Additionally, the growing number of women in employment means that they have to employ child minders (house-helps) or send children to pre-school for custodial care. This, in essence, means that pre-schools are very important in providing moral and emotional development of children. Studies have shown that the role of the pre-school teacher is very crucial. Besides the pre-school providing an opportunity for intellectual stimulation, it also plays an important role in upgrading social skills, improving language, developing academic-type interests and skills on the part of the children. Provisions are also made to improve the child's emotional security (McCandless, 1970).

ECD centres, also called pre-schools, were established to provide custodial care, socialization and general child development in a holistic way that ensures that the child develops physically, socially, mentally and emotionally. Children start going to pre-schools at the age of 3 years but some are taken even earlier where they remain up to the age of 6 years. Pre-school programmes also release elder siblings to go to school and mothers to work and supplement

family income (Republic of Kenya, 1997). Early childhood care and development (ECCD) provided in the pre-schools is crucial for human capital formation and for enhancing the educability of children. It lays a foundation for adulthood. Pre-schools need to provide appropriate care to children at this age.

From the foregoing, the gains made in pre-school are permanent and positively correlated with later life development. Pre-school teachers, also called, parents in the ECD Centres need to be professionally trained and with equal gender representation. They play the role of fathers (male teachers) and mothers (female teachers) to provide nurture, love, counsel, and security to the children. While the female teachers provide the warmth and tender touches of a mother, male teachers are symbols of authority, strength and much needed security (Mynard, 1976). As such, encouraging gender parity and training of these teachers is of paramount importance.

Globally, ECCE has drawn immense attention. Development of ECCE is the first of the six Education For All (EFA) goals. Research shows that the early years are critical for cognitive development and that the foundation for life-long learning is laid well before a child begins formal schooling (UNESCO, 2004). Teachers, parents and others are here directly responsible for providing such care that enhances holistic development of the child.

Studies have also demonstrated that ECCE is an astute investment, generating an array of positive outcomes in a country's education, social and economic

development, sensitive to gender aspects. They have also shown that the benefits of ECCE are particularly felt among disadvantaged children and families. This has spurred recognition of ECCE as an effective strategy for reducing poverty and enhancing social and gender equity addressing their causes from the start. When such children grow up, they are an asset to society as they contribute economically more to their families and the country. Unfortunately, most world governments have not placed ECCE as part of public policy and have limited capacity for developing policies and systems for it.

Bearing this in mind world governments have continued to press for such care that would lead to the holistic development of the child. The United Nations Convention on the Rights of the Child (UNCRC) is one such example. This 1989 convention was ratified by 191 members of the United Nations. Article 29. 1(a) is an agreement by states parties that the education of the child shall be directed to “the development of the child’s personality, talents, mental and physical abilities to their fullest potential.”

In agreement to UNCRC African Countries under the Organization of African Unity (OAU) recommended that every child shall have an education that promotes holistic development in their personality, talents, mental and physical abilities. Both UNCRC and the African Charter lay emphasis on the role of the pre-school teacher to be that of teaching the child by word and deed to ensure total development of personality. It’ is therefore up to the world

governments to provide such gender representation within the pre-school institutions to ensure the achievement of the above.

The Kenya Government was on the forefront in ratifying both of the above agreements in support of Early Childhood Education (ECE). In this respect, the government recognizes the important role played by pre-school teachers in molding the lives of children. In recognition of this role, the Kenya Government and Bernard Van Leer Foundation in 1971 set up a pre-school project. The project involved training of pre-school teachers in some chosen districts where piloting was taking place, that is, Kiambu, Murang'a, Nairobi, Kilifi and Keiyo (Berc, 1992). The Government has also put in place a policy on ECE which includes guidelines governing among others the training of personnel under the District based in-service teacher training.

This would equip the teachers in their teaching and child-care giving roles since the pre-school child-care giving practices are a continuation of the home. Ndambuki (1990) reiterates that children need the security and guidance provided by parents and teachers who formulate and consistently apply reasonable standards of behaviour. In an ideal situation, children in pre-school should be under the care of female and male teachers. Unfortunately the male teachers are quite few in pre-schools, suggesting that the fatherly role and services are inadequately being provided (Waithaka, 2002).

From the foregoing, issues of gender disparity among teachers of pre-school have not been adequately addressed. This therefore arouses the need for research which aimed at investigating the factors that influence gender disparities among the pre-school teachers. This was the purpose of the proposed study which was carried out in Thika district, central province, Kenya.

1.2 Statement of the problem

Male and female teachers play an important role in the personality development of the children they interact with. While female teachers provide the warmth and tender touches of a mother, male teachers are symbols of authority, strength, and security. Further, the studies reviewed observe that the presence of both genders in pre-school influences the quality of development of young children socially, emotionally, and cognitively (Cohen, 1993; Gakii, 2003; Koech, 2004). Unfortunately, the situation in ECCE as reviewed in the background is such that there are more female than male teachers. The situation is likely to lead to inadequacies in the holistic development of children. Gakii (2003) and Waithaka (2002) established actual gender disparity among teachers of pre-school but did not establish the factors influencing such an occurrence. In recognition of this need, the mandate of this study therefore was to investigate the factors influencing such gender disparities among pre-school teachers in Thika District. It also sought to establish whether similar factors found by the above studies were related in the pre-school situation with a view to making suggestions towards their remedy.

1.2.1 Purpose of the study

The purpose of this study was to establish the factors that have influenced gender disparity among pre-school teachers in some selected divisions of Thika district. The main purpose of this study was to explore the extent to which certain factors influenced the gender distribution of female and male teachers in pre-schools.

1.3 Research objectives

This study aimed at achieving the following objectives:-

- To establish the distribution of teachers in pre-school centres by gender in Ruiru and Kakuzi divisions of Thika district.
- To identify the factors that explain the prevailing gender disparity among teachers in pre-school.
- To identify solutions to remedy the problem of gender disparity among pre-school teachers.

1.4 Research hypotheses

The following study hypotheses were tested:-

H₀₁: There exist no significant relationship between Parental Preferences and Gender of pre-school Teachers.

H₀₂: There exists no significant relationship between remuneration of pre-school teachers and their Gender distribution in pre-schools.

H₀₃: There exists no significant relationship between the flexibility of pre-school teachers work schedules and gender distribution in pre-schools.

1.5 Significance of the study

It is expected that the study will provide useful information to parents and teachers on childcare practices that help children develop to their full potential. It is also hoped that the findings, conclusions and recommendations would be useful in guiding individuals, pre-school institutions and the government of Kenya in dealing with early childhood education and care. Finally the study would also add

valued data to the existing body of knowledge in early childhood education and development.

1.6 Scope and delimitations of the study

The focus of this study was Thika district in central province Kenya. The district was selected for the study because it offered both urban and rural setting and was therefore expected to provide enough samples across gender, especially due to the heterogeneous ethnicity found here. Due to its qualitative approach in data collection which involved participation by the selected respondents in actual discussions/interviews, Thika District with its good infrastructure was found suitable. The scope was limited to Ruiru and Kakuzi divisions. It was worth noting that the study did not focus on a comparative study of the two areas, that is, Thika rural (Kakuzi) and Thika urban (Ruiru) as

this was not in the design. This however could form a subject of another study as will be recommended in a different chapter of this study.

Although there were several other factors affecting ECCE the study only focused on gender disparity among the pre-school teachers. In addition, this study did not cover the administrators of ECD Centres such as individual owners, churches and NGOs who were not involved in teaching or handling of the children in ECD Centres. It was further observed that although some of the findings can apply to areas outside the district, Thika had its own unique characteristics and these findings were unique to Thika district.

1.7 Assumptions of the study

This study assumed that regardless of their age, gender and terms of service both male and female pre-school teachers contribute equally to the holistic development of pre-school children. It also assumed that parents, being the employers of pre-school teachers, played an important role in ensuring gender parity to ensure proper child care and education. On account of the ample free time availed by the profession, the study assumed that this would be utilized to enhance maximum child interaction and hence promote early childhood care and education. The study also assumed that the findings, conclusions and recommendations will adequately adhere to the objectives of this study.

1.8 Theoretical framework

This study was guided by Sigmund Freud's Psycho-analytic Theory and Albert Bandura's Social learning theory (Miller, 1983).

1.8.1 Sigmund Freud's psychoanalytic theory

Freud postulated a sequence of organ needs and need satisfactions rooted in biology as most relevant to personality development. Developments of organ systems predominate at different times in the child's life. Their effect on later personality is determined by the way infants are handled during the predominance of each system.

Freud believes that predominance of a given organ system, interacting with the parental treatment of the child during its dominance plays a major role in forming personality. Freud concluded that behaviour is caused and influences later personality.

He identified the developmental stages of early childhood that influenced personality through interaction between learning and the three vital organs of orality and eating, anality and elimination and genitality and procreation. He related all these to infantile sexuality. Freud's stages of child development are oral stage (birth-1 year), anal (1-2 years), and phallic stage (4-7 years). For purposes of this study the three stages of development were considered because according to studies done, each stage successfully builds on the other. However, since the study focuses on the child during the pre-school period which falls in the age of 3-7 years, a lot of emphasis will be put on the phallic

stage of child development. The study will be based on the following stages of development: oral stage (birth to 1 year), anal stage (1 to 2 years) and phallic stage (4 to 7 years).

The Oral Stage (Birth – 1 year); This stage is dominant during the first year of life. The child's experiences with satisfaction and discomfort, kindly and unsatisfying human relations come through the mouth and feeding process. (Miller, 1983). Too little gratification also causes continual seeking of oral gratification in later years. Such an adult will be pessimistic, miserable, arrogant, aggressive and impatient. On the other hand, too much gratification of the oral stage may lead the child to find it difficult to shift his or her cathexes to new objects as demanded by a new stage. This, according to Freud, may lead to fixation. This is a negative impact on the personality development of both boys and girls.

Anal Stage (1-2 years); The goal of this stage is to develop enough self control. Striking such a balance between too much and too little control is the duty of the parent.

Phallic Stage (4-7 Years); This stage is so named because of the possession of the phallus in boys and its absence in girls as a major concern of children, according to Freud. In this stage, pleasures and problems centre on the genital area. If the latter is stimulated, this creates tensions which if relieved gives pleasure. When this sexual urge is directed towards the 'parent' of the opposite

sex the situation is known as the “Oedipus complex” for boys and “Electra complex” for girls. In Greek mythology, Oedipus killed his father and married his mother. Freud emphasizes the development of boys more than girls in the phallic stage because he believes that the conflict is more intense for boys.

Freud’s theory of psychoanalysis relates to the current study in that it provides the various stages of child development in which the role of the parent in facilitating it is emphasized. The three stages of development discussed above fit appropriately in the pre-school situation in Kenya. The “oral” and “anal” stages of child development fall between the ages of birth to age 3 years. As stated before, the development of each stage links to the next and affects it. Hence both parents are obliged to give appropriate care and attention during the “oral” and “anal” stages.

Infantile identification

The most important outcome of the Oedipus complex is that the boy comes to identify with his father that is he develops a strong emotional bond with the father, strives to be like him and internalizes him - his beliefs, values, interests and attitudes. Identification serves as a basis for much of socialization. In particular, the development of the “super ego” and behaviour appropriate to one’s sex are by-products of this identification.

According to Freud’s theory, the “Super Ego” increases the child’s self control and adherence to the parents’ morality. Identification is a reasonable solution to the demands of the “Ego” and “Id” in this stage. The Ego is partially

satisfied because anxiety is reduced and the Id because the child can “have” the mother vicariously through the father. Secondly as the child tries to cope with both of his drives and the prohibitions of society he achieves a compromise solution that advances his psychological maturity.

In comparison with boys, girls face a similar but much less intense conflict during the phallic stage. The father is, of course, the object of the girl’s sexual longings which involves penis envy-which she does not have. She blames her mother for this inadequacy because she (mother) sent her into the world so insufficiently equipped. The girl, however, feels less threat from the mother than the boy because castration is not possible. This less anxiety and less repression, Freud claims leads to girls having less identification with the mother than does the boy with the father.

Freud, in his psycho-analytic sessions found powerful and lasting influences on later life from the phallic stage. Indeed according to Freud, lasting attitudes towards the opposite sex and towards people in authority could be traced to this stage. The boy who has made a male identification is the one who has happily and thoroughly adopted maleness as his way of life; he thinks himself as a male, accepts and likes it and accepts the responsibilities that being male demands. It is likely that a boy must be identified with (love, respect and imitate) his father in order to arrive at a consistently and genuinely male identification. The reverse is true for a girl.

According to this theory, full identification with the parent of opposite sex takes place when the Oedipus and Electra conflicts have been resolved. Incestuous wishes towards the parent of the opposite sex are repressed and the child incorporates or introjects the image of the parent of the same sex. The boy then becomes genuinely male and the girl genuinely female.

Sex-typing; This refers to the learning process by which children learn behaviors and adjustments appropriate to their biological sex. This goes along with the process of identification. It refers to the incorporation of the standards and adjustments of the parents which is essential before adequate moral and conscience development can occur. According to McCandless(1970) sex typing is imitative or modeling of behavior. The little boy practices ways of behaving that he has learnt are characteristic of men, the little girl does things that she has learnt typify women.

Evidently, the third stage (phallic) is a continuation of the first two stages mentioned above. The pre-school therefore is a continuation of the care giving from the home situation. Consequently, since the child was cared for adequately by the presence of both father and mother it is only appropriate that this continues in school. The pre-school should be a reflection of home and community. The role of the male and female teachers would influence holistic development of the Kenyan pre-school child.

Secondly for purposes of identification with the appropriate role models the Kenyan pre-school children need the attention of trained male and female

teachers. The fortunate child is the one who has an adequate a father (male teacher model) and a mother (female teacher model) that he comes early to prefer the sex role dictated by his physiology, moves naturally into its rehearsal and eventually identify easily with it. A balanced gender representation of the pre-school teachers will lead to proper sex-role identification and moral development of Kenyan pre-school children. Further, Freud's psychoanalytic theory is an important dimension of making ECCD programmes in modern education systems in Kenya. It helps mould boys and girls into healthy men and women of character, poise and intelligence as required by this society for development. Males supposedly with fathers (and females with mothers) to acquire the appropriate sex roles as dictated by physiology through modeling or imitation. In their observation of the pre-school profession they lacked male figures to identify with and hence chose not to take it.

The study is in line with MOEST, pre-school teacher recruitment advertisements (2004, 2005) that encourages more men candidates to apply in order to strike a balance with female pre-school teachers, and provide models for our future male teachers.

1.8.2 Albert Bandura's social learning theory

The guiding belief of social learning theorists was that personality is learned. According to them, one of the most powerful socialization forces is imitation. Models like parents, siblings or teachers who have been rewarding to the child

in the past are likely to be imitated. Eventually children acquire a drive to imitate (Bandura and Walters, 1977). This imitation of behavior continues during early childhood when the child joins pre-school. Here, the role of both female and male teachers towards holistic development of the child is paramount since it is a continuation of the home.

Bandura presents an outline of the cognitive component process underlying observational learning. This supports the important influences of the behavior and cognitive development of the child in early childhood. According to the outline, the child selects and processes information, applies general rules or principles, weighs information and makes a decision. According to Bandura much of social development results from the accumulation and integration of episodes of observational learning that the child has watched from both the male and female teachers.

Bandura proposes that children learn by watching others, listening to others and even by reading. He called this “observational learning”. Therefore the qualities and personality of the pre-school teacher are said to influence the development of pre-school children because the children observe and imitate them. This has a close connection with sex-typing. It is therefore of utmost importance that gender considerations in recruitment of the pre-school teachers be put in place to ensure the presence of appropriate role models. However, individual males in the society observe that men do not work as pre-school

teachers nor do they care for young children. This therefore drives to a tendency for fewer men to work as pre-school teachers.

The current study set to investigate the pre-school teacher recruitment procedures put in place by MOEST to enhance gender considerations. These will result from the policies put in place regarding such recruitment. The study also investigated the terms and conditions of service in the various pre-schools that were likely to have an impact on the pre-school teacher's gender balance that may influence child development. Some of the variables to be considered are academic level, ECE teacher training, age, marital status and gender status of the teacher. Secondly the theory also postulates that attention to the model and its behavior is only likely if the model is distinctive and regarded favorably, is not too complex, if there are many opportunities to see the behavior and if the model's behavior has proved to be effective.

This is practical in the Kenyan situation and relates well to this study. It intended to investigate the levels of gender distribution among the pre-school teachers and underlying factors in some selected pre-schools. This resulted from primary data collected from the pre-schools and secondary data collected by MOE through the ECD officials. Among the variables to be considered were: historical factors regarding ECD job satisfaction, stereo typing and cultural attitudes towards child care. If the imitated behavior is rewarded (functional value) then such reinforcement would lead the child to develop

such character in later years. From the foregoing, these two theories are pointing out the importance of gender balance in pre-school teaching.

1.8.4 Conceptual framework

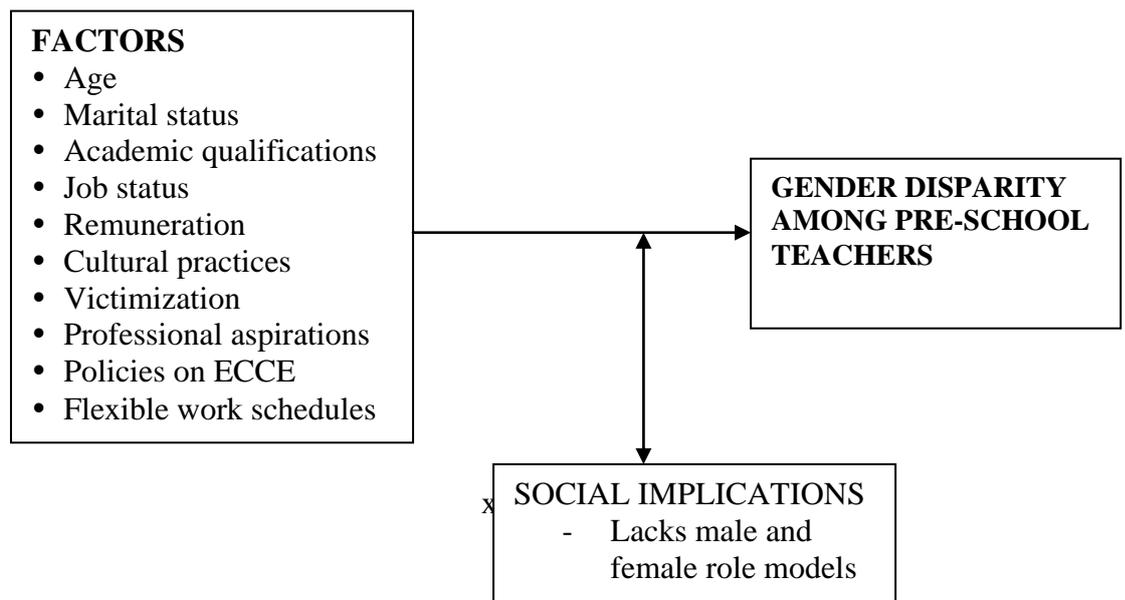
Early childhood education generally involves the developmental experiences of young children before entry into primary school. It encompasses all dimensions of growth and development of the child. These include complex levels of cognition, emotion, socialization, speech and body movement. The family and parents in particular, are the primary providers of the needs of pre-school children for good nutrition, prevention of disease and stimulation. The increasing participation of women in the labour force, the increasing numbers of working/single parent households, changing family structures and child rearing practices have increased the demand for and role of ECD Programmes.

The role of the pre-school teacher automatically doubles to teaching and parenting. The female teachers are expected to show motherly love and attention to the boys and girls. Together with their male counterparts, they are also expected to provide counsel and security to the children. Teachers of both sexes are particularly important so that they can provide appropriate role models and teach socially acceptable sex roles to the young boys and girls. By merely staying with them, they can be emulated by the children for purposes of molding good character and conduct to enhance appropriate personality development.

These pre-schools are managed by individuals, churches, municipal and county councils together with Non-Governmental Organizations. Consequently the terms and conditions of service, remuneration and other working conditions are as varied.

Gender disparity will have serious repercussions on the child development which is likely to affect his personality development in later life. Such children are likely to suffer fixation or regression, social emotional relations, sex identity, insecurity, emotional and cognitive development. They are also likely to lack appropriate role models to identify with. Socially, gender disparity is likely to retard education, social and economic developments besides enhancing social inequality. The following diagram is representative of the conceptual framework of the factors influencing gender disparity among pre-school teachers and their effects on socio-emotional, cognitive and personality development of the child:

Fig. 1.1 Factors causing gender disparity among pre-school teachers and the implications on the child’s development: A conceptual framework



1.9. Operational definition of terms

Care giving

Taking care of young children up to pre-school age by providing social, emotional and cognitive attention.

Disparity

In equity in the number of male and female pre-school teachers.

Feminization of Early Childhood Education

The way society assigns the teaching of children in pre-schools to female teachers.

Gender

Men, women, boys and girls as defined by the society in terms of roles, responsibilities, opportunities and power relations.

Gender disparity

Imbalance in the number of male and female teachers in pre-schools

Job status

The value attached to pre-school teachers profession by pre-school teachers.

Sex Typing

Learning process by which children learn behaviours appropriate to their biological sex

Parents

Biological father/mother or any other adult male/female who has authority to take up the care of young children at home.

Professional aspirations

Career prospects in pre-school teaching

Remuneration

Monthly payment in terms of salary paid to pre-school teachers.

Victimization

Accusation of male pre-school teachers as being child abusers

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents the reviewed literature related to the study. The specific areas discussed include:- Child care values, gender disparity in education and factors that may influence gender disparity. It also reviews some of the existing literature related to child rearing practices as an important influence of child development and a pre-requisite to pre-school care and stimulation.

Much of the literature reviewed in this chapter includes scarce studies from Kenya and a bulk of it from foreign countries. The literature is presented under the following headings:

2.1 Child care values

2.2 Gender disparities

2.3 Factors that may influence gender disparity among pre-school teachers

2.1 Childcare values

During the last three decades, Early Childhood Care and Education has been popularized. Most parents the world over, Kenya included, are interested in ECD Services not only for the custodial aspects of childcare but also as preparation for their children in advance of primary education and for socialization (Adams & Mburugu, 1994). Among other values of pre-school childcare, are:- identification, personality, emotional and cognitive

development. Childcare is provided on the home front by parents, siblings and relatives. They provide early stimulation for growth and development.

These childcare activities include: -

- Providing security, shelter, clothing, feeding, bathing and toilet training;
- Preventing and attending to sickness;
- Nurturing and showing affection;
- Interacting with, playing with and stimulating a child;
- Socializing the child into its own culture;
- Providing for a child's self expression and actualization.

The pre-school should be the natural extension of the home and in its homelike informality provides an all-rounded education. The male and female teachers are the professionally trained personnel cum-parents who are a necessary factor to this ECCE. They provide nurture, counsel, love and security.

2.1.1 Cognitive development

McCandless (1970) contends that attendance and proper care in the pre-schools has been reported to add intelligence to children. McCandless (1970) observed that children attending nursery school had average Intelligence Quotient changes ranging from -0.6 to 10.1 points after 5-14 months, while those children who did not attend nursery school indicate changes ranging from -4.5 to 0.8 Intelligence Quotient points in tests separated in time by 5-10 months. These gains persist through time and children's academic performance is rather consistently in line with the "new" rather than the old IQ's.

Njenga and Kabiru (2001) echo this saying that having a “headstart” for formal education is extremely important in Kenya where the education system is highly competitive and examination-oriented. Pre-school curriculum in Kenya has therefore become increasingly skills-based and “academic” in order to prepare children for standard one place. The pre-school provides an opportunity for intellectual stimulation, improves language, developing “academic” type “interests” and skills on the part of the children.

2.1.2 Socialization

The pre-school environment plays an important role in upgrading social skills. The male and female pre-school teachers are emulated, being role models for the young boys and girls. This identification with the appropriate sex serves as a basis for much of socialization (Miller, 1983).

Socialization is the means by which children acquire traditions, beliefs and values, plus customs. The role of teachers (parents) in socialization is very important. Bond and Bond (1986) asserted that good childcare demands that the parents teach a set of roles appropriate to the child’s gender. According to Callaghan (1985) children should be accorded carefully planned learning of social values both at home and at school.

2.1.3 Emotional development

This is an important aspect of child rearing in which parental interaction with the child brings warmth to the child.

Bowlby (1980) emphasized that emotional bonding between child and parents is very crucial as the child needs a loving relationship in order to develop properly. To affirm this kind of attachment Callagan (1985) indicated that meeting the emotional nurturing needs of the child was among the special responsibilities of a parent. The pre-school teacher is expected to offer such gender related attachment for all rounded emotional growth.

Bowlby listed the growth of emotional bonds of affection as one of the most important child rearing activities. Problems with bonding and attachment can lead to bad emotional foundation for future relationships. Bowlby (1980) believed that failure to form strong parental attachment during infancy and early childhood related to future adjustment problems and difficulties in establishing loving relationships in adulthood. This re-emphasizes the importance of proper development in the various stages as identified by Freud.

Klein (1973) found that children from daycare had an added advantage of being better able to form strong attachment with other people besides their parents at home than those who just stayed at home with their mothers.

2.1.4 Personality development

Miller (1983) postulates that the phallic stage of development as developed by Freud falls between ages 3-7 years. These are the years when the child enrolls in pre-school. In this stage pleasures and problems centre on the genital area. If the latter is stimulated, this creates tensions which give pleasure, if relieved. It is the parent of the opposite sex who helps the child wholly develop through this stage. Failure to successfully go through the five important stages in life according to Freud, would lead to maladjustment in later life. Once the “Oedipus complex” is successfully resolved the boy presumably takes a natural easy proud attitude towards his maleness, and the girl towards her femaleness. The teacher is indeed a significant “other” and their female and male roles in the pre-schools have a significant influence on the child’s holistic development.

Ndambuki (1990), contends that different child rearing practices and attitudes have different effects on the developing personalities of children. Inconsistent parenting whereby a child is admonished not to tell a lie and then he hears his father or mother tell a lie on the phone to the caller that he/she (father/mother) is not in the house when he actually is, only increases problems in the child’s personality from the guidance and security provided by parents and teachers who formulate and consistently apply reasonable standards of behaviour.

Pianta and Nimetch (quoted by Gakii 2004) argue that children who do not have a secure relationship with their parents are likely to have difficulties establishing a positive relationship with peers.

Birch and Ladd (1998) agree that a positive teacher/child relationship refers to a warm, close, secure relationship where the child feels loved, free with the teacher and secure. A negative relationship refers to a situation whereby a child feels unloved, insecure and uncared for. This implies that balance of gender among pre-school teachers will enhance development of a positive personality in children's later life.

2.2 Gender disparities in education

Mbugua (2001) contends that, for all purposes, there are two sexes: female and male, and that race, ethnicity, class, economic circumstances and age influence what is considered appropriate for female and male and thus the numerous versions and characteristics of what is to be male or female. Gender is a social category based on the sex of the individual. Therefore, since gender roles and social relationships are determined by society, gender is nurtured.

This study highlights major factors that cause gender imbalance in teaching in pre-school. It affirms the need to accelerate the achievement and implementation of the Education for All (EFA) goals. Such a commitment must be coupled by an enhanced understanding of gender issues as they relate to pre-school teaching and the child development process. International development targets universal primary education by 2015, gender equity in Education For All by 2015 and quality education standards as a priority (EFA, 1990). To achieve these goals, knowledge and skills must be imparted on a

greater majority and hence the emphasis on Millennium Development Goals (MDGs) initiative.

In almost all societies, females and males have different status and play different roles. There is men's work and work set aside for women (Kimani, 2008). Consequently, the two sexes behave differently, differ in attitudes and interests and live different lives.

Ensuring gender equality is a recurring theme of international conventions on education and social development. The role of the male and female teachers has been highly recognized as providers of a good learning climate for the 'whole child' (Dakar framework for Action 2000). Among its principles, was recognition of the need for a beneficial learning climate for the whole child. It recommended expanded ECCE and appreciated world wide research that had established the value of programmes that ensured that young children are physically and mentally healthy, emotionally secure and intellectually able to learn.

One of Dakar's proposed strategic objectives was linking basic education to anti- poverty strategies. Since education is an effective tool for ending poverty, especially among women, national anti-poverty strategies must be explicitly woven into education policies and vice versa. It similarly proposed that a strategy where male and female must be acknowledged and supported more practically and technically in their work be recognized. Compensation, training

and other human resource strategies should be routinely assessed and threats to teachers' sustained contribution, for example gender discrimination and irregular or inadequate pay must be openly identified and remedied.

The Dakar framework promotes the holistic development of children through programmes that are efficiently managed and gender sensitive. The inclusion of men in Early Childhood Education Programmes has gained considerable attention over the years. This is due to three related trends:

- The lack of men (usually fathers) in the lives of many of our young children;
- The dearth of men in the early childhood field;
- An increased interest in father involvement in Early Childhood programmes (Cohen 1993).

These factors are relevant to Kenya. According to Adams & Mburugu (1994), many households are headed by single parents, primarily mothers or grandmothers; one third of rural households are headed by women. Koech (2004 unpublished) found out that there is an increase in the single mother headed households in Kwale and Bungoma. This means such children lack the opportunity of care giving from fathers and a male teacher would therefore be an appropriate surrogate father.

2.2.1 Production and reproduction

The role of reproduction falls almost entirely on women's shoulders according to Myers (1988). Women are involved in biological reproduction (child bearing) and early nurturing of infants which only women are physiologically capable of performing. They are also involved in social reproduction that is care and maintenance of the household. It involves a wide range of tasks related to household work, food preparation, care of the sick, all of which are time consuming. In most societies, women are expected to ensure the reproduction of the labour force by assuming responsibility for the health, education and socialization of the children. This also includes fuel and water collection, washing clothes, processing, preparing and cooking food.

This results in women having longer working days than men. From the foregoing the female pre-school teacher, gets to and leaves work, an overworked person. There are fears from the above observation that she maybe far from being efficient. The male teachers would appropriately balance the demand for the female teacher to relax and be effective in her delivery of service.

For all importance, reproductive work is undervalued. Its lack of value is expressed by the failure to recognize that it is real work. Given that women are entrusted with all these gender roles, together with pre-school teaching, they are too overworked to be efficient in holistic development of the child. This, coupled with their natural exit, for maternity-leaves, increases the reason why men participation is needed in pre-schools.

2.2.2 Gender and formal employment

In Kenya, a survey carried out by Kanake (1998) in Nairobi and Kenyatta Universities established that most women academics were clustered in the ranks of lecturers and tutorial fellows. Women representation was low in the ranks of professors (5.1%) at U.O.N. and none at Kenyatta. Top administrative posts in public universities were dominated by men.

According to Blacksmith and Foulton (as quoted by Kanake, 1998) in both U.S.A. and Britain, women comprised a small minority of university lecturers. Acker (1984) observed that in 1982 women in Britain comprised a small minority of full time university staff and that the number was even minimal at higher levels. The concern of women status vis-a-vis that of men is built on the realization that women remain subordinate to men (Wanjama, 2002). This is attributed to patriarchal structures dominant in the majority of global cultures. Wanjama (2002) established that at the Ministry HQ statistics available showed a poor representation of women in the top levels of education management.

Table 2.1 Distribution of officers at management positions in MOE HQ by gender

Administrators	Male	Female	Total	
%Female				
Permanent secretary	1	0	1	0.0
Deputy Ps	2	1	3	0.0
Under Secretary	4	1	5	20.0
Senior Deputy Secretary	1	1	2	50

Senior Ass. Secretary	2	0	2	0.0
Education Secretary	1	0	1	0.0
Total	11	3	13	23.1
Professional				
Director of education	2	2	4	50
Senior Director	4	1	5	20.0
Deputy Director	12	4	16	25.0
Senior Education officers	37	19	56	33.9
Ass. Deputy director	42	15	57	26.3
Total	96	39	135	28.4
Grand total	107	42	149	39.2

Source: MOE, statistics section 2003

It was also revealed that the top management level is seen as a preserve for men who systematically keep women out of prominence to maintain the status quo. (Wanjama as quoted by Ndani, 2008).

In conclusion, women prevail in low status and lowly paid jobs in particular reference here is teaching in pre-school. These jobs tend to be characterized by poor working conditions, lack of fringe benefits and job security. These are the imminent characteristics of pre-school institutions as found out by Kivuva (1996) and Waithaka (2002).

Table 2.2 Pupil enrolment and number of teachers in early childhood development centers, 2000-2004.

Source: Ministry of Education, Science and Technology.

According to a Ministry of Education, Science and Technology economic survey in Kenya (MOEST, 2005) the total number of male teachers was 17,329 while that of female teachers skyrockets to 236,602. This is about 14 times that of men. It also indicates that the percentage of male teachers is 7.3% and that of female teachers is 92.7%. It clear from table 2.2 above that the number of male trained teachers was 1,206 in the year 2007 which almost doubled 2,325 in 2004. Despite poor working conditions the number of female teachers was

	2000	2001	2002	2003	2004	TOTAL
Enrolment						
Boys	636,808	671,128	738,786	809,500	815,775	3,671,997
Girls	609,793	645,147	708,636	783,399	788,764	3,535,739
TOTAL	1,246,601	1,316,275	1,447,422	1,592,899	1,604,539	7,207,736
Number of Teachers						
Male Trained	1,206	1,435	1,650	2,051	2,325	8,667
Female Trained	18,202	20,876	23,594	33,319	36,387	132,378
Sub-Total	19,408	22,311	25,244	35,370	38,712	141,045
Male Untrained	1,415	1,452	1,429	2,118	2,248	8,662
Female Untrained	21,786	23,356	23,216	17,401	18,465	104,224
Sub Total	23,201	24,808	24,645	19,519	20,713	112,886

18,202 in 2000 and almost doubled to 36,387 in 2004. This number is more than fifteen times that of male teachers. This explains that female teachers have a greater appreciation of the profession than the male counterparts irrespective

of the status. Between 2000 and 2004 the World Bank stepped up an ECD sensitization campaign (UNESCO, 2000). Induction courses of nine months each were conducted to train DICECE Officers in selected district centres by the Kenya Institute of Education. This ended in the 2003 (MOE 2002) the officers were later required to disseminate such training for the ECD teachers through five week short courses to equip these caregivers. In 2002-2004 there was massive in servicing of ECDE caregivers and this explains the low numbers of untrained female teachers in 2003. The officers were now equipped to monitor the quality of care giving in the centres. More caregivers were taken on board, from 2004 to improve the teacher-pupil ratio and improve the quality of care-giving.

Liang (1999) documented that in 6 Latin American countries, teachers are mostly women from modest socio-economic background, and the majority of them have children. This shows a high level of disparity. Table 2.2 also shows a total of 3,671,997 boys and 3,535,739 girls and the level of disparity is low. Given that the total number of boys and girls is high and the disparity negligible, it should be expected that an equitable number of male and female teachers to provide the appropriate role models and child care values is required for ECD to be available.

A study by Waithaka (2002) in Thika Municipality established that there was a total of 166 pre-school teachers and only one was male. Gakii (2004) established that the total number of pre-school teachers in Miriga Mieru

division was 475 and only 2 were men. Three hundred and twenty seven of the teachers were trained, 86 were on training and 62 were not trained at all. There were 7365 girls and 7816 boys. This shows a negligible disparity in the number of girls and boys. Kivuva (1996) in Nairobi revealed that only 4 teachers (5.4%) out of all the sampled pre-school teachers, were male.

In Thika District, data collected in 2005 pre-school enrolment by gender showed a negligible disparity. It however revealed large margins of gender disparity among the pre-school teachers (Table 2.2).

Table 2.3 Thika district pre-school pupil enrollment and number of pre-school teachers by gender.

NUMBER OF ECD CENTRES	NO. OF PUPILS			NO OF TEACHERS		
	Boys	Girls	Total	Male	Female	Total
665	10,096	10,445	20,541	46	821	867

Source: Ministry of Education Science and Technology 2005.

The point of departure is the basic premise that for national development to occur, men and women must give their contribution and have equal access to the benefits of development. In short, gender equality is a pre-requisite for development.

Given this premise, a thorough analysis of gender roles and gender relationships was necessary. The positive and negative factors that affect the achievement of equitable development must be analyzed and the constraints and catalysts of such development must be identified. Education Officers, School Administrators and Management, head teachers, teachers and community leaders must identify various issues on gender and advocate accordingly.

2.3. Factors that influence gender disparity among pre- school teachers

The following factors were established to have cause gender disparity among pre-school teachers in certain parts of the world.

2.3.1 Cultural beliefs related to early childhood care

According to the National Association for the Education of young children (NAEYC), 97% of teachers in pre-school programmes in U.S.A. are women, the same figure was reported in a centre for the childcare work force study (2002). Sanders (2004) contends that men enter a zone of difference when they take early childhood classes and when they are hired to work with young children. In addition, Wardle (2004) found that there is ample evidence from other minority groups about the difficulty of functioning within another culture. This culture of conflicts can result in men experiencing a difference and isolation on a daily basis.

Many people in and out of the early childhood field deeply believe that women are naturally predisposed to caring for young children, and men are not (Neugebauer, 1999, Cunningham and Dorsey 2004). This belief is because in most cultures including our Kenyan culture, women have been charged with the responsibility of raising children both in the home and in collective approaches (Koech, 2004). Males bring more play, active movement and entertainment to the way they interact with their own children and how they interact with children in ECD programmes (Fagan, 1996; Lamb, 2000). Many female teachers are not very active.

Wardle (2004) contends that this male approach challenges the way many early childhood programmes operate: - quiet, sedentary activities that create a minimum of mess. Fagan (1996) established that Early Childhood Programmes are used to working with mothers and not fathers. Additionally, there are far more single-female headed households than male headed households for a variety of legal and cultural reasons. Those factors make it easier for programme staff to work closely with the child's mother and simply ignore the father or other significant men in the child's life.

Research in Canada and the United States tends to show strongly that entrenched cultural values point to teaching as a preserve for women in primary schools and junior grades in particular. In line with the above, Kivuva (1996) found out that society viewed it as an odd job for a man to look after children. Einstein (1982) believes, as do many, that women and childcare are

situated below the dominant power of males in a male controlled, paternalist white society.

Society does not easily attribute to men the nurturing qualities involved in teaching in the primary junior level and men do not readily accept them either. Karlson (1995) quoted by Ingolfur (2003), feels that feminism and the struggle for gender equality is scaring men from teaching in primary and lower secondary schools.

2.3.2 Fear

According to Berch and Ladd (1998), men shy away from teaching positions in the U.K. particularly in the early grades for fear of being seen as a child abuser. Male trainee teachers are now concerned that their actions will be misconstrued, hence the majority of them withdraw from taking up positions as teachers in pre-school.

2.3.3 Teacher remuneration

A critical underlying factor that may sway men away from the profession is the low remuneration. Liang (1999) established that teachers are paid lower salaries than their counterparts in other fields. An underpayment of teachers in urban Bolivia by 35% relative to the control group was noted. Neugebauer (1999), and Sergent (2002) found out that teachers receive inadequate pay and benefits, a situation that scares them away from participating in ECD programmes. In addition flatter earning distribution in the teaching profession

and the absence of rewards for individual productivity like overtime is a discouraging factor (Ingolfur 2003). This translated into living standards that were far below the teachers' counterparts in other professions.

2.3.4 Low status

Wardle (2004) established that many people believe that the low status and abysmal benefits of the early childhood field are a direct result of it being a women's profession. Murnane, Singer, Willet, Kemple and Olsen (1999), confirmed that college graduates with higher IQ Scores are consistently less likely to enter teaching than were lower scoring graduates. Lower pay attracts lower qualified personnel.

2.3.5 Personal and demographic characteristics

Liang (1999) established that two thirds of the teaching labour force in 12 Latin American countries were females compared to less than one third in the non-teaching sector. Their pay is perhaps a secondary source of household income. In addition Liang(1999) found that teaching schedules roughly conform to school schedules: Teachers enjoy longer summer vacations, many more mid year holidays and short work days. This makes teaching attractive for women who plan to raise a family. Most of these teachers fell within the child bearing age.

2.3.6 Professional aspirations

Articles in education journals in the U.S. point to the perception that a career teaching children may not be progressive enough financially and professionally for a man. Grieshaber, and Canella, (2001) concluded that teaching at a higher grade generally seems more acceptable to male teachers- probably because these positions are considered to have more responsibilities and offer more career opportunities. In line with this, Waithaka (2002) established that lack of career advancement opportunities discouraged men from joining the early childhood field. This essentially denied children in pre-schools the role model required in Early Childhood for holistic development.

2.3.7 Historical factor

The first ECD Centres in Britain were extensions of the home. They were started to take care of children whose working mothers had no one to look after their younger children if their older children attended school. (Lan Caster, et al, 1976). Accordingly, some teachers took those young children under their care on realizing that if they refused to take them, the older ones would not attend at all. Hence women teachers provided custodial care to the babies in order to retain their older siblings in school.

Historically, also, women have “crowded” into a few occupations like teaching and nursing. Nabanita (1993) established that women choose these occupations because they (occupations) tend to be less skill obsolescence for workers who leave and re-enter the labour force. It is also argued that the educational commitment for employment in those fields is less than in some others and workers can have more time at home for other responsibilities.

2.3.8 Policies on ECCE

In most developing countries, ECCE has generally not been part of public policy and governments have limited capacity for developing policies and systems for it. ECCE is often viewed as early primary education, so that policy planning for it emulates that for informal schooling (EFA, 2004). This situation is evident in Kenya as the EFA report notes that the government policy for ECCE does not clearly reflect the understanding that the ultimate purpose of ECCE is to promote the child's holistic development and that the child's needs for good emotional and social growth, security, and learning should be satisfied in an integrated manner. Hence policies regarding recruitment of teachers in relation to gender had not been put in place. It is against this backdrop that UNESCO and the organization for economic cooperation and development (OECD) have launched a global policy review on ECCE as part of UNESCO'S programme on early childhood for 2004 – 2006. In this forum, questions like “what are the causes of gender disparity in ECCE?” will be addressed in their intended studies (UNESCO,2004).

2.3.9 Summary of the literature reviewed

In conclusion, a number of factors were seen to contribute to global gender disparity among pre-school teachers. These included culture, low status, fear of victimization, teacher remuneration, professional aspirations, and historical factors. Even though there is a critical need to involve both females and males in ECD, studies on gender disparities seem to focus more on institutions of

higher learning. These studies had however emphasized on the need for gender equality in these institutions. Since the above had been established by studies done elsewhere in the world, the current study established that some of these factors were relevant to Kenya. It was also within the mandate of this study to fill in the gap by establishing other relevant factors contributing to gender disparity among pre-school teachers in Thika District of central province Kenya. Secondly, studies done in Kenya related to early childhood established statistics on actual gender disparity among pre-school teachers. They however did not establish the factors influencing such an occurrence and it is this gap that the current study sought to fill.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter describes the methodology followed in the study. The methodology is presented on the basis of research design, area of study and the population of study. The sample size and the sampling procedures are also specified. Methods of data collection, analysis and interpretation together with the instruments as used during the study are also described and justified.

3.1 Research design

Since this study is focusing on factors influencing gender disparity in ECCE, it utilized ex-post facto design. This design is usually preferred for descriptive research studies where researchers attempt to discover causes even when they cannot have actual control over independent variables. Because of the nature of the expected data, the study utilized both qualitative and quantitative methodology. However, it was descriptive to a large extent because this type of design helps collect data that reports the state of affairs, as it exists at the time of the study (Kothari, 2004).

3.1.1 Variables

In this study the independent variables that were measured are teacher factors of age, marital status and academic qualifications, as well as job status, teacher remuneration, historical factors, fear of victimization, professional aspirations, and policies on ECCE and cultural beliefs of early childhood.

The dependent variables were the number of female and male teachers in the sampled pre-schools. These variables are described below.

3.1.2 Independent variables

i) Teachers characteristics

These included teachers age, marital status, and academic qualifications as some of the factors that are likely to influence their choice to teach in pre-school. Age was measured in three levels and their frequency determined by gender as: Young – (20-30 years), Middle- (31-45years), Advanced - (46-60 years).

Marital status and presence of children to cater for was measured in two levels and their frequency determined thus:- Single, Married, widowed.

Teachers' academic qualifications were measured under; KPE/CPE/KCPE, KJSE, EACE/KCE/KCSE, EAACE/KACE, University Degree, professional training as ECD teachers. These helped determine the gender frequency by qualification of teachers in sampled pre-schools.

ii) Perception of one's profession

This relates to the value that teachers associate with the pre-school teaching profession. It was measured in three levels by gender: Little value, average value, high value (those who think it is a very important profession).

iii) Remuneration

This relates to the amount of wage given to pre-school teachers monthly. It was measured in four categories: Lowly paid (500-4,000), Fairly paid (4,100-6,000), Very well paid (6,100 & above).

iv) Historical factor

This encompassed the purpose for the establishment of pre-schools. It investigated whether gender considerations were applied in assigning duties to care-takers of the pre-school children. This was derived from the pre-school head-teacher and focus group discussions.

v) Fear of victimization

This entailed gathering data on the teachers' fears related to their pre-school teaching. Data was collected in terms of gender through interview of individual pre-school teachers to establish whether a certain gender is afraid of being victimized as child abusers hence their presence or withdrawal from pre-school teaching.

vi) Opportunities for professional advancement

This entailed the kind of career opportunities available and the presence or absence of which is likely to influence gender distribution of pre-school teachers. Data was collected from individual teachers on the basis of: willingness or unwillingness to further their course in pre-school teaching. Frequency scores were measured accordingly in percentages by gender.

vii) Policies on ECCE teacher recruitment

This was obtained from secondary data from the Ministry of Education (MOE) documents and District Centre for Early Childhood Education (DICECE) officers from the sampled divisions. Gender consideration on the recruitment procedures was considered and scored from the officers' responses.

The design incorporated quantitative and qualitative research methods. It was applicable in order to quantify the number of male and female teachers. Qualitative research was applicable to establish qualitative phenomenon that is the underlying motives and desires that influenced participation and affected gender disparity among pre-school teachers on qualitative research and influences.

3.2 Area of study

This study was carried out in Thika district, central province, Kenya. The district covers an area of 2,024 km² which is 15.4% of the total area of central province. It is the third largest district in the province after Nyandarua and Nyeri respectively. To the north, it borders Maragua district and Machakos to the east. To the west it borders Kiambu district while Nairobi Province borders the Northern frontier. Thika District has a total of 665 pre-schools which fall under four categories of management, namely:- public (268), private (294), church (80) and local authority (23). At the time this data was collected in 2007 Thika District had four education divisions namely:- Gatanga, Kakuzi, Ruiru

and Gatwanyaga. There are four administrative divisions namely:- Thika Municipality, Gatanga, Kakuzi, Ruiru. (See map in **Appendix A**).

3.3 Population of the study

The study targeted: Education divisions, pre-schools, pre-school teachers, and DICECE officers.

In Thika district there are five education divisions with a total of 665 private and public pre-schools from which the sample of the study was drawn.

3.4 Sample size and sampling techniques

Two education divisions (urban Ruiru and rural Kakuzi), out of five, were purposively sampled one rural (Kakuzi) and the other urban (Ruiru) to ensure rural and urban representation since these are typical of the population under study. This enabled the study to look at the dynamics and diversity of gender disparity within rural and urban settings. The two sampled divisions had 304 pre-schools. All the 5 officers of DICECE were respondents. These included: - the DICECE Programme Officer and all other ECD Officers since they were not many. These were approached with the help of the D.E.O.

Kothari (2004) contends that in large scale studies, data intended for statistical analysis should be collected from at least 20 % to 30 % sample of population. For this study this view was considered. Since Thika is a highly populated district, 20% of pre-schools that is 62 pre-schools were purposively selected from the sampled divisions. This was done in order to target all pre-schools

with male teachers. Thirteen males teachers were interviewed. The help of the DICECE Officers was sought in the sampled divisions. All the pre-school teachers in the selected pre-schools (80 of them since some pre-schools have two teachers) were respondents. Using lists of parents from the selected pre-schools with the help of pre-school head teachers, 10% of parents were selected by gender. Names of parents were written on papers and 12 parents were sampled taking care of gender balance. The parents formed two Separate Focus Group Discussion groups of six members, male and female separate. Hence there were 12 FGD groups. In total the number of parents who turned up was 44 female and 18 male parents. The total sample was 157. The school heads helped converge the parents in the Centres for the focus group discussions.

3.5 Instruments

Three instruments were used in data collection. There were two interview schedules, one for pre-school teachers and another for DICECE officers as appendix B and C demonstrate respectively. An FGD guide was used to elicit data from ECD parents (See appendix D). The interview method enabled a face – to – face situation that facilitated probing into the respondent’s feelings and attitudes concerning gender participation in pre-school teaching. This was particularly suitable for intensive investigation as it gave an opportunity to clarify information (Kothari 2004). The focus group discussion guide probed further on gender disparity and cultural influences. This schedule helped check on information given by individual teachers.

The FGD was preferred because it allowed for an opportunity to ask questions, seek clarifications as the need arose and probe for more information. It enabled the collection of detailed information than is possible with other methods of data collection. All the three instruments were coded as described in the following section.

3.5.1 Pre school teachers interview schedule

This instrument had two sections. Section one covered the demographic data on age, gender, marital status and education level as follows:-

The teachers' age was categorized in the following 3 ranges and coded 1,2 and 3.

- 15-26 yrs (young) -1
- 27-45 yrs (middle) - 2
- 46 - > (advanced) - 3

Marital status and presence of dependants was measured in three levels and the frequency determined thus:- single, married, widowed.

The level of teacher education was categorized as follows and coded 1 and 2.

- Primary - 1
- Secondary - 2

Teacher's salary was put in ranges thus and coded 1,2 and 3.

- 0 – 3000.....1
- 3001 – 5000.....2

- 5001 >.....3

The second section was used to gather information about pre-school teachers in terms of service, a critical underlying factor influencing gender disparity.

It generated data on the basis of the following areas:-

- a) Salary payment – item 17
- b) Terms of pre-school teacher employment – items 18, 19 & 22
- c) Leave status – Items 20 and 21

For a high degree of efficiency and correctness, tallying method was used to quantify the number of responses in items 1 – 6

A rating scale identifying type of response in each item was used denoted by 1, 2 and 3 for example:-

- male - 1
- female - 2
- married – 1
- single – 2
- widow – 3

Hence, the minimum and maximum score for the 4 variables ranged from 5 to 83 percent. These were obtained through frequency distribution tables and measured using the chi-square test.

3.5.2 ECD officers interview schedule

Data was collected through an interview of the ECD officers by use of a structured interview schedule. The instrument covered the following areas.

- a. Pre-school teacher recruitment procedure by the ministry of education in terms of fairness: thus:- Fair – 1, Unfair - 2, Neutral - 3 in item 1.
- b. Policy and Gender preferences in advertisement and recruitment in item 2, 3, 4, 5, 6, 8, & 9. This checked whether they were gender responsive.
- c. Gender parity in number of applicants and its actual need in pre school teaching in item 7 and 10. Data was elicited about the number of applicants by gender and whether both are really necessary in teaching pre-school.

With the use of open-ended questions the level of gender fairness was coded 1,2, 3 and scored as follows:-

- Fair - 1
- Unfair - 2
- Neutral - 3

The recording was done in form of a tally for each response obtained. The total number of frequencies per response was obtained and a mean calculated.

Policy and gender preferences in advertisement and recruitment was scored by “yes” and “no” responses. They were recorded in tallies for each response and a mean for each favourable response was calculated to check the effectiveness of policy guidelines in encouraging gender parity in pre-school teacher recruitment.

3.5.3 Focus group discussion guide

In the FGD guide the test questions were open ended. The researcher was largely conversational and multi linguistic in asking questions to the two groups of parents.

This was specifically due to their varied education levels and incompetence in communication skills. The researcher mostly used Kiswahili in urban Ruiru division and mixed it with kikuyu in the rural Kakuzi Division. The parents were put into 2 groups of 6 members each by gender per selected school, totaling to 12 members which is within the recommended number for a focus group discussion.

To indicate the parents' preference of teacher's gender in caring for their children, the choice of male or female was indicated by "yes" or "no" respectively. Frequencies of the scores were recorded and percentages established. Probability value was calculated by use of the Chi square.

3.6 Piloting

To ascertain the validity and reliability of the instruments, piloting of the study was done before the actual data collection was undertaken. The instruments were pre-tested in two pre-schools, one in an urban and another in the rural contexts but outside the area of study. During the piloting the researcher realized that some teachers and parents required assistance in understanding

some of the questions in the interview schedules. Some of the items had to be reframed into a simpler language for the respondents.

3.7 Validation of instrument

A pilot study was carried out in two pre-schools within the district of study though not in those that were included in the study to avoid pretest sensitization. The aim of the piloting was to test the reliability of the research instruments, to ascertain that they would yield the expected data.

3.8 Data collection techniques

A research permit was secured from MOE Head quarters. It was followed by a visit to the District Education Officer to inform him of the intended study. The DICECE officers were requested through the DEO to avail the researcher with required research information. The education officer was requested to supply lists of the education divisions and possibly a map showing their location in the district. This enabled the researcher to obtain a random sample intended for the study. Once the two divisions had been identified, the zonal quality assurance and standards officers or the DICECE officers in charge of the division were requested through the area education officer to provide lists of pre schools in their divisions. The lists were used to prepare the lists of pre-schools from each division. Ten percent of pre-schools from each division were purposively sampled to target those with male teachers.

The sampled pre-schools were visited on stage 1 of the study for the administration of the teacher's questionnaire. The head of the pre-school was requested to provide two lists of ECD parents-one for male parents and the other for female parents. Names of 12 parents – 6 male and 6 female were sampled at random for the FGD. A random sampling was carried out by writing the names on pieces of papers by gender and through ballot picked any 6 male parents and 6 female parents. The head teacher was requested to invite the selected parents for an FGD on an agreed date and time.

During the FGD parents were briefed on the purpose of the study and expectation so as to put them at ease. It was preferred that the groups be met in the morning session so as to release them for other activities. Interviews were conducted by the principal researcher in order to ensure systematic validity while the research assistant recorded the responses. Tape recording was also done to ensure that no information was lost. Secondary data was derived from the Ministry of Education (MOE) policy documents and guidelines on procedures of pre-school teacher recruitment.

3.9 Methods of data analysis

The type of data collected was mainly qualitative. For purpose of statistical analysis number coding was necessary which helped convert qualitative data into quantitative data. Analysis of the raw data on the variables under study was done using the coded sheets per instrument. The statistical package for

social sciences (SPSS) was used for such analysis at alpha=0.05 level of significance. (Mugenda, and Mugenda, 1999).

Data about pre-school teacher remuneration, job status, terms of service and cultural practices was tallied. The frequency distributions of each variable and the percentages were calculated as part of the descriptive statistics. Since much of the data was non-normal, the chi-square test was adapted to test the level of significance (Kothari, 2004) in this study's data analysis. The following Chi-square formula was used.

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Where,

O = Observed Counts

E – Expected Counts.

To facilitate this, interview schedules were prepared and administered to each of the sampled target groups which included pre-school teachers, FGD groups by gender and ECD Officers. The responses were tallied and frequencies calculated in percentages.

The Chi-square was used to calculate the level of significance of the dependent variables in both Kakuzi and Thika-Ruiru divisions of Thika district, as per the study hypothesis.

CHAPTER FOUR: DATA ANALYSES AND DISCUSSIONS

4.0 Introduction

This chapter comprises two sections. Section one focuses on data obtained from pre-school teachers, early childhood development officers' schedules and the focus group discussions guide and their influence in gender disparity among pre-school teachers. The section also discusses the factors found to have influenced gender disparities in ECDE. Section two covers the inferential statistical analysis where the results of the hypotheses testing are reported and discussed. As shown in the preceding chapter on methodology, the testing of the hypotheses is based on $\alpha = 0.05$ level of significance.

4.1 Descriptive data analysis

This subsection presents a descriptive summary of pre-school teachers' characteristics. These characteristics were important as they influenced the teachers' choice of the ECD profession. They included:-

- Gender
- Age and number of dependants
- Level of Education
- Remuneration

It also describes the characteristics of pre-school parents by gender and their gender preferences of pre-school teacher that handles their pre-school children. The ECD officers' position on the ECD policy guidelines relating to teacher recruitment and training by gender is also considered. This is followed by descriptive statistics of these variables and their level of significance in influencing gender disparity in relation to pre-school teacher job performance.

4.1.1. Gender

In terms of gender, it was observed that out of the 80 pre-school teachers that were selected in Kakuzi and Ruiru divisions 67 (83.8%) of them were female while 13 (16.2%) were male, as presented in Table 4.1

Table 4.1 Gender of teachers

No. of Teachers	
Frequency	Percent

Female teachers	67	83.8
Male teachers	13	16.2
Total	80	100.0

An emerging issue that came up in the above characteristics was the preference of urban areas by male teachers. Of the 13 male teachers 10 were found in urban Ruiru division while 3 were found in rural Kakuzi. Those interviewed confirmed that the terms of service in the urban areas were much better than the rural with the salary being higher in urban than rural areas. This implied that the economic status of the urban dwellers was higher than that of the rural and hence the reason why the urban teachers were paid better. This characteristic was found to be an influencing factor that motivated the male teachers to preferring the urban setting. The analyses showed that there is a significant difference between the number of male and female teachers with a probability value of zero. These pre-school teachers were employed by parents through the school management committees (SMC).

4.1.2 Age and number of dependants

Majority of the pre-school teachers were within the age-range of 27-45 (56.25%). Out of the 80 pre-school teachers interviewed, 20 (25.0%) were within the age range of 15-26 years while 31 out of 80 pre-school teachers from both Kakuzi and Ruiru were aged 46 years and above. Teachers whose age was 15-36 were the majority as in table 4.2 below.

Table 4.2 Age of pre-school teachers

Age in years	Frequency	Percent
15-26	20	25.0
27-36	29	36.25
37<	31	38.75
Total	80	100.00

These teachers had children within the ages of 1-16 years. All the female teachers in this category preferred to remain in the profession because it gave them ample time to take care of the young ones. All the male teachers had between 1-3 dependants but these did not influence them to stay in the profession. This was confirmed by the interviews where they admitted that their wives took care of their children and that they would quit the profession if a greener pasture arose.

The above characteristic emerged during the study because the number of dependants impacted on the responsibilities that the pre-school teacher had. It was particularly found to have influenced the female teacher's choice of the profession unlike the male teachers as earlier mentioned. These dependants were either their own young children or other relatives under their care.

Table 4.3 below indicates that 40(50%) out of 80 teachers had 4-6 dependants, thirty one out of 80 teachers (38.8%) had between 1-3 dependants and nine teachers (11.3%) had seven dependants and above. Majority of the teachers

(71.3%) had children aged between 1-16 years. Out of 80 teachers 15(18%) of them had children ranging from 17-25 years while only 8 teachers had dependants above 26 years.

Table 4.3 Number of dependants per teacher

Dependants	Frequency	Percent
1-3	31	38.75
4-6	40	50.0
7<	9	11.25
Total	80	100.00

Table 4.4 Dependants' age bracket

Age	Frequency	Percent
1-8	34	42.5
9-16	23	28.75
17-25	15	18.75
26<	8	10.0
Total	80	100.0

This indicated that the youngest group with the majority called for more parental attention and increased duties. The female teachers were once again found to be

influenced into the profession by this factor.

4.1.3 Level of education

In table 4.5 below, 63 (78.75%) out of 80 pre-school teachers in both Kakuzi and Ruiru divisions had completed secondary level of education. All the male pre-school teachers were in this category hence they had higher level of education than the female teachers. Ten of these were from urban Ruiru where salary scales and terms of service were noted to be higher and better respectively.

Table 4.5 Level of education for pre-school teacher

	Frequency	Percent
Primary	17	21.25
Secondary	63	78.75
Total	80	100.00

As illustrated in table 4.5 above 17 out of 80 (21.3%) teachers had primary level education while 63 (78.75%) had secondary school certificate. All the male teachers were in the latter category. The analyses indicated that there were larger numbers of secondary school graduates than primary education level in the selected schools. Hence there was a significant difference between the two categories by level of education. It emerged from the FGDs that the male teachers' higher level of education discouraged them from the pre-school

teacher profession. Those interviewed confirmed that they would leave once greener pastures were available.

4.1.4 Pre-school Teachers' Remuneration

Literature reviewed as well as FGD's established that low remuneration had a positive relationship with gender distribution with male teachers preferring other professions while females went for it. Sergent (2002) noted that teachers received inadequate pay and benefits and this scared them from participating in pre-school programmes.

Table 4.6 below indicates that most pre-school teachers (67.5%) received a pay package ranging from Ksh. 3001 – 5000 while 20 teachers (25%) were paid between Kshs. 1000-3000. Only 6 teachers (7.5%) received Kshs. 5001 and above.

Sixty out of 80 teachers agreed that the salary payment was irregular and unpredictable. The problem of low and irregular salaries was voted by 72 (90%) out of 80 teachers as a cause that discouraged them in the profession. All the male teachers were in this group. This therefore meant that only a few male teachers would be willing to join the profession, hence the disparity. Eight teachers (10%) out of 80 voted job insecurity as a real problem they experienced.

Table 4.6 Remuneration versus gender

Salary in Ksh.	Male	Female	Total
1000-3000	3	17	20
3001-5000	7	47	54
Above 5000	3	3	6
Total	13	67	80

4.1.5 Parents' preference

Data from the focus group discussion indicated that 53 out of 62 parents (85%) preferred female teachers handling their children in pre-school while 9 out of 62 parents (15%) preferred their children to be handled by male teachers. The reasons given included cultural norms based on gender stereotype where the responsibilities of bringing up children are relegated to women. Those who preferred male teachers' had boy children. One parent during the FGD clearly said that he would not want his boy child handled by a female teacher lest he copies female behaviour. The response on parent's preference of teachers was skewed towards the female teachers over the male teachers. This distribution of scores indicates the influence of socialization process where the role of bringing up very young children is assigned to women. Those parents who

preferred male teachers were found to have been influenced by the same. See table 4.7 below.

Table 4.7 Parental preference versus gender

	Male	Female	Total
Male teacher	3	6	9
Female teacher	3	50	53
Total	6	56	62

In both divisions selected for this study, girls were 509 (49.8%) and boys were 513 (50.2%). Although the children's gender did not seem to influence the gender distribution of teachers, it was evident from the parent's opinion that their children had preferences of ECD teachers in terms of gender. In table 4.8 below, 42 out of 62 parents (67.7%) agreed that their children preferred female teachers while only 20 out of 62 (32.3%) preferred the male teachers.

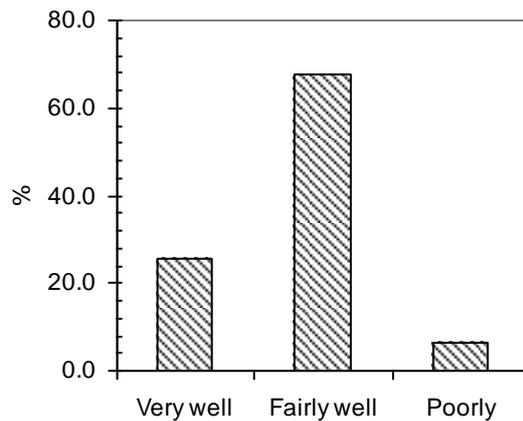
Table 4.8 Preferred teachers by children (parents opinion)

Responses on	Frequency	Percent
Male teacher	20	32.3
Female teacher	42	67.7
Total	62	100.0

The findings revealed that regardless of teacher's gender, parent's opinion suggested that most pre-school children (80.6%) related well with their

teachers. Only twelve out of 62 parents (19.4%) indicated a poor child-teacher relationship. The scores of the above distribution are presented graphically in fig. 4.2 below: -

Fig. 4.2 Relationship between children and teachers (parents opinion)



The analyses indicated that most pre-school children related well with their teachers but the teacher's gender preference was determined by the parents most of them preferring female teachers. Further research on the role of parents in pre-school teacher recruitment will confirm the above observations.

4.1.6 Flexible work schedules

In spite of the dismal, irregular and unpredictable salary payment, 44 teachers (55%), all of them female, agreed liking the profession for its comfort as far as flexible work schedules, time, freedom and the young age of children were concerned (table 4.9) All the male teachers were not positive about the flexible work schedule. From the interviews two of them said that the free time availed to them was wasted man-hours. Therefore they looked for other small jobs to occupy themselves and earn a little money. It emerged from the study that this

factor discouraged them in the profession. It was evident from the study that the fees paid per child could not adequately cater for the teachers' salary and learning materials.

Table 4.9 Flexibility of work schedule versus gender

	Male	Female	Total
Comfort	7	44	51
No otherwise	5	16	21
Others	1	7	8
Total	13	67	80

It was established from the FGD that out of 62 parents 50 (80.6%) paid between Ksh. 500 – 1000 per term per child while only 12(19.4%) out of 62 paid between Kshs. 1001 – 4000. Regardless of the low salaries the pre-school teachers admitted that the flexible work schedules, time and freedom enabled the mothers to look after their young children including going with them to the centres when house-helpers disappeared or when money to pay them (house helps) was unavailable. This was confirmed by the Focus Group Discussions where 42 out of 62 parents agreed that the pre-school teachers were happy handling the small children.

Twenty one out of 80 teachers (26.3%) agreed to be in the profession for lack of an alternative occupation and were ready to quit if another greener pasture availed. Most of the male teachers fell in this category. Out of 80 teachers 8 of

them cited other reasons for preferring pre-school profession like too much demands from other professions.

There was a significant difference between the number of teachers willing to remain in the profession for more than six years and those unwilling. Only 5 teachers indicated willingness to remain in profession below 5 years. All the male teachers fell in this category.

More than 75 out of 80 teachers (93.8%) desired to serve more than six years in pre-school. Most of these teachers were aged below forty years and were in the child bearing age. This propelled them to remain in the pre-school as the comfortable work schedule gave them ample free time to look after their young ones. Those interviewed confessed that they had time and freedom to cater for their children's needs. Hence this has a relationship with desire to teach in pre-school (Liang 1989).

4.1.7 Other factors that have influenced gender disparity

There were other factors found to influence gender disparity other than teachers characteristics. These factors included:-

- Pre-school teachers' responsibilities.
- Proximity to ECD Centre
- Pre-school daily programme
- Government policy

i) Pre-school Teachers' Responsibilities

As can be noted in table 4.2 majority of the pre-school teachers fell within the age range of 27-45 years. Most of these were women of child bearing age who had children within the ages of 1-16 years. They showed preference of remaining in the ECD profession because it favoured child bearing, their reproductive roles and looking after children. It was established from the interviews and focus group discussions that the years of child bearing and care giving of children are very demanding especially for mothers. It is a situation that called for time and commitment for parents so that the young ones received good care and nutrition for holistic development.

The pre-school profession was therefore found to avail such flexible work schedules and convenience both of which were demanded for child rearing. These characteristics of age did not however seem to attract the male teachers' into the profession. The age of the pre-school teachers and the responsibilities that went with it therefore influenced the gender distribution with a female majority. It also agrees with Liang's (1999) observation in 12 Latin American Countries that women teachers enjoyed longer summer vacations, mid year holidays and short workdays which is good when raising a family.

ii) Proximity to ECD Centre

Most pre-schools are attached to public and private primary schools. Others are owned by religious organizations and individuals.

Most of the teachers handling pre-school children are from the neighbourhood where they walk for not more than one kilometer. All the female teachers

preferred this proximity to work stations and they agreed that it gave them the convenience to combine work with other responsibilities like house hold chores and small businesses around the home. They also did not have to walk for long distances to work places. Out of the thirteen male teachers, six travelled as far as five kilometers to the ECD Centre where they teach. Two said that they crossed several ridges to get to the centre.

It was interesting to learn from the teacher's interview that the shortness of distance to the ECD Centres preferred and enjoyed by the female teachers did not attract the male teachers. To them it did not matter how far or near they walked since they did not have to combine two tasks at the same time.

iii) Pre-school programme

The daily programme of pre-school centres was prepared by the teachers to suit the pre-school children with their different age groups. The language of the catchment area was used for instruction and the children related with the teachers just like in the home. With this arrangement the female teachers often found their way out of the school to attend to one or two house-hold chores or a visitor who called on them without much worry and still would catch up with the school programme. One of the female teachers who lived near the school had a small kiosk where she sold vegetables occasionally as she taught.

This informal setting and non rigidity of the pre-school daily programme which could be changed at will to suit the interest of the children attracted the female

teachers to the profession. This was found to discourage male counterparts who preferred rigid programmes and strict timetables, which they associated with order, organization and high job performance that favoured their male ego. Those interviewed associated the informal setting and non-rigid programmes of pre-school with low “status”. They dismissed it as a child rearing practice that was a woman’s responsibility.

This was confirmed by the focus group discussions where the male parents felt that the pre-school programme is organized much like a home and is more fitting to females than the males. This therefore discouraged the male from joining the profession.

iv) Government policy on pre-school teachers’ recruitment

This factor was found to be of importance in order to check whether the government made any deliberate effort to improve on gender equity among the pre-school teachers through the recruitment procedures. The data were obtained from the Ministry of Education documents and District Centre for Early Childhood (DICECE) officers from Thika District. Five DICECE Officers were interviewed regarding government procedures on recruitment of pre-school teacher trainees.

Four out of five officers agreed that the recruitment procedure was fair to both female and male teachers since it was advertised in the local newspapers. One of them felt that more needed to be done in terms of advertisement including

writing circulars to primary schools and pre-school centres. She chose to remain neutral. In practice, all officers agreed that more women than men were considered. It was noted during the study that there is a deliberate policy on the advertisement encouraging men to apply although only a dismal number usually responds. The officers also put local advertisements on their office notice boards. They all agreed that although only a few male applicants apply for diploma training and none for certificate training, it is important for the male teachers to handle the pre-schoolers to enhance holistic development of children.

4.2 Hypotheses testing

This section covers the inferential statistical analysis where the results of hypotheses testing are reported and discussed. The variables tested were:-

- Parental preference of pre-school teacher versus gender.
- Preschool teacher remuneration versus gender.
- Flexibility of preschool teacher profession versus gender.

The results obtained by testing the null hypotheses are presented in form of tables and interpretation made. Each hypothesis was tested on the responses made by preschool teachers and preschool parents in the FGD guide.

Therefore using the available counted data a Chi-square value was calculated to measure the level of significance.

1. Parental Preference versus Gender of Pre-School Teachers

H₀: There exist no significant relationship between Parental Preferences and Gender of pre-school Teachers.

H₁: There exist a significant relationship between Parental Preferences and Gender of Pre-school Teachers.

The study sought to establish the relationship between parental preferences versus gender of pre-school teachers. Pearson Chi-Square test was used to test whether there exists a significant relationship between parental preferences and gender of pre-school teachers. This test was performed on the null hypothesis that there exists no significant relationship between parental preferences and gender of pre-school teachers against an alternate hypothesis that there existed a significant relationship between parental preferences and gender of pre-school teachers. The chi-square statistic was computed using the formula below.

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where; χ^2 is the chi-square statistic value; O_i is the observed value; E_i is the expected value. The Critical Values of chi-square were obtained from the chi-

square table at 0.05(%) level of significance and the findings are as shown in the table next.

Table 4.10: Parental Preference and Gender of Pre-School Teachers

Responses on	Frequency	Percent
Male teacher	20	32.3
Female teacher	42	67.7
Total	62	100.0

Test Statistic	Computed χ^2-Statistic	df	Critical Values of chi-square	Decision
Pearson Chi-Square (χ^2)	6.7403	1	3.841*	Reject H_0

The findings presented in table 4.10 show that the computed chi-square statistic (6.7403) was found to be greater than the chi-square critical value ($\chi^2_{(0.05, 1)} > 3.841$). This leads to rejection of the null hypothesis that there existed no significant relationship between parental preferences and gender of pre-school teachers and acceptance of the alternate hypothesis that there existed a significant relationship between parental preferences and gender of pre-school

teachers. This means that the gender selection of pre-school teachers is determined by the parental preferences of the pre-school children.

2. Pre-School teachers' Remuneration versus Gender

H₀: There exists no significant relationship between remuneration of pre-school teachers and Gender.

H₁: There exists a significant relationship between remuneration of pre-school teachers and Gender.

Pearson Chi-Square test was used to test whether there existed a significant relationship between remuneration of pre-school teachers and Gender. This test was performed on the null hypothesis that there exist no significant relationship between remuneration of pre-school teachers and Gender against an alternate hypothesis that there existed a significant relationship between remuneration of pre-school teachers and Gender. The chi-square statistic was computed using the formula below.

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where; χ^2 is the chi-square statistic value; O_i is the observed value; E_i is the expected value. The Critical Values of chi-square were obtained from the chi-square table at 0.05(%) level of significance and the findings are as shown in the table next.

Table 4.11: Remuneration of Pre-School Teachers versus Gender.

Salary in Ksh.	Male	Female	Total
1000-3000	3	17	20
3001-5000	7	47	54
Above 5000	3	3	6
Total	13	67	80

Test Statistic	Computed χ^2 -Statistic	df	Critical Values of chi-square	Decision
Pearson Chi-Square (χ^2)	5.473	3	7.815	Accept H_0

The findings presented in table 4.11 show that the computed chi-square statistic (5.4735) which was less than the critical chi-square value ($\chi^2_{(0.05,3)} < 7.815$). This leads to acceptance of the null hypothesis that there exists no significant relationship between remuneration of pre-school teachers and Gender. This means that the remuneration of pre-school teachers is not determined by the gender of the teachers. Therefore, there is no significance difference between the salaries offered to male or female pre-school teachers.

3. Flexibility of Teachers' Work Schedule versus Gender

H₀: There exists no significant relationship between the flexibility of pre-school teachers work schedules and gender.

H₁: There exists a significant relationship between the flexibility of pre-school teachers work schedules and gender.

Table 4.12: Flexibility of Teachers' Work Schedule versus Gender

	Male	Female	Total
Comfort	7	44	51
No otherwise	5	16	21
Others	1	7	8
Total	13	67	80

Test Statistic	Computed χ^2 -Statistic	df	Critical Values of chi-square	Decision
Pearson Chi-Square (χ^2)	8.0216	2	5.991	Reject H ₀

The findings presented in table 4.12 show that the computed chi-square statistic (8.0216) was greater than the critical chi-square value ($\chi^2_{(0.05, 2)} > 5.991$). This leads to rejection of the null hypothesis that there existed no significant relationship between the flexibility of pre-school teachers work schedules and gender and acceptance of alternate hypothesis that there existed a significant

relationship between the flexibility of pre-school teachers work schedules and gender. This means that the flexibility of pre-school teachers work schedules was an important factor considered by pre-school teachers when opting for pre-school teaching job. Therefore most pre-school teachers choose teaching job because of the flexibility of the teaching work schedules. Due to this flexibility, the pre-school teachers have adequate time to attend to their personal issues outside their teaching work schedules.

4.3 Chapter Conclusion

This chapter looked at the factors that have influenced gender disparity among pre-school teachers in Kakuzi and Ruiru divisions. Among the factors discussed and analyzed are teachers' gender, age, level of education and remuneration.

Other factors that emerged during the study included; pre-school teachers' responsibilities, number of dependants, proximity to ECD Centres, pre-school daily programme and lack of a government policy on pre-school teachers terms of service.

From the hypothesis tested the study also concluded that the majority of both male and female parents preferred female to male teachers to handle their children because they were like mothers unlike their male counterparts. The analysis therefore showed a positive relationship between cultural stereotype and frequency of large numbers of female teachers in pre-school.

There was a significant relationship between teacher remuneration and their gender distribution with the female teachers preferring the ECD profession regardless of the low salaries. Most of them, being in the child bearing age preferred the short working hours which favoured child rearing.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings from the study. Also included are the implications of these findings, recommendations and a general conclusion of the study follow.

5.1 Summary of the findings

In both Kakuzi and Ruiru there was a significant disparity in the number of male and female pre-school teachers. While the females were 83.7% the male teachers were 16.3%. Two thirds of the latter were in the urban Ruiru while a third was from rural Kakuzi. These were employed by parents who seemed to prefer female to male teachers and hence influenced the large number of female teachers employed in the pre-schools. Teachers' age ranged between 20-56 years. Majority of the teachers were women within 26 – 46 years and in the child bearing age. This seemed to influence their preference to stay in the profession because it favoured child rearing and other reproductive roles. Thus the flexible work schedules gave them ample time to look after the young ones and attend to other household chores. This was supported by the fact that in Kakuzi, it was established that some of these female teachers did not employ house helps but went with their small children to pre-school centres.

There was a significant relationship between gender distribution of pre-school teachers and teacher remuneration. The salary was described to be dismal,

irregular and unpredictable. This has put away most male teachers who choose to take up more promising careers. There was no significant relationship between the distribution of pre-school teachers and government policies on ECCE.

In terms of educational level for pre-school teachers, the study established that there were larger numbers of secondary school graduates than primary education level in the selected schools. Most of the male teachers were in the former category. Their higher level of education discouraged them from the pre-school teacher profession.

Proximity to work stations allowed the female teachers to combine work with other responsibilities like household chores and small businesses around the home. This influenced them into the profession unlike their male counterparts who felt that it did not matter how far or near they walked since they did not have to combine two tasks at the same time.

The informal setting and non-rigidity of the pre-school daily programme which could be changed at will to suit the interest of the children attracted more female than male teachers to the profession. The latter preferred rigid programmes and strict time tables. The male teachers interviewed reckoned that such working terms were more respected and augured well with the male ego. It was also far removed from baby care that was characteristic of the pre-school profession and which the men were unwilling to be identified with.

5.2 Conclusion of Findings

A number of factors were seen to contribute to gender disparity among pre-school teachers in Thika District. These included parents' influence and teacher remuneration. Other factors established included flexibility of the ECD programme in terms of time, proximity to the centre, socialization, pre-school teacher's age, number of dependants, and teachers responsibilities.

Most parents preferred female to male teachers handling their children and therefore influenced the employment. This indicated the parents' inadequate knowledge of the developmental aspect in children and hence their preference of female teachers.

There were more female teachers in the child bearing age of between 27-45 years than male teachers. This influenced their preference of pre-school profession because of the long holidays and short working hours. Both of these favoured child bearing and parenting roles.

5.3 Implications of the study

- Results of the study in both Kakuzi and Ruiru showed that most parents preferred female teachers and therefore influenced their employment. This indicates their inadequacy of knowledge on the development areas in children. The kind of care provided by a single gender of teachers

would interfere with holistic development of children. Organized seminars and sensitization meetings for parents with young children could be used to disseminate information on the role of both parents in the growth and development of children.

- Study analysis showed a significant relationship between teacher remuneration and gender distribution. In Kakuzi some pre-school teachers went to work in the company of their young ones. This raised doubt if they would offer quality service but they raised the issue of shortage of house helps and low pay. Parents need to be sensitized about the effect of motivation at work so that they are positive about awarding better salaries to the pre-school teachers. This would be reciprocated with appropriate care for the pre-schoolers and uncompromised services. It would equally reduce the high turn over of teachers.
- This study established that most pre-school teachers preferred working in their locality. This benefited them in that they did not have to walk long distances. The female teachers would also perform household chores together with their childcare duties at school. This implies that they would only have knowledge of what was in their immediate locality and miss out on knowledge, attitudes and skills that could be available in the adjacent villages and estates that could benefit their professional status.
- The language of the catchment area was used for instruction and this enhanced teacher-child and child-child interaction. This implies that

children could only interact with other children or grown ups from that locality. During vacation when these children visit relatives living in distant social settings where other languages are used, they (children) may not freely socialize. The latter stimulates holistic development in children.

5.4 Recommendations

This section presents the recommendations suggested from the findings and conclusions of the study. It includes recommendations for parents, policy makers and those for further research.

5.4.1 Recommendation for parents

- The parents with knowledge and skills about teacher selection and employment should be consulted during teacher recruitment. It is important to give them seminars and short courses on the developmental aspects of a child to enable them see the need for gender parity in teachers handling their children.
- The parents need to be sensitized on the importance of motivation of teachers through better salaries to reduce turnover and ensure consistent care for their children.
- Parents should be encouraged to change their attitude towards male teachers in pre-school through sensitization and community mobilization meetings.

5.4.2 Recommendation for policy makers

There is need for policy makers to engage methods of encouraging male teachers to apply. This may require them to give incentives to encourage more male applicants to join the profession. There is also need to consider putting pre-school teachers on the government payroll and improving their terms and conditions of service.

5.4.3 Recommendation for further research

There is need to carry out a comparative study between rural and urban pre-school centers. This would help find out how various factors impact on gender disparity among pre-school teachers. The same study can be done for other levels of education since the presence of both genders is important for the social and emotional development of the child. There is need for a study on the impacts of gender disparity on the social, emotional and cognitive development of children.

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APPENDICES

APPENDIX A

APPENDIX B

Teacher's interview schedule

- F** **M**
1. Teacher's gender
 2. (a) Name of the pre-school.

 - (b) Why was it established?

 3. How old are you? 15-26 yrs 27-36 yrs above 37
yrs
 4. What is your marital status? Married Single Widow
 5. How many boys and girls are in your class?
Boys _____ Girls _____
 6. What are the ages of the children in your class?

2-4 years	4-6 years	6-8 years	Above 8 years
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 7. How many dependants do you have?
1-3 4-6 7 and above
 8. What are their ages?

 9. What is your highest academic qualification? _____
 KCPE O LEVEL A LEVEL
 10. How long have you been in this profession?
0-5 yrs 6-10 yrs above 10 yrs
 11. In what category does your salary fall?

Kshs. 0-3000	Kshs. 3001-5000	Kshs. 5000 & above
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 12. How long would you like to stay in this school?

1-2 years	2-3 years	3-4 Years	> 5 years
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 13. How long would you like to stay in this profession?

 - 1-5 yrs 3-10 yrs above 10 yrs
 14. Why do you like teaching small children in this pre-school?

15. What are the problems that you face as a pre-school teacher?

—

16. How would you like them

17. Salary payment	No pay (on attachment)	Hardly ever	Irregular	Regular
18. Terms of employment	Undefined	Temporary	Contract	Permanent
19. Employment Agreement	Oral casual	Oral official	Minuted	Employment letter
20. Maternity Leave	No at all	Occasional	Without pay	With pay
21. Annual Leave	Not at all	Occasional	Without pay	With pay
22. Conditions for your being terminated from work	Undefined	No notice	1 month notice	2 months notice

addressed? _____

—

Terms of service

23. Would you like to further your ECE profession?

Yes No

Why or why not?

—

—

APPENDIX C

ECD officers interview schedule

1. How is pre-school teacher recruitment done in terms of procedure?

2. Are there preferences of sex in the advertisement?

3. How many men and women are recruited?

Men Women

Why?

—

4. Is there a policy guiding the recruitment?

Yes No

5. If yes, when was it written?

6. Is it gender responsive?

Yes No

7. Of male and female, who apply more to join the profession?

Male Female

8. Is there any deliberate policy to encourage men and/ or women?

Yes No

9. Do you advertise? Yes No

10. Do you think we need female and male to teach pre-school? Yes No

Why?

APPENDIX D

Focus group discussion guide

1. What type of a teacher would you like to handle your children in this centre?
Male Female
2. What type of teacher performs better?
Male Female
3. Who do children seem to like most?
Male Female
4. How do the teachers relate with the children?
Very well Fairly Well Poorly
5. Who are you happy to leave your child with?
Male Female
6. Are there times when your children express dislike of school on account of teacher? Yes No
7. Do the teachers seem happy with their duty towards your children?
Yes No
8. a) What reasons do those parents who fail to commit their children in this ECD centre
give? _____
(b) Do you think they are genuine? Yes No
9. How much fees per term does each parent pay for their children?

500-1000	1000-	2000-4000	> 4000
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10. Are there some pre-school parents who look into the affairs of the:
(a) Pupils? Yes No (b) Teachers? Yes No
11. What problems do fathers face when dealing with pre-school teachers?

-

12. What problems do mothers face when dealing with pre-school teachers?

13. Which parent enjoys dealing with and handling of their ECD children?

Mother

Father

14. Do you feel obliged to participate in pre-school activities? Yes No

How do you support the pre-school teacher in order to perform their duties well?

Always

Not always

Rarely

APPENDIX E
SAMPLED ECDE CENTRES

S/NO	NAME OF ECD CENTRE	SPONSOR
1	Baptist Christian	Private
2	Ndii-ini Pre-school	Public
3	Joy Murera	Private
4	Gladways	Private
5	Ruiru Primary Nursery	Public
6	Macwilliams	Private
7	Ruera	Public
8	Teresa nuzzu	Public
9	Tassia	Public
10	Yadini	Public
11	Kitamaiyu ECD	Public
12	Kimbo ECD	Private
13	Born Free	Private
14	Little Stars	Private
15	Oaklands	Public
16	Karakuta	Public
17	Ever Flora	Public
18	Karunguru	Public
19	Muthaara N. School	Public
20	Milimani	Public
21	Bright Field	Private
22	Thome	Public
23	Ndarugu	Private
24	Kumura	Public
25	Mukuru Nursery	Public
26	Gachororo	Public

27	Mutundu	Public
28	Machure	Private
29	Kibii Pre-school	Private
30	Makena	Private
31	Thiririka	Public
32	Christ the King	Private
33	Swani	Public
34	Makongo	Public
35	Matofal	Private
36	Imani	Private
37	Mwana wi kio	Public
38	Greystone	Public
39	Kiganda	Public
40	Hospital	Private
41	Anglo French	Private
42	Chui	Private
43	Gichohi	Public
44	Mukeu	Public
45	Mwana wi kio	Public
46	Ngurunga	Public
47	Kitooni	Public
48	St Teresah	Public
49	Mwania Mbogo	Public
50	Maningu	Public
51	St Joseph	Private
52	St Francis	Public
53	Mianyani	Public
54	St Peter	Private
55	Kyaume	Public
56	Mugumo	Public

57	St Ezena	Private
58	St Marys	Private
59	St Mulumba	Private
60	Thungururu	Public
61	St Anthony	Private
62	Kariara	Public