FACTORS THAT MOTIVATE MEN TO TEACH IN PRESCHOOLS IN GATUNDU NORTH DISTRICT

BY
WILLY WAWERU MWANGI

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF ARTS DEGREE OF KENYATTA UNIVERSITY

OCTOBER 2010
DECLARATION

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

Signature _______________________________ Date ____________________________

Willy Waweru Mwangi
C50/10288/2008

Supervisors: This proposal has been submitted for the review with our approval as University Supervisors.

Signature: _______________________________ Date ____________________________

Dr. Geoffrey Wango
Department of Gender and Development Studies

Signature: _______________________________ Date ____________________________

Dr. Esther N. Waithaka
Department of Early Childhood Studies
DEDICATION

This work is dedicated to my wife Lucy, sons Edwin and Dennis and the Congress-WBN.
ACKNOWLEDGEMENTS

Foremost, my appreciation goes to my two supervisors, Dr. Geoffrey Wango of Gender and Development Department, Kenyatta University and Dr. Esther N. Waithaka of the Department of Early Childhood Education and Development, Kenyatta University. I am particularly very grateful to both of them for the extraordinary advice and guidance they gave to me without reservations. I would also wish to convey my sincere gratitude to the headteachers from Gatundu North District who participated in the study by sparing some time to fill the questionnaire out of their busy schedule. I also consider both male and female pre-school teachers who willingly gave the information requested for in the questionnaire. The cooperation given to me by the District Education Office was immeasurable. I also single out my wife Lucy Waithira for the moral support she gave me and by reading through the manuscript. I thank my spiritual leaders in particular the Senior Elder Joseph Njoroge whose venture towards my spiritual stability was immense. Mr. A. D. Bojana too deserves gratitude for his editorial contribution.

Lastly, I would like to thank all other persons who played a part in one way or the other in making this work a success although not mentioned by name.
ABSTRACT

The field of pre-school teaching has for long been associated with women because of the attributed gender roles in the society. Factors that inspire men leading them into this highly stereotypical area and why they remain as pre-school teachers have not been adequately investigated and documented. The objective of the study was to investigate the factors that motivate men to teach in pre-schools in Gatundu North District. The subjects of the study consisted of all the male pre-school teachers in the district, sampled female pre-school teachers and headteachers from the schools these teachers were teaching. The researcher used Albert Bandura’s Social Cognitive and Self Efficacy Theories to explain that one’s thought process is important in making decisions to suite self. Sometimes these decisions are not in line with the socio-cultural context. It is, therefore, imperative that one should be driven by the innate forces to accomplish a desired goal while maintaining the norms of the society. The study sampled the respondents from both the male and the female pre-school teachers and the headteachers, using purposive sampling technique. Quota sampling was also used to distribute to each of the three zones the respondents proportionally. Data were collected using questionnaires and analysed using the Statistical Package for Social Sciences (SPSS) programme after coding it. The results indicated that the male subjects of the study were of the opinion that pre-school teaching was an employment opportunity and the gender stereotypes were an impediment to many males joining pre-school teaching. In view of this, it was concluded that the males in the pre-school teaching career in Gatundu North District were in it because of self-motivation, to demystify cultural gender stereotypes and that men and women can equally participate in the holistic development of the child. It was also recommended that conscious and deliberate efforts, through educating the public, formulation of policies and an affirmative action be put in place for the males to actualize the important space they occupy in their contribution towards the holistic development of the child. The study recommended that appropriate measures should be taken to bring in more males to pre-school teaching.
ABBREVIATIONS

DCSF     Department for Children, Schools and Families
DEB      District Education Board
ECCD     Early Childhood Care and Development
KNBS     Kenya National Bureau of Statistics
MoE      Ministry of Education
NAEYC    National Association for the Education of Young Children
SPSS     Statistical Package for Social Sciences
MDGs     Millennium Development Goals
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>i</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>ABBREVIATIONS</td>
<td>v</td>
</tr>
<tr>
<td>DEFINITION OF TERMS</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER ONE

### 1.0 INTRODUCTION

1.1 Background of the study .................................................................... 1
1.2 Statement of the Problem ................................................................... 4
1.3 Objectives of the Study ..................................................................... 5
1.4 Research Questions ........................................................................... 5
1.5 Significance of the Study ................................................................ 6
1.6 Scope and Limitations of the Study ................................................ 7
1.7 Basic Assumptions ............................................................................ 7

## CHAPTER TWO

### 2.0 LITERATURE REVIEW, THEORETICAL AND CONCEPTUAL FRAMEWORKS

2.1 Review of Related Literature .......................................................... 8
2.1.1 The Gender Concept ..................................................................... 8
2.1.2 Males Entry into Pre-School Teaching ......................................... 9
2.1.3 Gender Disparity ........................................................................ 10
2.1.4 Gender Stereotyping in Early Childhood Education ....................... 15
2.1.5 The Joining of Males in Female Dominated Careers ....................... 19
2.1.6 The Role Played by Men in Early Childhood Education ................. 22
2.1.7 Female Culture in Early Childhood Education ............................. 23
2.1.8 The Role of the Teacher in Child Modeling .................................. 23
2.1.9 Expectations of Men in Pre-School Teaching ............................... 24
2.2 Theoretical and Conceptual Frameworks ........................................... 26
2.2.1 Theoretical Framework ............................................................... 26
2.2.2 Albert Bandura's Social Learning Theory .................................... 27
2.2.3 Self-Efficacy ............................................................................... 29
2.2.4 Conceptual Framework ............................................................... 32
2.2.5 Summary ..................................................................................... 34
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research Design ........................................ 36
3.2 Variables ................................................ 36
3.3 Scope and Site of the Study ............................ 37
3.4 Target Population ....................................... 39
3.5 Sampling Technique and Sample Size .................. 39
3.6 Research Instruments .................................... 40
3.7 Pilot Study ............................................... 40
3.8 Instruments Validity and Reliability ................... 41
3.9 Data Collection Tools and Procedures ................ 42
3.10 Data Analysis and Reporting Techniques ............. 42
3.11 Data Management and Ethical Considerations ...... 43

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 General Information of the Sampled Population in this Study .......... 44
4.2.0 Age Distribution of the Sampled Pre-School Teachers ............ 45
4.3 Education and Training in ECCD ................................ 46
4.4 Years of Teaching in a Pre-school ................................ 47
4.5 Marital Status of the Teachers ................................ 49
4.6 Salaries Earned by Pre-school Teachers ....................... 50
4.7 Headteachers’ Perspective on Pre-School Teachers’ Salaries ......... 52
4.8 Hiring of the Pre-School Teachers by the Headteachers ........... 53
4.9 Factors that motivated female teachers to take pre-school teaching 43
4.10 Reactions of Female Pre-School Teachers about their Male Colleagues 53
4.11 The Reaction of Male Colleagues about Male Pre-School Teacher ...... 54
4.12 Gender Stereotypes about Men in Pre-School Teaching .......... 55
4.13 Challenges Faced by Male Pre-School Teachers .......... 56
4.14 Factors Preventing Men from Joining Pre-School Teaching Career ...... 57
4.15 Factors that Motivated Men to take Pre-School Teaching as a Career . 58
4.16 Men’s Unique Contribution Towards Pre-School Teaching as a Career 59
4.17 Appropriate Measures to Bring in more Males to Pre-School Teaching 59
CHAPTER FIVE

5.0 SUMMARY AND CONCLUSION

5.1 Summary of Study Findings ................................................................. 61
5.2 Conclusions ......................................................................................... 62
5.3 Recommendations ............................................................................... 63
5.4 Suggestions for Further Research ..................................................... 63

REFERENCES .......................................................................................... 64

APPENDICES
Appendix 1: Introduction Letter ............................................................... 69
Appendix 2: Chapterization ........................................................................ 70
Appendix 3: Research Instruments ............................................................ 71
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Estimate number of males working in various early years services in Britain</td>
<td>11</td>
</tr>
<tr>
<td>2.2</td>
<td>Male and female ECCD teachers in selected districts in Kenya</td>
<td>12</td>
</tr>
<tr>
<td>2.3</td>
<td>Number of ECCD Teachers by Gender and Province in Kenya, 2003-2007</td>
<td>14</td>
</tr>
<tr>
<td>3.1</td>
<td>Sample distribution of respondents</td>
<td>40</td>
</tr>
<tr>
<td>4.1</td>
<td>Age distribution among preschool teachers- male and female</td>
<td>45</td>
</tr>
<tr>
<td>4.2</td>
<td>Pearson’s correlation</td>
<td>49</td>
</tr>
<tr>
<td>4.3</td>
<td>Cross-tabulation for male and female salary Scale</td>
<td>50</td>
</tr>
</tbody>
</table>
**LIST OF FIGURES**

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Factors likely to bring in more men into ECCD</td>
<td>34</td>
</tr>
<tr>
<td>4.1</td>
<td>Age distribution of Preschool male and female teachers</td>
<td>46</td>
</tr>
<tr>
<td>4.2</td>
<td>Years male and female teachers taught being untrained</td>
<td>47</td>
</tr>
<tr>
<td>4.3</td>
<td>Years male and female teachers taught being trained</td>
<td>48</td>
</tr>
<tr>
<td>4.4</td>
<td>Monthly salaries of the pre school teachers</td>
<td>51</td>
</tr>
<tr>
<td>4.5</td>
<td>Monthly salary distributions of male preschool teachers</td>
<td>52</td>
</tr>
<tr>
<td>4.6</td>
<td>Head teachers’ and pre school teachers’ salary perspectives</td>
<td>53</td>
</tr>
</tbody>
</table>
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

According to the National Association for the Education of Young Children (NAEYC, 2002), 97% of teachers in pre-school programs are women and only 3% are men. The National Education Association for Elementary Teachers in US, illustrate that only 13 percent of elementary school teachers are men who mostly teach in grades 5 and 6, (Cunningham & Dorsey, 2004). This could be attributed to the female culture and feminist politics of the early childhood field, what the male teachers really want, and the debate regarding whether men are suitable teachers of infants and young children.

Many people in and out of the early childhood field are convinced that women are naturally predisposed to caring for young children, and men may not (Neugebauer, 1999; Sanders, 2002). This conviction is based on the fact that in most cultures, women have tended to be charged with the responsibility of raising children, both in the home and in collective approaches like the pre-schools (Wardle, 2004).

In the past few decades, researchers have advocated that men should play a role in primary teaching in order to counter the “feminized” environment (Brophy & Good, 1973) or to help breakdown traditional gender stereotypes by acting as role models (Greenburg, 1977). Connell (1996), for instance, provides a conceptual framework derived from research into the education of boys which clearly points to the need for such male role models in pre-schools.
Karanja (2009) asserts that men and women provide differently to the young children. While women offer tender care and warmth, men are seen as a symbol of strength, security and authority. Gakii (2004) emphasizes that the different provisions by men and women improves the all-round development of the child.

A major question on what motivates men to take on preschool teaching career has resulted in a steady flow of studies from several countries like Australia, United Kingdom and the United States. Over the last decade, education administrators have exerted considerable effort in the United Kingdom, United States, Europe, Australia, and Asia to attract both men and women in the preschool teaching profession. In Australia for example, researchers estimate that around 30% of male preschool teachers leave the profession within 5 years of graduation (Lokan, Ford, & Greenwood, 1996) with Australian and New Zealand preschool teachers representing the highest percentage that would prefer to move to another career. In the United States and the United Kingdom, one in five preschool teachers leave the profession within 3 years of entry (Henke, Chen, & Geis, 2000; Johnson & Birkeland, 2003). A research conducted in the United States, (Liu, Kardos, Kauffman, Preske, and Johnson, 2000) suggested that the increasing salary gap between preschool teaching and other professions, combined with the disappointments and hardships of preschool teaching, likely leads to teachers leaving the profession.

The overall positive impact of male teacher involvement in the healthy development of young children has been well-documented (Lamb, Pleck, & Levine, 1985; Gadsden & Ray, 2002). One way to increase the involvement of men in the lives of children is to include more male teachers into the early childhood education program (Fagan,
1996). Foremost of these is the need for young boys and girls to develop positive relationships with men. This helps them to develop positive views of maleness and masculinity (Cunningham & Dorsey, 2004). World Bank (1999) stated that the role that men play in relation to children is critical in their lives. One way perhaps to attract these men is to make them feel welcome. Research shows that adult males are more likely to become involved with children when opportunities to do so are provided for them (Cohen, 1993).

The World Bank continues to assert that in many traditional cultures men played a significant role in the lives of children, particularly boys, as they got older. The men were responsible for socialization tasks that would ensure continuation of the culture. Boys served as apprentices to men in learning how to herd animals, hunt and/or follow the family craft within the village. Men were also responsible for socializing children into appropriate social roles, teaching them to respect their elders and the social morals of the culture. Thus, men played a significant role in assuring that the child became a part of, and was able to perpetuate the culture.

The experience of having a male teacher in an early childhood classroom therefore, can be very beneficial for the development of boys. The presence of a male early childhood teacher is consequently important as he becomes a role model to them. Boys can learn how to conduct themselves and excel in academics, athletics, sportsmanship and leadership, (www.2010families.com). However, Waithaka (2003) and Gakii (2004) have established that there is a severe gender disparity between female and male pre-school teachers. A study by Gakii (2004) ascertains that there
were only 2 men among 475 female pre-school teachers in Miringa Mieru in Meru Central District.

1.2 Statement of the Problem

For proper development of the child, the presence of both male and female adult is crucial. Young boys and girls look up to both males and females for provision of physical, emotional and psychosocial support. There is however an existing gender disparity that is due to cultural gender stereotypes that prevent men from taking up jobs related to children (Karanja, 2009).

The researcher’s preliminary observations show that men are now entering pre-school teaching, a field that has for long been regarded as women’s. Karanja (2009) found that most parents preferred female teachers handling their children as opposed to male teachers. This has contributed to the gender disparity that exists between male and female teachers.

Kivuva (1996) sampled some pre-schools in Nairobi and reported 4 male pre-school teachers out of 75, representing 5.4% and 94.6% male and female respectively. Although these studies have clearly demonstrated the gender disparity between men and women, factors that inspire the men found in the ECCD to cross the cultural gender barrier to take up the pre-school teaching jobs were not established.

The Kenya National Bureau of Statistics, (KNBS) (2009) indicates that there has been a steady increase of the number of male pre-school teachers over the last few years. The total number of teachers, both male and female, increased from 60130 in 2003 to 76324 in 2007, depicting a 21.1% rise. In the same period, the number of male
ECCD teachers shot up from 4370 in 2003 and more than doubled to 9689 in 2007 making a 54.89% growth. This rise for the male teachers is higher than the national average for both men and women MoE (2008).

This trend seems to be bridging the gap though in a small way but no studies have been carried out to investigate factors that motivate men to teach in pre-schools. This study therefore, sought to investigate the factors that have motivated some men to take up pre-school teaching in Gatundu North District.

1.3 Objectives of the Study

The study aimed at achieving the following objectives

i) To determine the motivational factors that draw men into pre-school teaching.

ii) To establish the unique challenges faced by male pre-school teachers.

iii) To investigate the gender stereotypes that bar many men from taking pre-school teaching as a career.

iv) To identify appropriate strategies that can be used to motivate men to come into the field of ECCD.

1.4 Research Questions

The study was based on the following research questions

i) What are the motivational factors that motivate men to pre-school teaching career?

ii) What are the unique challenges faced by male pre-school teachers?
iii) What gender stereotypes prohibit men from taking pre-school teaching as a career?

iv) What are the appropriate strategies that should be used to encourage men into the ECCD field?

1.5 Significance of the Study

It is anticipated that this study will contribute valuable knowledge to policy-makers and implementers on appropriate strategies that can have men attracted to ECCD. It will also be of particular use to the government, stakeholders in the education sector and international bodies interested in improving the standard of early childhood education in Kenya. This is because ECCD forms the base on which further education holds alongside being the time when trust, self-confidence and personal initiative is nurtured. It is envisaged that the findings of this study will act as a guide for the male teacher recruitment and training at the three categories of ECCD namely; Certificates, Diplomas and Degrees. The community will also benefit from the study by appreciating the role men play in meeting the developmental needs of a child. Academicians and researchers will benefit from the results of the study which should serve as a point of departure for further investigations in structures and systems in general. This study will act as an eye opener in research in fields pertaining to gender disparities in the teaching field. Lastly, regulators in the education system will be able to identify the crucial aspects of the learning interrelationships that should be emphasized in the classroom matrix given the crucial role played by the presence of male teachers in ECCD centres.
1.6 Scope and Limitations of the Study

This study was carried out in Gatundu North District, Central Province. It covers an area of approximately 450 km². The district was formally a division in the larger Thika District and is made up of three educational zones namely; Chania, Mang’u and Githobokoni with 43, 49 and 51 pre-schools respectively a total of 143 pre-schools. The district has 79 public pre-schools, 57 privately owned and 7 run by religious organizations. There are 185 pre-school teachers, among them six are men, three of whom teach in public schools while the other three are in private institutions.

1.7 Basic Assumptions

This study assumed that:

- There are motivational factors that draw men to ECCD.
- Male pre-school teachers encounter unique challenges.
- There are gender stereotypes that prohibit males from teaching in pre-schools.
- There are strategies that can be used to encourage men to take up pre school teaching jobs.
CHAPTER TWO

2.0 LITERATURE REVIEW, THEORETICAL AND CONCEPTUAL FRAMEWORKS

2.1 Review of Related Literature

This chapter reviews literature on gender relations that are associated with men and children. It describes the concept of gender and how the distribution of gender stereotypes within a society's strata affects the social orientation of an individual from an early age. The entrenchment of deep rooted cultural stereotypes depicts that over the years the life of young children is feminised. Children at ECCD centres need both male and female teachers as models for their holistic development. With the gender roles evolving globally, men too want to be seen as active participants in the moulding of the child. More and more men are engaging themselves with children at ECCD centres as the tables depict. Albert Bandura's Social Cognitive and social efficacy Theories explain this phenomenon (Santrock, 2005). Both intrinsic and extrinsic motivations drive people to achieve what they want. The accompanying literature drives one to understand the place males have culturally been placed in regard to care of young children.

2.1.1 The Gender Concept

Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. The aspects are contextual, time-specific and changeable. Gender
determines what is expected, allowed and valued in a woman or a man in a given context. In most societies, there are gender differences and inequalities between women and men as appertains to responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context (Santrock, 2005).

Since gender is socially constructed, there are those roles that have been dispensed to men and others to women. Gender roles are the responsibilities that society assigns to men and women based on one’s culture and socialization. Kimani (2008) asserts that there is work for men and work for women. In almost all societies, females and males have different status and play different roles (Karanja, 2009).

Gender roles have been changing in Western society in recent decades, and generally have become more flexible. However, in Africa, traditional gender roles still have some influence on individuals (Jacobs, 1993). He continues to report that years ago expectations were that women were supposed to get married and stay at home to raise a family. The man was expected to go out to work to support his family. Today, there is more sharing of family and household responsibilities, and both males and females are working in less traditional careers, for example, we have both male and female nurses, firefighters, engineers and dentists.

2.1.2 Males Entry into Pre School Teaching

Boys who are cared for by women are likely to learn that nurturing is no part of the male job description. In the absence of reliable men, too many of these boys learn their male role from violent television and music videos, and on the streets. Male
teachers would therefore bring male styles of interaction to early childhood learning. They would provide valuable encounters for mothers who had had negative experiences of men. They would also encourage more fathers to take part in the education and development of their children. Over the last decade, education administrators have exerted considerable effort in the United Kingdom, United States, Europe, Australia, and Asia to attract both women and men to and retain them in the pre-school teaching profession. In the United Kingdom for example, the number of young men working in state nurseries has drastically been going down in the recent years from eight per cent in 2004, to six per cent in 2005, to one per cent in 2006. This is so because men entering a female occupation get lots of stereotypes and discountenance from among colleagues, children and their parents. Some men are employed in private nurseries but they are still vastly outnumbered by women, (Men in the classroom, 2009, March Telegraph:19).

2.1.3 Gender Disparity

Gender disparity is a numerical concept referring to unequal number of girls and women, boys and men in relation to the respective numbers in the population (MoE, 2007). Within the European context, there have been consistent calls for an increase in the number of men who work with young children (Cunningham & Watson 2002). These calls have led to the establishment of many initiatives aimed specifically at increasing the number of men. The initiatives range from advertising campaigns through to specific training courses being provided solely for men (Equal Opportunities Commission, 2005). The imbalance needs to be addressed so as to make the early years’ workforce more representational of the distribution of men and
women in the community and to widen the pool of possible early years’ professionals. This has been illustrated in Table 2.1 below.

**Table 2.1: Number of males working in various early years services in Britain**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2006</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Child Minders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>56700</td>
<td>97.93%</td>
</tr>
<tr>
<td>Male</td>
<td>1200</td>
<td>2.07%</td>
</tr>
<tr>
<td>Children’s’ Centres</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>8925</td>
<td>97.06%</td>
</tr>
<tr>
<td>Male</td>
<td>270</td>
<td>2.94%</td>
</tr>
<tr>
<td>Full Day Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>140624</td>
<td>98.25%</td>
</tr>
<tr>
<td>Male</td>
<td>2500</td>
<td>1.75%</td>
</tr>
<tr>
<td>Nursery Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>4557</td>
<td>98.59%</td>
</tr>
<tr>
<td>Male</td>
<td>65</td>
<td>1.41%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEMALES</td>
<td>210806</td>
<td>97.96%</td>
</tr>
<tr>
<td>MALE</td>
<td>4035</td>
<td>2.04%</td>
</tr>
</tbody>
</table>

Source: Department for Children, Schools and Families (DCSF: 2007)

This clearly shows that the profession is imbalanced along gender lines with males only making below 3% of the early years workforce. Gender roles have been changing in Western society in recent decades, and generally have become more flexible. However, in Africa, traditional gender roles still have some influence on individuals (Karanja, 2009).

Gakii (2004) and Waithaka (2003) established that there was a real gender disparity among teachers of pre-school. Karanja (2009) also conclusively found that there was a significant disparity in the number of male and female pre-school teachers. In her study at Kakuzi and Ruiru, she found that female pre-school teachers made up 83.7% while males were 16.3%.
Karanja (2009) contends that there are a number of factors that were seen to contribute to gender disparity among pre-school teachers. The factors include parental influence on teacher employment as well as the wages. Karanja also found that most parents preferred female teachers handling their children as opposed to the male teachers. This contributes to the gender disparity that already exists between the number of male and female pre-school teachers. Table 2.2 illustrates the gender disparity among pre-school teachers in some selected districts in Kenya.

Table 2.2 Male and female ECCD teachers in selected districts in Kenya

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>LAMU</td>
<td>3</td>
<td>161</td>
<td>164</td>
<td>5</td>
<td>172</td>
</tr>
<tr>
<td>TANA</td>
<td>6</td>
<td>501</td>
<td>507</td>
<td>56</td>
<td>241</td>
</tr>
<tr>
<td>KIAMBU</td>
<td>14</td>
<td>1410</td>
<td>1424</td>
<td>14</td>
<td>1427</td>
</tr>
<tr>
<td>NYERI</td>
<td>5</td>
<td>1095</td>
<td>1100</td>
<td>6</td>
<td>949</td>
</tr>
<tr>
<td>THIKA</td>
<td>27</td>
<td>873</td>
<td>900</td>
<td>46</td>
<td>821</td>
</tr>
<tr>
<td>KITUI</td>
<td>23</td>
<td>824</td>
<td>847</td>
<td>381</td>
<td>485</td>
</tr>
<tr>
<td>MWINGI</td>
<td>235</td>
<td>837</td>
<td>1072</td>
<td>272</td>
<td>806</td>
</tr>
<tr>
<td>BARINGO</td>
<td>71</td>
<td>473</td>
<td>544</td>
<td>81</td>
<td>569</td>
</tr>
<tr>
<td>NAKURU</td>
<td>22</td>
<td>1940</td>
<td>1962</td>
<td>79</td>
<td>2658</td>
</tr>
<tr>
<td>SAMBURU</td>
<td>133</td>
<td>316</td>
<td>449</td>
<td>170</td>
<td>340</td>
</tr>
<tr>
<td>TURKANA</td>
<td>168</td>
<td>97</td>
<td>265</td>
<td>275</td>
<td>170</td>
</tr>
<tr>
<td>KAKAMEGA</td>
<td>6</td>
<td>1023</td>
<td>1029</td>
<td>77</td>
<td>1286</td>
</tr>
<tr>
<td>MT. ELGON</td>
<td>47</td>
<td>115</td>
<td>162</td>
<td>73</td>
<td>246</td>
</tr>
<tr>
<td>MIGORI</td>
<td>9</td>
<td>335</td>
<td>344</td>
<td>211</td>
<td>950</td>
</tr>
<tr>
<td>KURIA</td>
<td>110</td>
<td>244</td>
<td>354</td>
<td>139</td>
<td>455</td>
</tr>
<tr>
<td>IJARA</td>
<td>5</td>
<td>21</td>
<td>26</td>
<td>52</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 2.2 illustrates the number of the male and female ECCD teachers in some selected districts in Kenya. Although a great disparity is seen to exist between male and females, the number of the male pre-school teachers has steadily been rising from 2003 to 2007 in virtually all the selected districts. Turkana District, for example, had 168 ECCD male teachers in 2003 but progressively rose to 296 in 2007, registering a 56.75% rise. In Thika District, for instance, males represented only 3.1% in 2003 and 5.5% in 2007 of all the ECCD teachers. During the same period, their number rose from 27 in 2003 to 50 in 2007, a 54% rise.

The situation was no better in Miringa in Meru Division of Meru Central District where there were 475 female pre-school teachers against only 2 men (Gakii, 2004). Kivuva (1996) sampled some pre-schools in Nairobi and reported 4 male pre-school teachers out of 75, representing 5.4% males and 94.6% females.

In Kenya, all the eight provinces except two had the number of the male teachers steadily increasing from the year 2003 to 2007. The total number of teachers, both male and female, increased from 60130 in 2003 to 76324 in 2007, depicting a 21.1% rise. In the same period, the number of male ECCD teachers shot up from 4370 in 2003 and more than doubled to 9689 in 2007 marking a 54.89% growth. This rise for the male teachers is higher than the national average for both men and women MoE (2008). According to Kenya National Bureau of statistics (KNBS) (2009), the provisional national number of male ECCD teachers for 2008 stands a 10089. Table 2.3 shows the gender composition of ECCD teachers in all the provinces in Kenya from 2003 to 2007.
## Table 2.3: Number of ECCD teachers by gender and province in Kenya, 2003-2007

<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>COAST</td>
<td>289</td>
<td>2916</td>
<td>571</td>
<td>4664</td>
<td>372</td>
</tr>
<tr>
<td>CENTRAL</td>
<td>304</td>
<td>5591</td>
<td>250</td>
<td>6068</td>
<td>295</td>
</tr>
<tr>
<td>EASTERN</td>
<td>388</td>
<td>6884</td>
<td>778</td>
<td>8768</td>
<td>841</td>
</tr>
<tr>
<td>NAIROBI</td>
<td>1437</td>
<td>14600</td>
<td>4579</td>
<td>15356</td>
<td>4617</td>
</tr>
<tr>
<td>RIFT VALLEY</td>
<td>1146</td>
<td>12208</td>
<td>1736</td>
<td>13458</td>
<td>1727</td>
</tr>
<tr>
<td>WESTERN</td>
<td>213</td>
<td>5800</td>
<td>297</td>
<td>6216</td>
<td>302</td>
</tr>
<tr>
<td>NYANZA</td>
<td>400</td>
<td>6300</td>
<td>669</td>
<td>6370</td>
<td>673</td>
</tr>
<tr>
<td>NORTH EASTERN</td>
<td>193</td>
<td>1481</td>
<td>200</td>
<td>281</td>
<td>202</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4370</td>
<td>55760</td>
<td>9080</td>
<td>61181</td>
<td>9039</td>
</tr>
</tbody>
</table>


In a contradicting point of view, men who go into a female occupation often get a higher salary and better positions than their female counterparts (Robertson 2003). Apparently, they ride what Christine Williams (1995) has called "the glass escalator". Although this depends, there are few career positions in these occupations and that the salary is connected to how many years one has been working in the same occupation. Men often leave the occupation after some years and thereby do not get as high salary as women who stay in the same sector (Robertson, 2003).

A culture has been created in which it can be dangerous to reputation and future for a male childcare to cuddle a distressed child, to change a nappy or express affection. This anti-male bias, however, does not change the fact that children need to experience men as nurturing. With few men in the pre-schools and in daycare centres,
a society is created in which children are quarantined from the men (Williams, 1995) and are caught up in a feminine world of mothers and female teachers (Kendall, 1972). This imbalance might have a negative impact on personality development of both boys and girls (Suguwara, O’Neille & Edelbrook, 1976).

2.1.4 Gender Stereotyping in Early Childhood Education

Gender stereotypes are general impressions and beliefs about males and females, for example, males are strong and females are weak, men are good mechanics and women are good nurses and that women are emotional while men are not, (Santrock, 2005).

Broverman, I., Vogel, Broverman, D., Clarkson and Rosenkranz, (1972), labelled men as instrumental and women as expressive according to the traits they displayed. Instrumental traits include being independent, aggressive and power oriented while being warm and sensitive was equated as being expressive. Thus, the instrumental traits associated with males suited them for the traditional masculine role of going out into the world as the breadwinner while females’ expressive traits paralleled the traditional feminine roles of being the sensitive, nurturing caregiver in the home. These traditional feminine characteristics are childlike and are suitable for someone who is dependent and subordinate to others. The males characteristics suits one to deal with the wider world and wield authority (Santrock, 2005).

In applying a social structural analysis of gender stereotyping to peoples’ beliefs, the issues must, based on what the content of stereotypes about men and women is, and what the major differences in the ways that men and women are distributed into social
identity and social roles (Pidgeon, 1994). Gender roles are socially constructed in ways that are active and ongoing (Thorne, 1993). Children do not learn gender-appropriate behaviours by imitating the behaviours of others. They make choices and demonstrate their own ideas of what it means to be a boy or a girl (Pidgeon, 1994). Children are motivated to learn and practise in order to achieve what they consider appropriate behaviours. Unless issues such as social justice and gender bias are raised, children come to believe simply that life within contemporary gender boundaries is natural and correct (Alloway, 1995).

One area that portrays great gender stereotyping involves occupations. Liben, Bigler and Krogh, (2001) assert that even young children associate different occupations with men and women and aspire to occupations that are consistent with the cultural stereotypes for their own gender. In a study carried out, Liben and Bigler, (1990) posited that children aged between six and eleven years, both boys and girls, expressed their feelings that boys and men are less likely to take up jobs like beautician, fashion model, flight attendant and librarian while women and girls would less prefer jobs like construction worker, fire fighter or even farming. This portrayed the cultural stereotypes that are highly entrenched in the societies' strata.

There are some gender similarities and differences that even when gender differences occur, considerable overlap between males and females and the differences may be attributed due to biological or social cultural factors (Santrock, 2005). Bem (1977), Spence and Helmreich (1978), developed the concept of androgyny— the presence of a high degree of masculine and feminine characteristics in the same individual. The androgynous individual might be a female who is dominant (masculine aspect) and
caring (feminine aspect) or a male who is assertive (masculine aspect) and sensitive to others’ feelings (feminine aspect).

According to Bem (1977), androgynous men and women are not more flexible and mentally healthy than either masculine or feminine individuals. Pollack (1999) contends that boys are socialized not to show their feelings like girls but act tough. These codes are taught to both boys and girls by the parents, coaches, teachers, peers and other adults. Pollack believes that boys would benefit from being socialized to express their anxieties and concerns rather than keep them bottled up, as well as learn how to better regulate their aggression. Pleck (1983) contends that individuals should think about themselves as people, not as masculine, feminine or androgynous. That, parents should rear their children to be competent individuals as gender role classification leads to too much gender stereotyping.

In the policy documents, gender equality is mainly addressed as a quantitative problem. Equality is supposed to be established when the gender division is at least 40% of one gender and 60% of the other in a sector or workplace. This discourse takes its point of departure from organization research and Kanter’s (1977) thesis articulating that minority groups are stereotyped and excluded from decisions in organizations. Christine Williams (1995) views men in female occupation as not subordinated in the same way as women in a male sector are. In Sweden, for example, the discourse of gender equality is a question of quantity well-established. The political ambition has mainly been directed to change the number of men and women in sex-segregated areas in the labour market by policies, laws and state financed
roles are, be addressed. In part, the distribution of females and males into social roles in the society explains why women are oriented to expressive (social-emotional) goals and men are oriented to instrumental (task-oriented) goals. To account for the expressive and instrumental aspects of gender stereotypes in terms of sex differences in status, it was hypothesized that those who are higher in hierarchies of status and authority are perceived to be less expressive and more instrumental than those who have lower status positions. The stereotypes of male instrumentality and female expressiveness reflected the belief that women and men were differently distributed into homemaker and employee roles respectively. The sex differences most salient in gender stereotypes stem from the differing roles women and men play in daily life. If for example observers consistently observe women caring for children, they are likely to believe that characteristics thought to be necessary for that activity, such as nurturance and warmth, are typical of women. (Santrock, 2005).

The activities that people carry out are usually determined by their social roles because each role has associated with it the obligation to perform a certain set of activities. Because of this link between people’s activities and their social roles, gender stereotypes about groups of people should reflect the distribution of people into social roles in a society. Therefore, to explain why stereotypes have certain content, it is necessary to understand how stereotyped groups are distributed within a society.

The interaction, for instance, between caregivers and children in a childcare centre certainly suggest that biological factors do not count for all gender differences. Gender behaviours and differences are learnt from birth and have profound impact on
projects. But the question is: can an equal number of men and women in a workplace really be taken as a guarantee for more gender equal relations and practices?

Some important factors limiting male participation are suggested by Farquhar (1997) include:

- Low social status of the pre school teacher.
- Poor wages in relation to the work performed.
- Limited career path for those not seeking administrative roles.
- The labelling of male pre-school teachers as homosexual or not “real men”
- The current media spotlight on allegations of child sexual abuse.
- The fear of being labeled as a pedophile.

2.1.5 The Joining of Males in Female Dominated Careers

The entrance of men into female-dominated occupations has received less scholarly attention than women's entrance into male-dominated jobs for many reasons. For one, the phenomenon is rare because men are much less likely to enter a typical work than women partly because there are simply less female-dominated occupations than male-dominated ones (Bradley 1992; Jacobs 1989; Williams 1993 and Jacobs 1993).

Research on men's entrance into atypical fields has looked at either motivational or career paths differences between men and women. Female-dominated jobs are equated with feminized activities such as caring for children or supportive roles such as being a secretary or a nurse. Research shows that male nurses, for example, are more likely to have had a prior healthcare job and this exposure helps them to recast nursing from a “female-only” job to an acceptable career choice. This reorientation
job experience is a way for men to overcome informal barriers of "social control" (Jacobs, 1989) to entering a female-dominated occupation.

Men in these jobs can be perceived as effeminate, homosexual or even as a sexual predator (Allan 1993). Despite the lack of pay-offs for men who enter these fields, one wonders why some men enter non-traditional occupations

Those who have looked at why men choose (or end up in) non-traditional jobs have either considered motivational differences between men and women or present models looking at the paths of men into and out of female-dominated occupations. In understanding why men enter the female-dominated jobs, for instance, nursing, Jacobs (1989) compared the motivations and career paths of men and women who are registered nurses and found that the men unlike the women are much more likely to have had a related job in healthcare such as being a nursing assistant before deciding to become a registered nurse. This type of job exposure serves as a reorientation experience for men to rethink their potential job options including the possibility of entering a female-dominated occupation. Having a related job in healthcare gave men insider knowledge about the nursing profession and they begin to see it as a viable, technical and, perhaps most importantly, a non-effeminate career option. The insider knowledge is used as a way to get past informal "social control" (Jacobs 1989) - mechanisms that tend to divert men from "women's work." While these men may still adhere to more traditional notions of masculinity, they use their gained knowledge as a way to overcome cultural stereotypical barriers to nursing and other jobs such as the powerful image of nursing as a feminine and nurturing profession.
While very few men aspire to or work in female jobs, or actually enter them, they do not stay very long, (Jacobs 1989, 1993). He suggests that a system of life-long social control produces a revolving door for those men who try to cross over. They are typically channeled and re-channeled out of these jobs, and into jobs that are more male-dominated (Williams, 1993:5). Jacobs (1989) contends that since societal institutions are not completely synchronized, for example, the educational systems and labour market, there is need to maintain the gendered division of labour in the workforce, where individuals are met throughout the life course by a series of social controls that keep them on the right track. The social control perspective maintains that the pressure for women to pursue female-dominated positions does not end in early childhood. It is continually reinforced and recreated throughout young adulthood, and continues during the years in the labour market.

Part of the pull, out for men out of these atypical fields is based on the idea that there are higher financial returns in male-dominated fields. In nursing for example, the women interviewed, as well as some men felt that men who are nurses do lack some of the "natural" caring skills that women possess. Although most women feel that men make good and capable nurses, some feel that men lack some of the innate caring ability that women "naturally" possess, (Jacobs, 1989). Bradley (1993) contends that many men take other steps to distance themselves from the feminized care-taking role associated with bedside nursing such as working in areas including trauma or psychiatry that involve less of what one male psychiatric nurse termed "traditional" nursing duties such as bathing, feeding, and so forth. Others identify themselves not as an RN (Registered Nurse) chiefly but by their advanced trained specialty such as nurse practitioner or nurse anesthetist.
2.1.6 The Role Played by Men in Early Childhood Education

The coming in of some men in early childhood programme has garnered considerable attention over the years. This interest is due to three related trends, first the lack of men—usually fathers - in the lives of many of our young children and second, the scarcity of men in the early childhood field, and then an increased interest in father’s involvement in early childhood programme (Cohen, 1993). This is in line with the Dakar Framework for action (2000) which recognizes the holistic development of children through programmes that are efficiently managed and are gender-sensitive.

While almost everyone agrees with the need to get men involved in the lives of young children, solutions to this dilemma are few. According to (NAEYC, 2002), 97 per cent of teachers in pre-school programme are women. In Kenya, the situation is that only 12.6% of the teachers were male in 2004 (MoE, 2007). Three related issues affect this problem: the female culture and feminist politics of the early childhood field, what men, both teachers and fathers, really want, and the debate regarding whether men are suited to be good teachers of infants and young children.

According to Fagan (1996), males bring in more play, active movement, entertainment and tumble play to the way they interact with their own children and the way they interact with children in a school. While some female teachers are also very active and physical, many are not (Fagan, 1996). Wardle (2004) contends that there is a belief that this male approach challenges the way many early childhood programme operate against inactive activities that create a minimum of mess.
Sanders (2002) suggests that all male early childhood teachers have to defend their choice of a profession to family, friends, and female teachers in their own profession unlike women who are safe with everyone.

2.1.7 Female Culture of Early Childhood Education

A great deal has been written about the need to make all-male professions accessible to both women and men (Rothenberg, 2001). Two arguments for this are used, first the right of every person to have equal access to the profession and lifestyle of their choice, and second, a need to change the culture of all-male institutions. Early childhood programme and schools, serve children and people from a variety of racial, ethnic, and gender backgrounds. Clearly, if these arguments exist for male professions, they also do so for all female endeavors. Sanders (2002) points out that, men enter a zone of difference when they take early childhood classes and when they are hired to work with young children. This cultural conflict can result in men experiencing a sense of difference and isolation on a daily basis. There is also some indication that there is a certain level of tension between men and women that exists in early childhood programme partly due to the number of single parent mothers in the field who resent the lack of support from their own children's fathers (Fagan, 1996).

2.1.8 The Role of the Teacher in Child Modeling

Girls have plenty of role models of what a smart woman looks like. They spend their days surrounded by them both at home and at school. The teaching profession attracts smart people of whom most of them are women. Women can teach boys many things
about academics, sports, socialization, manners, respect, courtesy and behaviour. They can teach boys to be good men, but a boy needs to see what a good man is, every day, in real life. The one thing that a female caregiver cannot be is a male role model. When boys lack the experience of men who are caring, nurturing, the message they receive is that it is not an important trait for males and it is men who commit most of the violence in our society. Men comprise over 90% of the prison population and because of these early experiences which do not include significant male involvement, boys learn very early in life that caring for children is not an activity men engage in. On the other hand, girls learn that caring for a child is their exclusive responsibility and that they should not expect men to contribute. How might our society be different, if young children experience caring, nurturing men as well as women? (www.2010families.com).

2.1.9 Expectations of Men in Pre-school Teaching

Clearly, the number one issue for everyone who works in the early childhood field is for all early childhood teachers to receive adequate pay and benefits (Neugebauer, 1999; Sargent, 2002). Neugebauer (1999) believes that work should be at least comparable to salaries and benefits of public pre-school teachers. Male pre-school teachers want to be able to work with young children without their motives being questioned and without being placed under constant scrutiny by administrators, other teachers, and parents for possibly being gay or a pedophile (Fagan, 1996; Neugebauer, 1999; Sargent, 2002).

Male pre-school teachers want to be treated equally in everything, including rules, expectations, and personnel policies. Men want to have the right to express their
beliefs and opinions about various aspects of the profession without being considered aggressive, opinionated, and without being accused of trying to take over the field. Men want to believe they can have a career in early childhood education, if they so choose. Fathers want strategies to use to work with teachers in the early childhood programme and school when they wish to address a problem. They want strategies that will not intimidate the teacher or put the teacher on the defensive. Male pre-school teachers want to work in a place with good benefits, good working conditions, and a professional approach to child care. Fundamentally, fathers want to be viewed as important people in the lives and education of their children, while male pre-school teachers want to feel like they belong in the profession and a career.

There are, of course, many reasons to include men in the lives of young children. Foremost of these is the need for young boys and girls to develop positive relationships with men, and to develop positive views of maleness and masculinity (Cunningham & Dorsey, 2004). The overall positive impact of father involvement in the healthy development of young children has been well-documented (Lamb, Pleck, & Levine, 1985; Gadsden & Ray, 2002). One way to increase the involvement of men in the lives of their children is to include more fathers, other male relatives, boyfriends, etc., into the early childhood education programme (Fagan, 1996). The best way to attract these men is to make them feel welcome in this field. Research shows that fathers are more likely to become involved with their children when opportunities to do so are provided for them (Cohen, 1993).

While the value of increasing father and significant male involvement in early childhood programme, and recruiting and retaining more male staff, is very clear to
everyone, significant barriers exist in these efforts. If programmers are serious in their efforts regarding male involvement, they must start by carefully looking at themselves. Policies and procedures, administrators and staff attitudes, and messages given to families must all be reviewed. They must then develop training for staff, recruitment, and retention programme for male teachers, ways to attract male volunteers, and specific approaches to increase father and significant male involvement in the programme.

2.2 Theoretical and Conceptual Frameworks

2.2.1 Theoretical Framework

In this study, the researcher addressed major gaps in the existing literature and uses Albert Bandura’s social cognitive/learning theory as a guiding principle that personality can both be learnt from the environment as well as an individual making remarkable cognitive adjustments that will suit the situation in which he or she is. Accordingly, an individual will select from the environment what he or she deems right, Bandura (1977). The component processes underlying observational learning from the environment are:

- Attention, including modelled events (distinctiveness, affective valence, complexity, prevalence, functional value) and observer characteristics (sensory capacities, arousal level, perceptual set, past reinforcement),

- Retention, including symbolic coding, cognitive organization, symbolic rehearsal, motor rehearsal),
• Motor reproduction, including physical capabilities, self-observation of reproduction, accuracy of feedback, and

• Motivation, including external, vicarious and self-reinforcement. Since social learning theory spans through both cognitive and behavioural frameworks, it encompasses attention, memory and motivation.

Tied to social learning theory is the self-efficacy theory of Albert Bandura, which has its foundation on the belief that an individual can achieve his/her goals in life depending on what he/she feels, thinks and motivates him/her towards the self-life goals. (Bandura, 1977).

2.2.2 Albert Bandura’s Social Cognitive Theory

As proposed by Albert Bandura (1986, 1998), social cognitive theory stresses that behaviour is determined not only by its controlling environmental conditions but also by how thoughts modify the impact of behaviour. According to Bandura, behaviour, environment and individual’s cognitive factors, interact in a reciprocal manner whereby each affects and is affected by the other. Thus, in Bandura’s view, the environment can determine an individual who can also act to change the environment. That is, cognitive factors that exist in a person can influence a person’s behaviour that may have been learnt socially and vice versa. The cognitive factors include self-efficacy – a belief that one can master a situation and produce desired positive outcomes (Santrock, 2005).

Social cognitive theorists have a point of departure from the behaviourists by emphasizing that an individual can indeed regulate and control own behaviour despite
the changing environment (Metcalf & Mischel, 1999), that is, a person can discern issues in the environment, whether stereotypical or not, and decide on the course to take disregarding the dictates of the prevailing social and physical circumstances. For example, an individual may observe his/her supervisor at work behaving in a dominant and sarcastic manner towards junior employees but finds that behaviour distasteful. He/she does not copy the distasteful behaviour but engages his/her thought system to consider the negative consequences of such behaviour and then goes out of his/her way to be supportive and encouraging to his/her juniors. Another example is when someone may try to persuade the other to join a particular club. The one being persuaded reflects about the offer, considers his/her beliefs and interests and makes a decision not to join the club. One’s cognition – thought system, leads into controlling behaviour and resists environmental influences and pressure (Santrock, 2005). In the same manner, the male pre-school teachers may have joined that profession out of own convictions after certain considerations and disregards to the pressure and influences from the environment.

Mischel (1973) points out that we are capable of controlling our behaviour rather than always being influenced and controlled by others. The current study set to investigate the personal and environmental factors that encourage some men to stay on in the pre-school teaching profession despite the cultural stereotypical beliefs and practices in the society. From the theoretical framework, it is evident that the presence of some men in the pre-school teaching career may perhaps be as a result of teaching considerations and belief that they can make it despite the gender stereotyping that exists in the society. The social cognitive theory is an important dimension for one to take in making decisions that may appear to go to opposite direction contrary to the
beliefs of the society. Again, observing that the boys as well as the girls at the pre-
school level need a father (male figure in their early age) is an important
consideration. Seeing that there is a gap that needs to be filled, the Ministry of
Education, Kenya may need to consider ensuring ECCD programmes are run by male
and female pre-school trained teachers and put the policy in place.

According to Bandura, much of social development results from the accumulation and
integration of episodes of observational learning that a child has watched from both
the male and female teachers (Karanja, 2009). It is evident that male teachers are
much needed in the ECCD programmes so as to offer the young boys and girls the
much needed education and training, healthcare, stimulation through play and
creativity, security and protection as well as warmth and love from the ‘father figures’
in the pre-schools.

Pre-school teachers serve as primary social partners for young children on regular
basis. Pianta and Nimetz (1991) propose that children who do not have secure
relationships with their parents are likely to have difficulties establishing a positive
relationship with their teachers. It is, therefore, important for both the father and the
mother to create a favourable environment at home so that positive relationship
between them and the children may thrive.

2.2.3 Self-Efficacy

Self-efficacy is a person’s belief about his/her abilities to complete a task. These
beliefs influence the way a person feels, thinks and motivates him/her to complete
goals in life (Bandura, 1977; 1995). An individual will put an effort on tasks he/she
feels unlikely to fail and put little of his/her effort or none at all on tasks he/she believes may not succeed. Bandura (1977) asserts that in self-efficacy, an individual is task-oriented and it is not an estimation of a person's skill but rather a belief about what the person can complete with the skills he/she has in different situations.

People with high efficacy are more likely to commit themselves to challenges and to follow them through to accomplishment (Locke & Latham, 1990). People in this category appear to have high levels of motivation to complete their tasks and are likely to put more effort into them as well as having a higher expectation of more positive outcomes than people with low self-efficacy (Bandura, 1995).

Bandura (1997), points to four sources affecting self-efficacy as experience, modelling (vicarious experience), social persuasions and psychological factors.

- **Experience**

Mastery experience is the most important factor deciding a person's self-efficacy. In Bandura's words, success raises self-efficacy while failure lowers it. In this situation, a male pre-school teacher may have entered the job out of having nothing else to do but overtime finds out that he has mastered a few skills that are necessary in handling young boys and girls in a school situation. The experience he gets gives him a high morale to go on with the job no matter what the peers say or the underlying gender roles in a particular community.
• Modelling (Vicarious Experience)

"If they can do it, I can do it as well." This is a process of comparison between oneself and someone else. When people see someone succeeding at something, their self-efficacy will increase; and where they see people failing, their self-efficacy will decrease. This process is more effectual when a person sees him- or herself as similar to his or her own model. Bandura identifies a model is a human figure that another individual identifies with and tries to do as he/she does. It involves paying attention to the model in order to pick as much as possible from him/her, retention of what has been observed over time, motor reproduction, which is doing what he/she saw the model does and finally motivation which comes in form of intrinsic or extrinsic. Intrinsic motivation is the motivation from within oneself and has no external forces or pressure pushing one to perform a particular task. Extrinsic motivation requires an external force like rewards in order for one to perform a task. If a peer who is perceived as having similar ability succeeds, this will usually increase an observer's self-efficacy. Although not as influential as experience, modelling is a powerful influence when a person is particularly unsure of himself or herself.

• Social Persuasions

Social persuasions relate to encouragements/discouragements. These can have a strong influence – most people remember times where something said to them significantly altered their confidence. While positive persuasions increase self-efficacy, negative persuasions decrease it. It is generally easier to decrease someone's self-efficacy than it is to increase it.
• Physiological Factors

In unusual, stressful situations, people commonly exhibit signs of distress; shake, aches and pains, fatigue, fear and nausea. A person's perceptions of these responses can markedly alter a person's self-efficacy. If a person gets 'butterflies in the stomach' before public speaking, those with low self-efficacy may take this as a sign of their own inability, thus decreasing their self-efficacy further, while those with high self-efficacy are likely to interpret such physiological signs as normal and unrelated to his or her actual ability. Bandura asserts that it is the people's belief in the implications of their physiological response that alters their self-efficacy, rather than the sheer power of the response.

2.2.4 Conceptual Framework

Several observations can be made from the literature review. It is quite clear that there is a gender disparity among the pre-school teachers that has been brought about by a number of factors. Among these factors are culture and the gender roles that go with them. This creates a cultural conflict that usually leads to men experiencing a sense of difference and isolation on a daily basis (Karanja, 2009). Other factors include teacher remuneration, fear of victimization and a feeling that the minority group—men, lack a convenient place to express their beliefs and opinions about various aspects of the profession without being considered aggressive, opinionated, and without being accused of trying to take over the field. These factors and others are well-depicted in the Kenyan society whose family setup is mainly patriarchal and socializes men that childcare and child education is a woman's work.
To have young children who are developing in a holistic manner, both men and women need to play their roles. The current status in Kenya is that there are more female pre-school teachers than the males, (see Table 2.3). This means that more male pre-school teachers are needed in the ECCD field. The males would be role models for the young children to emulate, especially boys. To encourage men to take up the pre-school teaching career, they foremost need to be self-motivated as strategies to eradicate challenges are put in place as well as the implementation of the policies. Figure 2.1 illustrates the relationship between the key issues to address in order to have more male pre-school teachers so that the child can develop appropriately.
Figure 2.1 Factors likely to bring in more men into ECCD

Motivational factors
- Self efficacy
- Training in ECCD
- Non intimidation by authorities
- affirmative action

Eradication of challenges
- Gender disparity
- Gender stereotyping
- Stigmatization
- Low social status (Social isolation

Policy issues implementation
- Government plans
- Gender policy
- Affirmative action
- Gender mainstreaming
- Kenya Vision 2030
- Sessional paper No. 1 of 2005
- MDGs – especially No.2

2.2.5Summary

The data provided in Table 2.3 gives the evidence that there is a great disparity between men and women who have engaged themselves in the development of young children. Although women are the majority in this field, the situation has not
prevented the willing men to be part of the system. Men who are in this predominantly women area have gone against the held cultural stereotypes and want to make a difference in the way of thinking. The desire to be different from other males coupled with self-motivation is the entire driving force of these men.

Another issue that is quite clear is that both men and women are each endowed with different abilities that are manifested uniquely when handling young boys and girls. This means that young children need both men and women as they develop so that they can receive the best possible from their teachers. The uniqueness of men as well as that of women in the holistic development of children is a necessity. Unlike in Kenya where data show that the number of men has over the years been increasing, it is the opposite trend in Britain. The number of men teaching in the pre-schools has been going down in the recent past years with many counties reporting no male teacher in pre-school or at the primary schools. Kenya is, therefore, in the right trend although there exists a great disparity between the two genders in favour of women.

This study therefore, established factors that motivate men to join the pre-school teaching. The question that is asked is why the male teachers joining this highly feminised profession are not in any way stunned by the perceptions of the many that are guided by cultural gender stereotypes.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter provides an overview on the proposed procedures that were employed in answering the research questions, the research design used, sampling technique and design, population of study, data collection instruments and procedures and ways to analyse the data and present the findings.

3.1 Research Design

Orodho (2005) defines a research design as “the arrangement of conditions -for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedure.” This study used descriptive research design. The design describes the nature of the existing conditions. This was preferred since the study involved gathering facts without manipulating the variables. According to Mugenda and Mugenda (2003), descriptive research establishes and reports the way things are. Kombo and Tromp (2006) assert that descriptive research design is an efficient way of obtaining information that is needed to describe peoples’ thoughts, feelings and opinions. This study collected data that depicted people’s opinions and ideas and described the state of affairs as they were on the ground. It used questionnaires to gather information. This study sought meaning rather than frequencies.

3.2 Variables

A variable is a measurable characteristic that assumes different values among the subjects. Some variables like age, length or temperature have standard measures while
others like sadness and temperament don’t, Mugenda and Mugenda (2003). A variable can also be described as an empirical property that is capable of taking two or more values. Some variables influence other variables. These were known as independent variables. The variables that are influenced are dependent variables, Orodho (2009).

The independent variables that were measured in this study were the demographic information of the teachers who were sampled in the study. These are age, academic qualifications, remunerations and gender. The dependent variable was the men’s motivation.

3.3 Scope and Site of the Study

The scope of this study was current and it related to both male and female pre-school teachers and did not include the past practices as per the time of the research. The study involved both male and female pre-school teachers. The headteachers of the schools where the male teachers were teaching were also involved. Others included female pre-school teachers and headteachers from other schools in Gatundu North District.

Gatundu North District is one of the 37 districts found in Central Province in Kenya. It was part of Gatundu District which a few years back was a division within the larger Thika District. Gatundu North District is a rich agricultural area within the lower south-eastern slopes of the Aberdare Ranges. The district is geographically characterized by a hilly topography and numerous rivers. The agricultural economic activities in the district include small-scale dairy farming, pineapple, tea, coffee and
maize growing among others. Large estates of tea distinguish the upper region that borders the Kieni and Kamae forests. Small trading centres are found all over the district with Kamwangi town being the district headquarter. The inhabitants in this district are active and hardworking. It covers an area of approximately 450 km$^2$ and is made up of three educational zones namely Chania, Mang’u and Githobokoni with 43, 49 and 51 pre-schools respectively totalling to 143. Among these are 79 public pre-schools, 57 privately owned and 7 run by religious organizations. There are 185 pre-school teachers, among them six men, three of whom teach in public schools while the other three are in private institutions.

The inhabitants of the district are largely from the Kikuyu community. It is of interest to make observations that the Kikuyu men have started getting interested in the nurturing of the young children. In the Kikuyu traditional culture, men did not have much to do with the growth and development of the child in their early years. Men were not part of the providers of social and emotional development of young children. When both boys and girls were of age, they went through circumcision. This signified the passing on from childhood to adulthood. While girls could attend to household chores including looking after children, circumcised boys were expected to keep off from the young and uncircumcised. These circumcised boys stayed in their own huts. Fathers too stayed in their own huts where children were never allowed in. Traditional education of the very young children was entirely in the hands of the mother and other close female relatives. It was not until the boy child was big enough to be sent somewhere that the father really got interested in him and thereby started to give educational instructions (Kenyatta, 2004).
3.4 Target Population

The target population was all male pre school teachers in the district and sampled female pre school teachers as well. All headteachers from the schools where the male teachers were teaching were sampled as respondents too. The study population also included other headteachers, both male and female where there was no male pre-school teacher. This was done in order to get their views in regard to the male pre-school teachers. The district has six practising male and 185 female pre-school teachers. Three males were teaching in public schools while the other three were teaching in private schools. The district had 143 pre-schools, 78 of which are run by the public and religious organizations while 58 are privately owned.

3.5 Sampling Technique and Sample Size

Mugenda and Mugenda (2003) recommend that a representative sample is one that is at least 10 per of the population of interest. The researcher worked with a sample of 100 per cent of the male pre-school teachers to avoid the risk of small samples and 20 per cent of the population of the female pre-school teachers. The study used purposive and quota sampling technique. According to Patton (1990), purposive sampling enables the researcher to limit the sample to cases that are likely to be rich in information. Purposive sampling was used to select the male pre-school teachers. According to Orodho (2005), quota sampling technique allows the researcher to divide the population into relevant strata such as geographical regions. Quota sampling is a non-probability stratified sampling procedure in which units are selected for the sample to adhere to certain proportions of characteristics desired. The researcher allocated a quota to each of the three zones in the district in percentage form since the zones had different
number of schools as well as teachers. From each zone, the researcher sampled the schools from which the head teachers as well as the female pre-school teachers were respondents. The percentage allocation of the quota was as follows: Githobokoni zone – 36%, Mangu zone – 34% and Chania zone – 30% of the 20% of the population. Table 3.1 presents the distribution of the sample of respondents.

Table 3.1: Sample distribution of respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Headteachers</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>35</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The choice of a research instrument, according to Mwiria (1995) is determined by the nature of the study, the kind of data to be collected and the kind of target population (literacy level, ethical issues etc.). The researcher administered questionnaires as instruments to collect data because they have the advantage of providing information quickly and precisely. Questionnaires are suited to this study because the population involved is literate. The questionnaires used had two parts. Part one was structured while part two was open-ended.

3.7 Pilot Study

Before the actual study, pre-testing of the researcher’s questionnaire was carried out on five staff members in the area of study. This was to facilitate changes and
modification of the questionnaires, for improvement of the instrument and procedure for the actual collection of data of the study. Pre-testing helped to enhance reliability and validity of the instruments. It also guided in adjusting the vague statements on the questionnaires hence allowing for refining or removal altogether. The final copies of the questionnaires were made after taking into account all the comments and suggestions made from the pilot test.

3.8 Instrument Validity and Reliability

Validity has been defined as the degree to which a test measures what it is supposed to measure (Mugenda & Mugenda, 2003). There are two general types of validity. These are internal and external validity. In this research, internal validity was appropriate. Internal validity is defined as the degree to which an instrument measures what it is purports to measure. It is the "true" causes of the outcomes that one observes in a study. Strong internal validity means that one not only has reliable measures of independent and dependent variables but also a strong justification that causally links the independent variables to the dependent variables. To enhance validity of the instrument, a pilot study was conducted.

External validity addresses the ability to generalize one's study to other people and other situations. It is the extent to which a study's results (regardless of whether the study is descriptive or experimental) can be generalized/applied to other people or settings (Isaac & Michael, 1971). Reliability is defined as the level of internal consistency or stability of the measuring device over time (Borg & Gall, 1989). The procedure used should produce similar results when applied to similar people on second occasion.
3.9 Data Collection Tools and Procedures

The researcher visited some of the respondents in advance to pre-test the questionnaires which were done after the researcher has obtained a research permit from the relevant bodies. Thereafter, questionnaires were administered to the respondents.

The data gathered consisted of primary and secondary data. Primary data gathered were both qualitative and quantitative in nature. Some of the sources of secondary data were consulted will include government documents, official statistics, project reports, baseline studies, professional and academic journals, reference books, research organization’s reports, public and private university libraries, computerized data bases and internet web sites. Primary data were collected from the respondents using questionnaires.

3.10 Data Analysis and Reporting Procedures

Data analysis is the representation of data gathered. The level of significance was determined by the co-relation which exists between the dependent and independent variables. According to Pearson’s correlation test, when the alpha level is less than 0.05, then there is a significant relationship. Pearson’s correlation reflects the degree of linear relationship between two variables and is between -1 and +1, (Orodho, 2005). This study gathered both quantitative and qualitative data which were coded and entered in Statistical Package for Social Sciences (SPSS) programme for analysis. SPSS programme was used because of its ability to appropriately create graphical presentations of questionnaire data for reporting, presentation and publishing.
Statistical methods such as simple descriptive statistics, frequencies and percentages were used in the analysis. The data analysis and interpretation of results were presented in tables of frequency distributions, percentages, bar graphs and pie charts.

3.11 Data Management and Ethical Considerations

Before the research was conducted, the researcher sought permission from the Ministry of Education. The researcher also scheduled this work in such a way that it included appointments with various pre-school teachers to be able to capture key information with regard to the topic. The researcher designed objective questionnaires with questions guarding the respondent’s privacy taking note of their physical and psychological needs. The researcher went ahead and guaranteed the respondents confidentiality of any information that they gave during the interviews. Caution was taken to optimize the time taken by each participant to respond to the questions.
CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION

This study was conducted to investigate the factors that motivate men to teach in
preschools in Gatundu North District, given that the field of preschool teaching has
for long been femininely stereotyped. The sampled population involved preschool
teachers both male and female as well as head teachers of the schools where the male
were teaching. The researcher also evaluated the societal perception of male preschool
teaching and the stereotypes held in the District. Data were collected from the
sampled population using questionnaires. It was analyzed using Statistical Package
for Social Sciences (SPSS version 11.5) computer package. The research findings
were presented in graphs, tables and figures as appropriate, as well as narrations.

4.1 General Information of the Sampled Population in this Study

The study targeted the population of preschool teachers in Gatundu North District
which had 16.7% (n=6) of the sampled population as male and 83.3% (n=30) being
female. Due to the gender disparity that exists in the field of preschool teaching, the
female respondents were 83.3% while their male counterparts were 16.7% of the total
number of the preschool teacher respondents. The data revealed that preschool
teaching is dominated by female teachers in Gatundu North District. As for the
headteachers who responded, all had a preschool in the schools they were heading
even though in terms of gender the data showed that 13.3% of the head teachers
engaged a male teacher while 86.7% engaged female preschool teachers.
4.2 Age Distribution of the Sampled Preschool Teachers

Pre-school teachers who participated in this study were found in the following age brackets. 18–25 years was 19.4% (n = 7), those between 26 – 35 yrs represented 47.2% (n = 17), while those between 36 – 45yrs were 33.3% (n = 12). There was no respondent above 45 years for both male and female respondents. Table 4.1 represents this information.

Table 4.1 Age distribution among pre-school teachers- male and female

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25</td>
<td>1</td>
<td>16.7%</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>26-35</td>
<td>4</td>
<td>66.7%</td>
<td>13</td>
<td>43.3%</td>
</tr>
<tr>
<td>36-45</td>
<td>1</td>
<td>16.7%</td>
<td>11</td>
<td>36.7%</td>
</tr>
<tr>
<td>46-55</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>100%</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

N = 36

The graphical representation of this information in Table 4.1 is shown in Figure 4.1
From Table 4.1 and Figure 4.1, majority of the pre-school teachers, both male and female are in the age bracket of 26 to 35 years. This also relates to the number of years they have taught. People within this age group are likely to have young children who are likely attending pre-school classes.

### 4.3 Education and Training in ECCD

In this study, all the male pre school teacher respondents had formal secondary school education. They also had middle level college education. The same cases applied to their female counterparts. There were no respondents who had University educations. The study revealed that all the sampled population of preschool teachers had ECCD training. This was for both male and female. However, the study established all the sampled respondents had professional qualification with 83.3% (n=5) of the male preschool teachers having certificate level, 16.7% (n=1) with diploma level while 67.7% (n=20) of their female counterparts had certificate and 33.3% (n=10) with Diploma level. No respondent had either University degree or Post graduate
qualification. Interestingly most head teachers were not trained in ECCD. Only 20% (n=6) of the head-teachers had a diploma in ECCD while 80% (n=24) did not have formal training in ECCD.

4.4 Years of Teaching in a Pre-school

The findings of the study showed that majority of the respondents taught for some time as untrained preschool teachers with 66.67% (n=4) of the male teachers having taught for between 1-5 years while 33.33% having taught for between 6 and 10 years. The female teachers had 63.3% (n=19) having taught for (1-5) years, 30% (n=9) taught for (6-10) years and 6.7% (n=2) taught for (11-15) years. This shows that more male teachers have joined the pre-school teaching profession during the last five years as compared to the past. Figure 4.2 shows the distribution of the respondents as regards the number of years they had taught as untrained teachers.

Figure: 4.2 Years male and female teachers taught being untrained

![Years male and female teachers have taught as untrained](chart.png)
The study also revealed that after training the teachers continued with their teaching career with 66.7% (n=4) of the male teachers having taught for (1-5) years as trained teachers, 33.3% (n=2) for (6-10) years. Their female counterparts were 36.7% (n=11) having taught for between (1-5) years and 33.3% (n=10) had taken (6-10) years, 20% (n=6) of the female respondents had taught for a period between (11-15) years while 10% (n=3) had taught for (16-20) years as pre-school teachers. This indicated that the males were still willing to continue with teaching in pre-schools even after training as shown in the Figure 4.3.

Figure: 4.3 Years male and female teachers taught being trained

From Table 4, 66.7% of teachers sampled were within the age bracket of (26-35) years. Figure 4.3 illustrates the number of pre-school teachers who had worked after training for 1-5 years and between 6-10 years was large. There was a correlation between age of the teachers and the years one had worked as a trained teacher.
Table 4.2 Pearson’s correlation

<table>
<thead>
<tr>
<th></th>
<th>Age</th>
<th>As a trained teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Pearson Correlation</td>
<td>.711(***)</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>As a trained teacher Pearson Correlation</td>
<td>.711(***)</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>36</td>
<td>36</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).

From the Pearson correlation testing Table 4.2, it showed a remarkable positive relationship between the age of respondents and the years they had served as trained preschool teachers ($r=.711$, $p=.000$). Where $r$ is Pearson correlation value and $p$ is probability or statistical significance.

4.5 Marital Status of the Teachers

It was established that, 50.0% ($n = 3$) of the male teachers were single and 50.0% ($n = 3$) were married. There was no male teacher who was separated or widowed. Their female counterparts were 40% ($n=12$) singles, 56.7% ($n=17$) married while one female respondent 3.3% was windowed. There were no cases of separation that were established. As for the headteachers who were sampled, 90% ($n=27$) were married while only 10% ($n=3$) were found to be single. As evidenced in the data, most headteachers had families.
4.6 Salaries Earned by Pre-school Teachers

This study established that majority of pre-school teachers, both male and female which is 72.2% (n=26) of the sampled population had a monthly salary of (3500-5000) Kenya shillings. 19.4% (n=7) had a salary of (2001-3000) Kenya shillings per month, while 8.3% (n=3) earned (5001-6500) Kenya shillings per month. The table below shows the salary distribution between male and female. Table 4.3 illustrates this fact.

Table 4.3: Cross-tabulation for male and female salary scale

<table>
<thead>
<tr>
<th>SALARY (KSh)</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-3000</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>3500-5000</td>
<td>3</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>5001-6500</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>30</td>
<td>36</td>
</tr>
</tbody>
</table>

The study indicated that pre-school teachers are not adequately remunerated. It indicated that majority of the respondents were earning salary of between 3000 to 5000 Kenya shilling per month. Figure 4.4 shows the distribution of the salary earnings for the pre-school teachers of the respondents per gender.
From Figure 4.4, it is clear that both male and female pre-school teachers had poor remuneration as majority, 72.2% of the total number of respondents earned a monthly salary of below 5000 Kenya shillings. Only 17% (n=1) of the male respondents earned a monthly salary of above 5000 Kenya shillings. Eighty three per cent of the male respondents (n=5) earned a monthly salary of below 5000 Kenya shillings. Figure 4.5 presents this scenario.
From the headteachers' perspective, the data showed that their pre-school teachers' earnings were in agreement with the response from the pre-school teachers themselves. 63.3% (n=19) of respondents said their pre-school teachers earned between 3501 and 5000 Kenya shillings while 26.7% (n=8) had the pre-school teachers teaching in their respective schools earning between 2001 and 3500 Kenya shillings. Only 10% (n=3) were found to be paying their pre-school teachers a monthly salary of between 5001 to around 6500 Kenya shillings. This was directly proportional to the direct response from the pre-school teachers themselves which showed a similar trend. Figure 4.6 gives the comparison of the response of the head teachers regarding the salaries of their pre-school teachers and the response from the pre-school teachers themselves.
As evidenced in Figure 4.6, there was no pre-school teacher earning below 2000 or above 6500 Kenya shillings.

4.8 Hiring of the Pre-school Teachers by the Headteachers

The headteachers collaborate with the School Management Committee (SMC) and advertise vacant positions pre-school teachers. Applicants go through an interview, and assisted by headteachers from the neighbouring schools, to choose the best candidate. Other head teachers engage those students who are on attachment upon completion of their courses even though other headteachers are pressurized by the parents to employ a teacher of their choice.

4.9 Factors that Motivated Females to take Pre-school Teaching as a Career

Female pre-school teachers interviewed gave various reasons for their motivation towards taking pre-school teaching as their career as follows:
-Teaching is a good work and small children cooperative.

-To make life of small children better.

-It is a marketable career and source of income.

-To have clear reflection of teaching.

-Training cost is favourable and affordable and takes shorter duration.

-For the love of children because of their innocence.

-To learn and know how children behave.

-The love and affection of teaching young children

-Ability to care for children

4.10 Reactions of Female Pre-school Teachers about their Male Colleagues

From the study, the sampled male teachers gave some remarks they received from the female pre-school teachers. Some told them that it is a call vocation since men are tough, while others congratulated them as fit in the career and gifted. The reactions further showed that a big number of female colleagues encouraged more men to join this career having chosen a good profession which is marketable. Even though the study revealed some commendations from female colleagues; others doubted their ability to handle small children and were told that men are supposed to teach upper classes, (held stereotype) while some female teachers even vowed that they can never to be married by a male pre-school teacher.
4.11 The Reaction of Male Colleagues about Male Pre-school Teacher

In terms of the men's reaction majority of respondents said that they were perceived by the men to have taken a career meant for female teachers while some said that to be a male preschool teacher we have to less emotional, tolerant and patient and must be willing to teach children as this is a hard carrier for men even some wondered whether this was the only career to choose.

4.12 Gender stereotypes about men in pre-school teaching

The male respondents gave the held stereotype as pre-school teaching was not for the males but for women only. The headteachers outlined the following as the held gender stereotype in pre-school teaching:

- That it is a work for women only.
- Caring for children is a women's traditional gender role.
- That men dislike children.
- Men cannot come down to the children's level.
- Women are more knowledgeable than men about children.
- Men are harsh to young children.
- Men are not patient with children.
- A man would demean self if they take up pre-school teaching job.
- Men might sexually abuse children.
- Children can be afraid of the male teachers.

In the same breath, female pre-school teachers provided the following as gender stereotypes in regard to males' involvement in pre-school teaching.

- Men cannot cope with and handle children.
Female teachers are better than male teachers.

Pre school teaching is for females only.

Males are rude, harsh and without love for children.

Males are hot tempered.

Males who take pre-school teaching jobs are mentally retarded.

The male’s deep voice will keep the children away.

Men have no mercy for children.

It is clear from the respondents that there exists deeply rooted gender stereotype in regard to males teaching in ECCD classes.

4.13 Challenges Faced by Male Pre-school Teachers in Teaching Career

The male teachers experienced several challenges in the course of their teaching duties as evidenced by the response from the sampled male respondents as follows:

- Some parents were not ready to accept them to handle their children.

- There was low enrolment in ECD classes due to the males’ presence that was occasioned by the held gender stereotypes.

- The communities’ failure to accept that males have the ability to teach pre-school as women do.

- Poor remuneration.

- Preference of a female pre-school teacher by a large number of head teachers over a male when hiring.

- Hard times particularly when a child wets itself.

- Handling children who have life skill problems.
4.14 Factors Preventing Men from Joining Pre-school Teaching Career

This study revealed that there are several factors preventing men from joining pre-school teaching career. The male pre-school teacher respondents gave several reasons in itemized below:

- Poor remuneration.
- The men themselves have negative attitude towards the same.
- Lack of enough knowledge about the ECCD course.
- Cultural beliefs that only women should care for young children.
- Fear of being associated with young children.

The head teachers’ perspectives on the factors that prevent men from joining pre-schools teaching were:

- Low salaries.
- That the men think that pre-school teaching is a job for females only.
- That they fear being associated with young children by the community.
- The belief that pre-school teaching is a low status career.
- There are no male role models.
- There is no job security.
- Lack of government interest in pre-school teaching career.
- Parents discourage their sons from taking the career.

The female pre-school teachers sampled thought that men kept away from pre-school teaching because of the following reasons:

- Low salaries.
- Males’ negative attitude towards the career.
- That pre-school teaching job is meant for women only.
- Fear of being associated with young children.
- Peer pressure.
- Job insecurity
- Lack of knowledge about children.

Poor salaries, cultural beliefs (gender stereotypes) and fear of being associated with young children by the community were the most cited reasons that were thought to have kept away many males from teaching in pre-schools.

4.15 Factors that Motivated Men to Take Pre-school Teaching as a Career

Male pre-school teachers interviewed gave various reasons as to what motivated them to take pre-school teaching as their career. Notably, they said the following:

- That teaching was a good work.
- Their teaching in pre-schools was meant to change the way of thinking of both men and women.
- To remove the notion that male cannot teach pre-school.
- To make life of small children better by providing a father figure at school.
- It is a marketable career.
- Training cost is favourable and affordable and takes shorter duration.
- Was once a Sunday schoolteacher.
- To learn how children learn and behave.
- The love of teaching young children.
4.16 Men’s Unique Contribution Towards Pre-school Teaching Career

Though the pre-school teaching is enormously dominated by women, the study showed from the male teachers’ opinions that men gave the following unique contributions:

- They remove negative attitude that men cannot teach young children as men can do better than some female counterparts.
- Children also need to see a man near them not only at home but also at school. Men also want to know how young children behave in their early stages in school.
- People from both genders can choose pre-school teaching career.
- Provision of the father figure in their lives especially for the children with single parents.

From the male pre-school teachers’ perspective, all of the teachers interviewed agreed that male teachers should be encouraged to join preschool teaching career.

4.17 Appropriate Measures to Bring in More Males to Pre-school Teaching

The male pre-school teachers interviewed gave the following suggestions as measures to motivate more men to join this female-dominated career:

- To sensitise the society and particularly the youth on the importance of males in the early life of a child.
- To encourage those men who join this course to aim even higher.
- Discourage negative stereotypes on men toward this career
- Give better remuneration.
- Encourage men to visit pre-schools where men are teaching.
- To implement the already existing policies on employment of ECCD teachers.
- To reduce the training costs.
- To be employed by government.

As for female teachers, the suggestions they gave to motivate men to join pre-school teaching were similar to the ones given by headteachers and those given by their male counterparts.
CHAPTER FIVE

5.0 SUMMARY AND CONCLUSIONS

This chapter summarises the findings, conclusions and recommendations of the study and areas that require further research. The aim of the study was to determine the factors that motivate men to teach in pre-schools in Gatundu North District. The study was a descriptive study design based on the following areas.

- To find out the motivational factors that draw men into pre-school teaching.
- To establish the unique challenges faced by male pre-school teachers.
- To investigate the gender stereotypes that bar many men from taking pre-school teaching as a career.
- To identify appropriate strategies that can be used to motivate men to come into the field of ECCD.

5.1 Summary of Study Findings

From the research findings, it can be deduced that there were particular issues that were found to motivate men to teach in pre-schools. These motivating factors can be summarized in four broad categories namely:

- To remove the held gender stereotypes and change way of thinking.
- Pre-school teaching is a marketable employment opportunity.
- Love and passion for children and be a present father figure.
- Love and passion for teaching as a career.
It also gives the unique challenges faced by male pre-school teachers. Some parents do not commend the male pre-school teachers as worthy to handle their children for fear of sexual abuse. Held gender stereotypes were as well seen to occasion the segregation of men when it came to hiring of the pre-school teachers. Finally, the male teachers also experienced setbacks particularly when a child wets itself and handling children who have life-skill problems.

There were gender stereotypes that were strongly held by the society and seemed to discourage males from taking up teaching jobs at ECCD centres. Among them were that pre-school teaching is a work for women only and therefore, men should not come down to the children’s level as this would demean a man. It was also held that caring for children is a women’s traditional gender role. Other held stereotypes are that women are more knowledgeable than men about children and that men are harsh and not patient with young children. There was also the belief that men are bound to sexually abuse children.

5.2 Conclusions

It is evident from the research findings that male pre-school teachers in Gatundu North District have interest in the pre-school teaching job. The study therefore, concludes that these males got into the teaching career principally to demystify the held gender stereotypes and create new perceptions about it. Another conclusion that can be drawn from the study is that men can in an equal strength as women give and commit themselves to the holistic development of young children through ECCD programmes. Finally, it can as well be concluded that although pre-school teaching
has poor remunerations, the need to achieve self set goals in life and desire to see a changed community has among other things motivated males in Gatundu North District to teach in pre-schools.

5.3 Recommendations

On the basis of the conclusions drawn therefore, the rethinking to increase and improve the involvement of males in the lives of children in their early years is in no doubt important. It requires a reshaping of current systems and efforts and being more conscious of how to include men in early childhood programmes. It also entails recognition that both men and women have different but unique sets of experiences and attitudes that touch on the lives of the young children differently. It is, therefore, important to sensitize the society and particularly the youth on the importance of males in the early life of a child. Strategies should be put in place to demystify negative stereotypes on men toward this career and giving of better remuneration in order to attract more males. Moreover, there should be an affirmative action to bring in more males in pre-school teaching system to significantly bridge the gender gap that exists. Finally, the government should move speedily and implement the already existing policies on ECCD.

5.4 Suggestions for further research

The research focused only in Gatundu North District. Similar research should be replicated in other districts in Kenya. Further, the researcher recommends research on possible strategies that can be used to mainstream gender in the pre-school teaching staff.
REFERENCES


Broverman, I; Voge 1,S; Broverman, D; Clarkson, F; and Rosenkranz, P. (1972). Sex role stereotypes: A current appraisal. Journal on social issues, 28, 59-78.


MINISTRY OF EDUCATION

TO WHOM IT MAY CONCERN

This is to confirm that Willy W. Mwangi is a Master of Arts student in Gender and Development at Kenyatta University (Adm No. C50/10288/08) and carrying out a research on "Factors that motivate men to teach in Preschools in Gatundu North District".

He is likely to come to your institution for the collection of data. Please accord him the necessary co-operation.

J. MWANGI
DISTRICT EDUCATION OFFICER
GATUNDU NORTH
APPENDIX 2

CHAPTERIZATION

The document is divided into five chapters. The first chapter provides the project background, statement of the problem, objectives; research questions, the scope of the study as well as the significance of the study. The basic assumptions of the study are also included.

Chapter two gives the related literature of the stuffy, theoretical framework and the adjacent conceptual framework. Chapter three discusses the research methodology. In it the design that was used in the study is described. The site of the study is discussed. The study population and the sampling procedures, as well as data management processes are pointed out.

The research findings are described as per the objectives in chapter four. Chapter five gives the findings interpretation and the recommendations from the study. It also gives suggestions for further research in regard to men and pre-school teaching.
APPENDIX 3

RESEARCH INSTRUMENTS

QUESTIONNAIRE FOR MALE PRE-SCHOOL TEACHERS

Instructions:
Do not write your name anywhere on this questionnaire
Tick your answer as appropriate within the space provided

SECTION A
1. Age
   18-25 [ ]
   26-35 [ ]
   36-45 [ ]
   46-55 [ ]
   Over 55 [ ]

2. Marital status: Single [ ]
   Married [ ]
   Separated [ ]
   Windowed [ ]

3. What is your highest level of education?
   Primary level [ ]
   Secondary level [ ]
   Middle level college [ ]
   University graduate [ ]

4. Are you trained in ECDE?
   Yes [ ]
   No [ ]
5. If yes, what is your professional level?

Certificate [ ]
Diploma [ ]
University degree [ ]
Post graduate [ ]

6. How many years have you taught in a pre-school

i) As an untrained teacher? 1-5 [ ]
   6-10 [ ]
   11-15 [ ]
   16-20 [ ]
   21 and over [ ]

ii) As a trained teacher? 1-5 [ ]
    6-10 [ ]
    11-15 [ ]
    16-20 [ ]
    21 and over [ ]

7. What salary do you earn per month in Kenya shilings?

   Below 2000 [ ]
   2001-3500 [ ]
   3501-5000 [ ]
   5001-6500 [ ]
   6501-8000 [ ]
   8001 and above [ ]

SECTION B

8. What factors motivated you to take pre-school teaching as the career of choice

i) 
ii) 
iii) 
iv) 

9. a) (i) What do your women colleagues say about your being a pre-school teacher

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

72
(ii) What do your men colleagues say about your being a pre-school teacher

10. a) Are there any held stereotypes/beliefs or things said by men and women about men in pre-school teaching?
   
   Yes [ ]
   No [ ]

   b). Briefly comment

   Would you say that there are any sex preferences in children affection to pre-school teachers?

   Yes [ ]
   No [ ]

   b). If yes, describe briefly what you may have observed in class or in the play ground

11. What challenges do you, as a male teacher, face in the course of your teaching career?

12. In your opinion, what factors prevent men from joining pre-school teaching career?
13. What in your opinion do you think is the unique contribution that men are giving the pre-school teaching career given that it is dominated by women?

14. a) Do you think more male pre-school teachers should be encouraged to join the career?

Yes [ ] No [ ]

b) If yes, suggest appropriate measures to be taken in order to motivate more men to take pre-school teaching as the career of choice?

Thank you for your co-operation
QUESTIONNAIRE FOR FEMALE PRE-SCHOOL TEACHERS

Instructions:

Do not write your name in any part of this questionnaire

Tick your answer as appropriate within the space provided

SECTION A

1. Age(years) 18-25 [  ]
   26-35 [  ]
   36-45 [  ]
   46-55 [  ]

2. Marital status: Single [  ]
   Married [  ]
   Separated [  ]
   Windowed [  ]

3. What is your highest level of education?
   Primary level [  ]
   Secondary level [  ]
   Middle level college [  ]
   University graduate [  ]

4. Are you trained in ECDE?
   Yes [  ]
   No [  ]

5. If yes, what is your professional level?
   Certificate [  ]
   Diploma [  ]
   University degree [  ]
6. How many years have you taught in a pre-school?
   iii) As an untrained teacher?  
        1-5 [ ]
        6-10 [ ]
        11-15 [ ]
        16-20 [ ]
        21 and over [ ]

   iv) As a trained teacher?  
        1-5 [ ]
        6-10 [ ]
        11-15 [ ]
        16-20 [ ]
        21 and over [ ]

7. What salary do you earn per month in Kenya shillings?
   Below 2000 [ ]
   2001-3500 [ ]
   3501-5000 [ ]
   5001-6500 [ ]
   6501-8000 [ ]
   8001 and above [ ]

SECTION B

8. What factors motivated you to take pre-school teaching as the career of choice
   v) 
   vi) 
   vii) 
   viii) 

9. What do

   a) (i) Your women colleagues say about your being a pre-school teacher 
       ...........................................................................................................................
       ...........................................................................................................................
       ...........................................................................................................................
       ...........................................................................................................................
       ...........................................................................................................................

   (iii) Men say about your being a pre-school teacher 
       ...........................................................................................................................
       ...........................................................................................................................
b) (i) The women parents say about your being a pre-school teacher

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

10. a) Are there any held stereotypes/ beliefs or things men and women say about men in pre-school teaching?

Yes [ ] No [ ]

b). Briefly comment

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

11. How do you compare your affection to children as compared to that of a male pre-school teacher?

Very kindhearted [ ] kindhearted [ ] Average [ ]

Not compassionate [ ] Very poor [ ]

Explain your answer

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

12. a) Would you say that there are any sex preferences in children affection to pre-school teachers?

Yes [ ] No [ ]

b). If yes, describe briefly what you may have observed in class or in the play ground

...........................................................
...........................................................
...........................................................
...........................................................
13. What challenges do you face in the course of your teaching career?

14. What challenges do you, as a male teacher, face in the course of your teaching career?

15. In your opinion, what factors prevent men from joining pre-school teaching career?

16. Do you think more male pre-school teachers should be encouraged to join the career?
   Yes [ ]  No [ ]

17. Suggest what should be done to motivate more men to take preschool teaching as the career of choice?

Thank you for your co-operation
QUESTIONNAIRE FOR HEADTEACHERS

Instructions:
Do not write your name in any part of this questionnaire
Tick your answer as appropriate within the space provided

SECTION A

1. Age  
   18-25 [ ]  
   26-35 [ ]  
   36-45 [ ]  
   46-55 [ ]

2. Marital status:  
   Single [ ]  
   Married [ ]  
   Separated [ ]  
   Windowed [ ]

3. What is your highest level of education?  
   Primary level [ ]  
   Secondary level [ ]  
   Middle level college [ ]  
   University graduate [ ]

4. Are you trained in ECDE?  
   Yes [ ]  
   No [ ]

5. If yes, what is your professional level?  
   Certificate [ ]  
   Diploma [ ]  
   University degree [ ]  
   Post graduate [ ]
6. How many years have you been a teacher?

1-5 [ ]
6-10 [ ]
11-15 [ ]
16-20 [ ]
21 and over [ ]

SECTION B

7. a) Is there a pre-school in the school you are heading?
Yes [ ] No [ ]

b) If yes, have you engaged a male or a female pre-school teacher?
Male [ ] Female [ ]

8. How much salary does the teacher earn per month?

Below 2000 [ ]
2001-3500 [ ]
3501-5000 [ ]
5001-6500 [ ]
6501- 8000 [ ]
8001 and above [ ]

9. Briefly explain how you arrived at engaging the current pre-school teacher.

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

10. a) Whom, between a male and a female do you prefer to engage as a pre-school teacher?

Male [ ] Female [ ]

b) Suggest reasons for your choice in (a) above

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
11. Are there any held stereotypes/beliefs or things said by men and women about men in pre-school teaching?

Yes [ ] No [ ]

b). Briefly comment

12. In your opinion, what factors prevent men from joining pre-school teaching career?

13. What challenges do you, as a male teacher, face in the course of your teaching career?

14. a) Do you think more male pre-school teachers should be encouraged to join the career?

Yes [ ]

No [ ]

b). Suggest what should be done to motivate more men to take pre-school teaching as the career of choice

Thank you for your co-operation