

**DEMOGRAPHIC FACTORS INFLUENCING PARENTS' PERCEPTIONS ON THE ROLE  
OF MALE TEACHERS IN PRESCHOOLS IN VIHIGA SUB COUNTY, KENYA**

**BY**

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## DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations

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## **DEDICATION**

I devote this project to my family for the support they gave me during the study.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ECD</b>	:	Early Childhood Development
<b>ECE</b>	:	Early Childhood Education
<b>FPE</b>	:	Free Primary Education
<b>KU</b>	:	Kenyatta University
<b>NGO</b>	:	Non-Governmental Organization
<b>PEP</b>	:	Pre-School Education Project
<b>UKZN</b>	:	University of KwaZulu-Natal
<b>UNESCO</b>	:	United Nations Education and Science Conference
<b>UP</b>	:	Universal Primary Education
<b>USA</b>	:	United States of America

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## **ABSTRACT**

Children who are taught by both male and female teachers stand a better chance of being all-round adults. This means that a male teacher is a central in the well-being of children in preschools. The study was to explore parents' perceptions of the role of male teachers' in preschools in Vihiga Sub-county as well as examine the influence of demographic factors on parents' perception of the role of male teachers in pre-schools in the sub-county. The study was guided by Albert Bandura's Motivational and Social Learning theory. This study employed descriptive research design. The dependent variable was parents' perception of role of male teachers' in pre-schools, while the independent variables were parents' demographic characteristics. The locale of the study was Vihiga Sub County. The study targeted parents of children in 154 preschools within Vihiga Sub County. The study used purposive and stratified sampling techniques to select the sample for the study. The sample of the study consisted of 85 parents. Questionnaire and interview schedules were used to collect data. A pilot study was done with parents in two preschools. Data was collected in two stages and analysed using qualitative and quantitative methods. Results from data analysis indicated that parents' perception of the role of male teachers' in pre-schools was negative. It was also clear from the results that the parents' perception was influenced by parents' age, while level of education and income did not influence their perception. It was recommended that school management should organize programs to help parents to understand the role played by male teachers in preschools in order to change their attitude towards male teachers.

# **CHAPTER ONE**

## **INTRODUCTION AND BACKGROUND OF THE STUDY**

### **1.0 Introduction**

This chapter presents the background of the study, statement of the problem, purpose of the study, objectives of the study, research hypotheses, and significance of the study, delimitation and limitations of the study. The theoretical and conceptual frameworks and operational definition of terms have also been described in this chapter.

### **1.1 Background to the Study**

Over many years' childcare has been assumed to be women's domain (Wardle, 2004). This is because in many countries preschool education is traditionally associated with childcare (Fagan & Iglesias, 1999). Sari and Basarir (2016) affirm that the roles of preschool teachers were related to traditional gender roles in their communities. An increase in males in preschool would subsequently raise the status of male preschool teachers (Yilmaz, & Sahin, 2010).

Research has shown that male teachers have a striking effect on children during early years of their education and that children who are taught by both male and female teachers become all-round adults (Martino, 2008). Although there is enough evidence of significant role played by male teachers in preschools, the percentage of males in preschool remains low.

Martino (2008) state that the low participation of male teachers is occasioned by the way teaching in preschools is perceived in many societies as females' territory. The negative perception discourages men from joining the profession (Kesici, 2008). It also makes them avoid teaching in preschools because of prejudice from the society. This denies young children the opportunity to learn from both male and female teachers to enhance their holistic development (Wardle, 2003).

In the western world, despite the structures established to accommodate male preschool teachers, the numbers are still low at 1- 4% (Sanders, 2002). In Norway for instance, the percentage of male teachers in preschools was less than 20%, while that of Australia was 4%. In Europe, teaching in preschools is perceived as mother care and therefore contributing to small numbers of male teachers in preschools (Demuynck & Peters, 2006).

The number of male teachers in preschools is also limited in Asia. This is because there are a few males in preschool teaching in Turkey (EERA, 2009). In Taiwan, many of the preschool teachers were mainly female with male teachers' population around 1.13 % (Chung, 2006). This is because of the perception that preschool teaching is a female domain.

In Africa, the number of males in preschools is also low. This is due to the fear of upsetting the traditional gender roles of women by letting in males, hence reducing the power bestowed on the males by society (Creaser & Dau, 2001). In South Africa, there are gender challenges in teaching in preschools because the concept of male teachers in preschools is still foreign and education for the early years has a gendered image where

nurturance of young children has been traditionally associated with women. The dominance of female preschool teachers in the early years means that young children lack male preschool teachers as role models (UNESCO, 2011). The lack of male pre-school teachers' role models poses a threat to children's growth and development.

In Kenya, cases of gender distribution in preschools match with that of other countries in the world (Ngome, 2002). This is because the numbers of male teachers participating in preschools in Kenya is generally low. Karanja (2007) notes that the disparities in gender are ingrained in the African culture where child bearing and care are women's roles. In the gender policy in education, there were only 12.6% of male preschool teachers in 2004 compared to their female counterparts. In Vihiga Sub County, the trend was similar in that there were seven male teachers compared to 275 female teachers in the 152 preschools (Vihiga sub county data, 2013). The low numbers pose a threat to children's growth and development because there will be fewer male role models for the learners to emulate.

This study was therefore designed to establish parents' perception of the role of male teachers in preschools in Vihiga Sub-county, by more specifically exploring parents' perception of the role of male teachers' in preschools in Vihiga Sub-county due the important role they play if given a chance to fully participate in children's education. No studies so far appeared to have been done to that effect.

## **1.2 Statement of the Problem**

Learners who are nurtured by both genders stand a better chance of being all-round adults and ready to take both gender perspectives in facing life's challenges. The male teachers therefore play very important roles in children's education in preschools.

Studies by many researchers have been carried out on the relevance of the men in preschool, but none has been carried out in Vihiga Sub County. Such studies include Owen (2003) perspectives of women on male participation, Chang-Nai (2003) and the gender dimension of ECDE teacher participation in Kenya by Karanja (2007). The review had indicated that there existed insufficient information on studies that have been carried out in Vihiga Sub-county on parents' perception of the role of male teachers in preschool in Vihiga Sub-county of Vihiga County and hence the need for this study.

### **1.2.1 Purpose of the Study**

To explore parents' perceptions of the role of male teachers' in preschools in Vihiga Sub-county. The study was also to investigate the influence of demographic factors on parents' perception of the role of male teachers in pre-schools that is; Gender, age, level of education and levels of income of study respondents.

### **1.2.2 Objectives of the Study**

The study sought:

- (i) To establish parents' perception on the role of male teachers' in pre-schools.
- (ii) To explore the difference in parents' perception on the role of male teachers in pre-schools across various ages.
- (iii) To determine the difference in parents' perception on the role of male teachers in

pre-schools across various levels of education.

- (iv) To establish the difference in parents' perception on the role of male teachers in pre-schools across various levels of income.

### **1.2.3 Research Hypotheses**

Ha1: There is a difference in perception on the role of male teachers' in preschools between male and female parents.

Ha2: There is a difference in parents' perception on the role of male teachers in preschools across various ages.

Ha3: There is a difference in parents' perception on the role of male teachers in preschools across various levels of education.

Ha4: There is a difference in parents' perception on the role of male teachers in preschools across various levels of income.

### **1.3 Significance of the Study**

This sheds light on parents' perception on the role of male teachers in preschools and the factors influencing it. The findings of the study may be used by school management to sensitize the community and parents on the importance of male teacher participation in preschool education. The findings from the study may further enable the stakeholders in the preschool sector to establish levels of male teacher participation and adopt strategies to enhance more involvement of male teachers. The findings of the study may shift and subsequently make attitudinal changes in the way the community in general thinks so that they may positively embrace male teachers in preschool education.

## **1.4 Limitation and Delimitation of the Study**

They have been discussed under the following sections:

### **1.4.1 Limitations of the Study**

The researcher experienced many challenges while conducting the study. One of the challenges was respondents unwilling to participate in the study. The challenge was overcome by assuring them that the study was for academic use only. The second challenge was accessing schools in remote areas due to impassable roads. The challenge was overcome by hiring motorcycles.

### **1.4.2 Delimitations of the Study**

The study was delimited to parents in preschools in Vihiga Sub-county. The study was also delimited to parents' perception of the role of male teachers' in preschools in Vihiga Sub-county and parents demographic factors; gender, age, level of education and levels of income of study respondents.

## **1.5 Assumptions of the Study**

The researcher assumed that the perception exhibited by parents were unique considering the fact that men did not culturally look after children. It was also assumed that the respondents were to give honest responses.

## **1.6 Theoretical Framework**

The study was grounded on Albert Bandura's Motivational and Social Learning theory (1977). The fundamental principle of this theory is that personality is learned. According

to Bandura, one of the most powerful socialization forces is imitation. Models like parents, siblings or teachers who have been rewarding to the child in the past are likely to be imitated. Eventually children acquire a drive to imitate them (Bandura and Walters, 1977). This imitation of behavior continues during early childhood when the child joins preschool where the perception of both female and male parents towards holistic development of the child is paramount.

Bandura presented an outline of the cognitive component process underlying observational learning which supports the important influences of behavior and cognitive development of the child in preschool. According to the outline, the child selects and processes information, applies general rules or principles, weighs information and makes a decision. According to Bandura children learn by watching both parents and by observing others, listening to others and even by reading. He called this “observational learning”. On the aspect of motivation, Bandura looks at reinforcement of behavior as key to learning the behavior. This study envisaged reinforcement as the continued presence of male teachers in preschools and positive perception by the society of the role played by male teachers in children’s education.

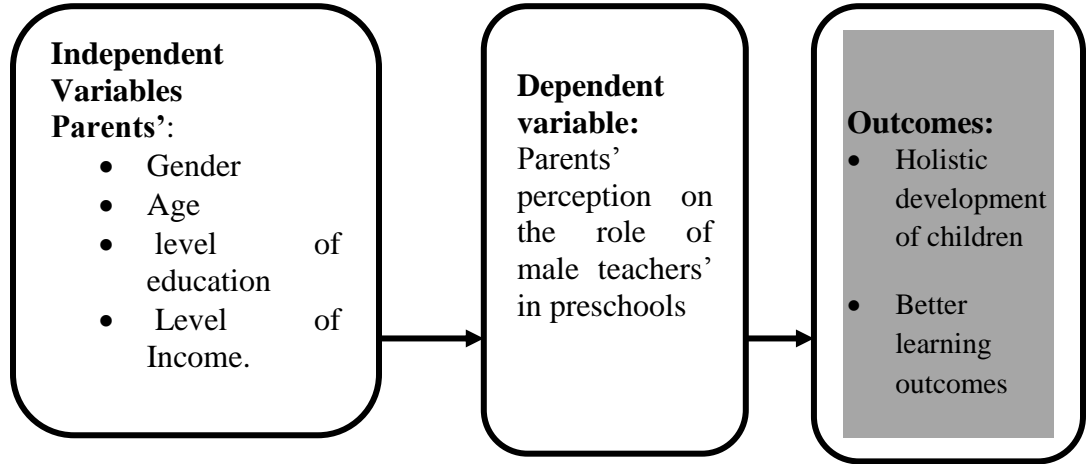
According to Bandura children acquire behavior by seeing, hearing and experiencing it and learners must pay attention to what the model is doing. He also states that behavior that is produced and practiced until it is perfected will be repeated. If the behavior is motivated and reinforced through incentives like praise and reward, it encourages the person who has copied the behavior to keep on producing it. However, he said that imitating certain behavior is not only determined by its controlling environment but how

one cognitively processes information from the surrounding. It is not possible therefore, to learn everything by being actively involved in it.

Therefore, the qualities and personality of the parents of preschool children are said to influence the development of preschool children because the children observe and imitate them. This has a close connection with sex-typing. It is therefore of utmost importance that gender considerations in recruitment of the pre-school teachers to be put in place to ensure the presence of appropriate male role models. However, individual fathers in the society observe that men do not work as preschool teachers nor do they care for young children. This study therefore sought to establish parents' perceptions on the role of male teachers in preschool.



## **1.7 Conceptual Framework**

The literature reviewed by the researcher indicated the important roles played by male teachers in preschools. Some of the factors which were likely to influence parents' perception of role of male teachers' in preschools were demographic characteristics of parents. The variables have been shown in Figure 1.1.



**Figure 1.1: Factors influencing parents’ perception of the role of male teachers’ in pre-schools**

**Key:**

- Study Variables 
- Non-study Variables 

As shown in Figure 1.1, the dependent variable influences the independent variables which in turn influence educational outcomes.

**1.8 Operational Definition of Terms**

Preschool - Institution for children aged 3-5 years before transiting to grade one.

Parents’ level of education - Highest level of schooling of parents including; no primary certificate, primary certificate, secondary certificate, diploma and degree.

Parents’ perception - The opinions or views of parents.

Parents’ Age - Age bracket in years of parents including, (18-30), (31-40),

(41-50), (51-60).

Parents' Level of Income - Highest level of income in Ksh. including, (Below 10000),  
(10000-20000), (20001-30000), (30001-40000).

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This section presents a review of literature based on the objectives of the study. It focused on parents' perception on role of male teachers' in pre-schools; parents' age and perception of the role of male teachers in pre-schools; parents' level of education and perception on role of male teachers' in pre-schools; parents' income and their perception on the role of male teachers in pre-schools and summary of reviewed literature.

#### **2.2 Parents' Perception on role of Male Teachers' in Pre-schools**

Martino (2008) state that the low participation of male teachers is occasioned by the way teaching is defined as females' job and was hindering male teachers from joining the profession. Males avoid teaching in preschools because of low salary and prejudice from the society (Wardle, 2003). An increase in males in preschool would subsequently raise the status of male preschool teachers and with thus societal appreciation of male preschool teachers (Yilmaz & Sahin, 2010).

The significant variations on the teacher ratios based on gender are important considerations for reinforcing the need for more male preschool teachers (Kesici, 2008). This is because male teachers possess elements of male femininity that keeps them abreast with female teachers' practices (Francis, 2008). Lamb (2000) state that male teachers bring more play in children's education.

Sanders (2002) opine that most mothers feel that the arena of early childhood is predominantly female. This arises from the responsibility being given to them of child upbringing in the society (Wardle, 2004). In addition, single parent families headed by mothers feel uncertain in working at ease with males, hence shifting their focus to the child's mother on issues of school.

Yilmaz and Sahin (2010) state that women's domain is childcare and it is subordinate to the male predominantly controlled society (Eisenstein, 1982). Some mothers interviewed in a study by Karanja (2007) noted that males were more intelligent in secondary school education and so would perform well and not lie low for preschool teaching profession which was for failures. These were strong sentiments from women who strongly felt that men should not interfere with their job but should look for better things to do. If these perceptions are to change, then there should be more male participation in preschool teaching.

Berrin, Necdet, Zeynep, Ozlem and Figen (2014) who did a study in Turkey to investigate parents' views on male teachers. Results from data analysis had shown that the majority of the parents viewed preschool teaching as female's domain due to the society stereotypes and traditional gender roles. Similarly, Turan (2017) did a study in Ankara in Turkey in which interviews were used to collect data. Results indicated that parents had negative attitudes towards male teachers, were concerned that male teachers might abuse their children, felt that male teachers could not properly handle children's self-care and have problems communicating with girls because they were not mothers.

In Greece, Rentzou (2011) investigated parents' perceptions of teachers. The results indicated that the majority of the parents supported employment of more male teachers and recognized the challenges they encountered the results which are contrary to the findings of this study. Likewise, Yulindrasari (2017) investigated the conflicting social perceptions of men who teach in Indonesian kindergartens. Results had shown that the respondents had positive perceptions of ECE male teachers. Likewise, Sari and Basarir (2016) had found that role of preschool teachers was related to traditional gender roles in their community, results which were to be confirmed by the findings of this study.

### **2.3 Parents' Age and Perception of the Role of Male Teachers in Preschools**

Gulcicek's (2017) study showed parents older and less educated were having gender insensitive views on the issue of male preschool teachers. Anderson (2014) report that parents found it easier communicating with female teachers than male teachers because of their gender and female parents felt the need to keep distance with the male teachers and preferred to have their husbands communicate with the male teachers as it was a man to man talk (Abelle, 2013). The study was to establish the influence of gender parents' perceptions towards the role of male teachers in preschools in the sub-county.

A study conducted by Ahmad, Al-Zboon, Alkhaldeh, Al Khatib (2017) had revealed that less than 1 % of the preschool teachers were males and younger parents accepted males' teachers more than older parents, results which were similar to the findings of this study. Lareau (2002) found that parents of low socio-economic status were not ready to participate in children's education. The findings are similar to those reported by

Muthima, Udoto and Anditi (2016) which revealed that the quality of teachers and pupils' sanitary facilities were found to be inadequate and influenced parents' perceptions of education.

#### **2.4 Parents' Level of Education and Perception on Role of Male Teachers' in Pre-Schools**

In Kenya, a study conducted by Okoth (2012) found that most ECDE teachers' level of education was considered inadequate to implement the ECDE curriculum. The study also revealed that there was teacher shortage in most of the ECDE centres.

Nyakundi, Begi and Kang'ethe (2017) did a study in Nairobi County to investigate the influence of parents' level of education and income parents' perception on children's education. Likewise, this study was to investigate the influence of educational levels on parents' perceptions of the role of male teachers in preschools.

Kapinga (2014) found that parents with low socio-economic status were less concerned with the education of their children because they were not able to provide them with basic requirements. The results also concur with findings by Olowale (2003) who had found that parents' socioeconomic status was correlated to child abuse.

#### **2.5 Parents' Income and their perception on the role of male teachers in pre-schools**

Traditions place men up the ladder, often with a higher income (Farquhar, 1998). Fathers are supposed to provide for school fees of their child not childcare for their own. However, the literature regards male preschool teachers as critical in role modeling for children (Owen, 2003). Riley, Holmes, Cornwell and Blume (1985) found that parents

were negatively skewed in thinking that male preschool teachers may not be as good in childcare as their female counter parts.

Male preschool teachers need be there for children as one of the reasons why they choose the profession (Yılmaz & Şahin, 2010). One of the biggest challenges in increasing the number of male preschool teachers is low remuneration (Neugebauer, 1999; Sargent, 2002). The low salaries of preschool teachers have been a thorny issue in the education sector. The teachers feel left out Teachers Service Commission has not started employing preschool teachers on permanent and pensionable terms on Teachers Service Commission terms. The male parents want male teachers to be given a safe space of interacting as teachers with preschoolers free from gender bias (Education Insight, 2012).

Males demand that there be a shift in the thinking that their roles are negative. When we show their importance as fathers and male role models of the children, then it will really benefit preschool children (Sanders, 2002). When given tangible benefits, male friendly working place and high standards of professionalism male teachers will thrive. They also want to be esteemed as playing significant roles in children's education (Owen, 2003).

A study by Karanja (2007) indicates that inclusion of male teachers in preschool would help stem the problem of the boy child left behind and the competence levels of boys being low. The presence of male preschool teacher in school will also give children a variety of items to learn from. Due to such benefits a gender sensitive environment if created would enable better development of the boy child's self-esteem (Corey, 2010).

The meagre pay and low social ranking placed on teaching in preschool denies many males a chance to take up jobs at preschool (Cooney & Bitter, 2001). However, for the society to value and esteem male teachers in preschool there is need to employ more teachers.

## **2.6 Summary of reviewed literature**

Research has shown that there was gender inequality in preschool teaching. The societal perspectives indicate that because of conflicting views in culture, men feel isolated and stigmatized when they venture into preschool teaching. Mothers feel positive about male teachers' mode of teaching but are more comfortable working with female teachers. The study reviewed revealed a number of challenges facing male teachers teaching in preschool. These include patriarchal roles assigned to male teachers, parental concerns by parents, lack of sensitization on role of male preschool teachers, no recognition but suspicion from stakeholders on their participation in teaching preschool as male teachers. The review has indicated that there exists scanty information on studies that have been carried out in Vihiga Sub County on the parents' perception of role of male teachers in preschool in Vihiga sub County of Vihiga County.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter focused on research design, variables of the study, location of the study, target population, sampling techniques and sample size, data collection instruments, piloting, reliability and validity of the study, data analysis techniques and finally logistical and ethical considerations.

#### **3.2 Research Design**

This study employed the descriptive research design because it helped the researcher to obtain the respondents opinions, on the question of demographic factors influencing parents' perception on the role of male teachers in Preschool.

##### **3.2.1 Variables**

The variables have been described in the following subsections.

##### **(a) Dependent Variable**

The dependent variable was parents' perception on the role of male teachers. It was measured by asking parents to indicate how good male teachers were when performing the different roles, they were supposed to perform in school.

##### **(b) Independent variable**

(i) Parents' gender. It was measured by indicating the gender of parents. Males were coded as P1 and females as P2.

(ii) Parents' Age. It was measured in years. Parents' age was then categorized into four age groups: (18-30), (31-40), (41-50), (51-60) years.

(iii) Education level of parents. It was measured by indicating a choice from the categories: No primary certificate, primary certificate, secondary certificate, diploma and degree.

(iv) Parents' Level of Income: It was measured by indicating parents' total monthly income which ranged from below Ksh.10000 to above Ksh.40000 and categorized as: (below 10000) (10000-20000) (20001-30000) (30001-40000).

### **3.3 Location of study**

The study was conducted in Vihiga Sub County. Study findings would be generalized to the county. The Maragoli, who form the bulk of Vihiga County, are a sub tribe of the larger Luhya tribe. The values and traditions of the Luhya are ingrained in male patriarchy. The male is the head of the house and the roles are defined for him as the provider and source of security. The woman is designed to be the one bearing and nurturing children and making the home. Although this is slowly changing in the urban scenario, back in the villages, the status quo has not changed. Indeed, Mutsotso and Mukuna (2011) in their findings indicate that female preschool teachers feminize the teaching due to the culture ingrained in them. The effects of this stereotype impact on parents' perception of the role of male teachers in preschool. This had prompted the study in Vihiga Sub County. A report by the sub county quality assurance and standards office (2013) that indicated that performance of boys was way below that of girls, and that the

transition rates for the boys from preschool to primary school were lower than that of girls which was the other reason for selecting the sub-county.

### **3.4 Target population**

The study targeted parents of children in 154 preschools within Vihiga Sub County.

### **3.5 Sampling Technique and sample Size Determination**

#### **3.5.1 Sampling Techniques**

There are a number of techniques which enable us gather sample depending upon the need and situation. Sample of 30% was used, Neumann (2000). Purposively, male respondents were selected from preschools. The researcher purposively picked a male parent instead of the female so as to get the male point of view on participation. All the eleven male parents were sampled for the study. This technique was also used to select respondents for the interview sessions.

#### **3.5.2 Sample Size**

It comprised of male and female parents drawn from the sampled preschools (Mothers:74;87.1% Fathers 11:12.9%). Parents' ages ranged from 18 years to 60years.The parents were: Degree 2, Diploma 31, Certificate 31 Secondary 16 and No Primary certificate 4. The table below presents the total sample of the schools in the study:

**Table 3.1: Sampling Frame**

<b>Preschool Type</b>	<b>No. Of Preschools</b>	<b>Of Sample@30%</b>	<b>No. Of Parents Respondents</b>	<b>%Of Parent Respondents</b>
Public	125	38	74	83.529
Private	28	8	11	16.471
Total	153	46	85	100

As it can be seen in Table 3.1, the total number of respondents from the schools sampled was 85 parents.

### **3.6 Research Instruments**

Questionnaire and interview were used to collect data:

#### **3.6.1 Questionnaire for Parents**

The questionnaire was identified as suitable for the study due to its ease of administration and capability to reach many respondents in a short time and it consisted of two sections A and B.

#### **3.6.2 Interview for parents**

The study was able to get in depth information from the interviews as a data collection tool as compared to the questionnaire which limited the respondent on what to say. The researcher was able to have one on one talk with each of the respondents during the interview. The interview was used to gather detailed information on parents' perceptions on the role of male teachers in preschools.

### **3.7 Piloting**

A pilot study was done by collecting data from parents in two preschools. This was 10% of the population. Mugenda and Mugenda (2003) recommend that a pilot study be done on 10% of the sample population.

#### **3.7.1 Validity of the Instruments**

It was ensured by using content validity. In order to check content validity, the researcher sought expert opinions where the instruments were discussed in line with the objectives.

#### **3.7.2 Reliability of the Instruments**

Cronbachs' Alpha reliability co-efficient was used to calculate the reliability coefficients. Cronbachs' Alpha reliability co-efficient of 0.8 was achieved hence the instruments were reliable. Triangulation was also used to check on credibility and dependability. The same set of questions was subjected to different respondents to get the most accurate representation of the situation being investigated.

### **3.8 Data Collection**

Data was collected in two stages: In stage one the questionnaire was administered to parents, while in stage two parents were interviewed. The parents were invited to schools with the help of head teachers. The interviews begun by an introduction from the researcher and an assurance of confidentiality and autonomy of the respondents.

### **3.9 Data Analysis**

The quantitative data was analyzed using frequencies, percentages, means, and standard deviations, while t-test and ANOVA used to test hypotheses and results presented using tables, figures and text.

#### **3.9.1 Null Hypotheses**

The null hypotheses tested were:

H01: There is no significant difference in perception of the role of male teachers' in pre-schools between male and female parents.

H02: There is no significant difference in parents' perception on the role of male teachers in pre-schools across various ages.

H03: There is no significant difference in parents' perception on the role of male teachers in pre-schools across various levels of education.

H04: There is no significant difference in parents' perception on the role of male teachers in pre-schools across various levels of income.

### **3.10 Logistical and Ethical Considerations**

#### **3.10.1 Logistical Considerations**

The researcher after obtaining letter from graduate school of Kenyatta University, permission to collect data was obtained from relevant authorities. After going through the laid down procedures of applying for a research permit, the researcher was issued with a permit from NACOSTI and then obtained approval from relevant authorities before

collecting data. This would ensure that they can autonomously participate in the study or seek to withdraw without fear of penalization.

The researcher visited sampled schools to introduce herself to the head of institution, who then allowed her to issue questionnaires to the sampled respondents. She made appointment on convenient time to come to pick the filled in questionnaires, which was between one day and two weeks. After the agreed time expired, the questionnaires were picked and the respondents thanked for their co-operation. Appointments for interviews were made before the interviews were done.

### **3.10.2 Ethical considerations**

The names of the respondents were coded and all the information kept confidential. The researcher also got consent from the head teachers for the interviews and questionnaires to be distributed in their institutions. The researcher respected the rights of individuals to safeguard their personal integrity. This was done by assuring them of anonymity and confidentiality. Findings and interpretations of this research were honestly and objectively presented.

**CHAPTER FOUR**  
**PRESENTATION OF FINDINGS, INTERPRETATION AND**  
**DISCUSSION**

**4.1 Introduction**

The results have been presented as per the objectives of the study which have been stated as follows:

- (i) To establish parents' perception of the role of male teachers' in pre-schools based on gender in Vihiga Sub-county
- (ii) To find out the difference in parents' perception on the role of male teachers in pre-schools across various ages.
- (iii) To find out the difference in parents' perception on the role of male teachers in pre-schools across various levels of education.
- (iv) To establish the difference in parents' perception on the role of male teachers in pre-schools across various levels of income.

The general and demographic results have been discussed first and subsequent presentation of descriptive and inferential statistics follows.

**4.2 General and Demographic information**

**4.2.1 General Information**

Questionnaires were obtained from 100% of the respondents.

## 4.2.2 Demographic information of the respondents

The main aspects considered were the gender of the respondents, age, and professional qualification. The others include level of education and monthly income.

### 4.2.2.1 Gender

It was the first item on the section and the findings are indicated in Table 4.1.

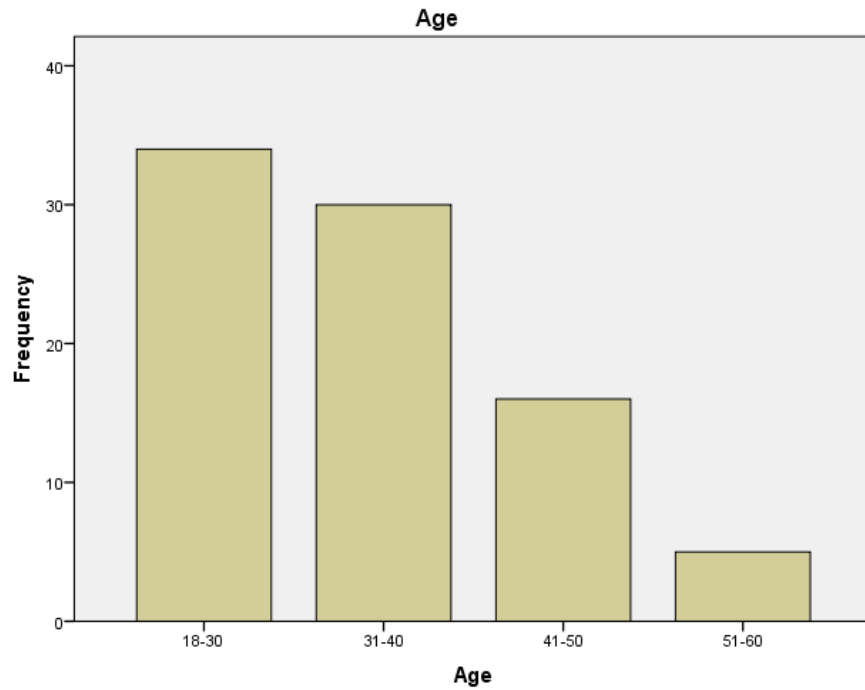
**Table 4.1: Distribution of the respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	11	12.9
Female	74	87.1
Total	85	100.0

As shown in Table 4.1 Female respondents were the majority at (87.1%)

### 4.2.2.2 Age

The study also investigated age of the respondents and the results have been presented in Figure 4.1 below.

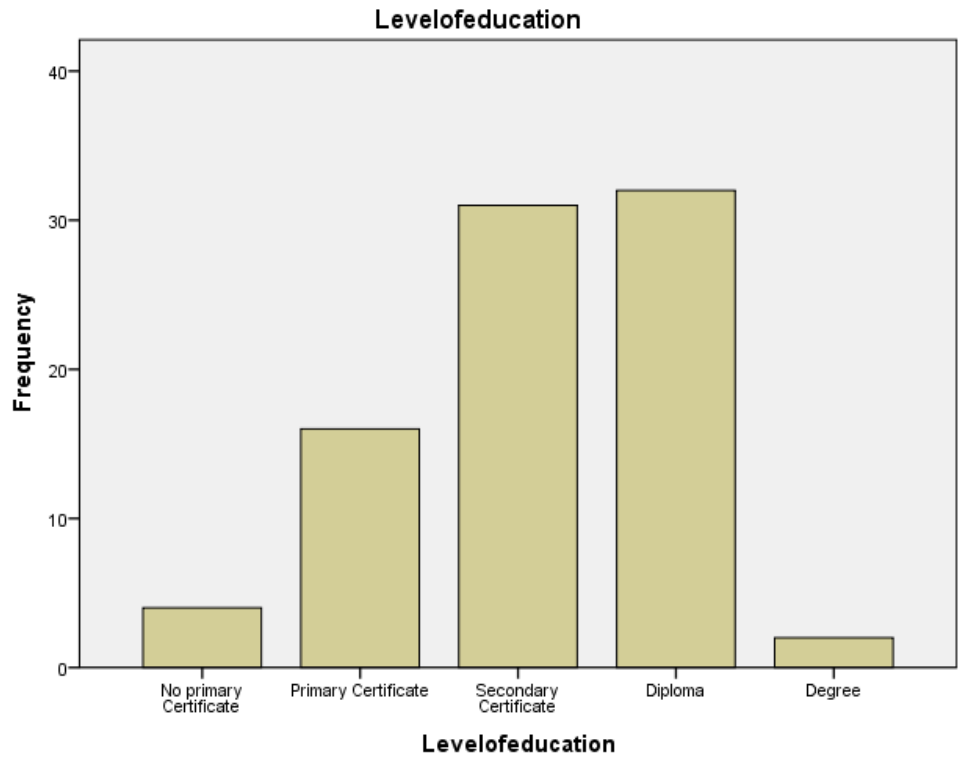


**Figure 4.1: Age of respondents**

As shown in Figure 4.1, the largest proportion of respondents was aged 18-30 years. This means that majority of the parents of preschool children were young.

#### **4.2.2.3 Level of Education**

Parents' level of education was determined and figure 4.2 presents the findings.



**Figure 4.2: Parents’ Levels of Education**

As shown in figure 4.2 majority of parents’ level of education was secondary and diploma.

**4.2.2.4 Monthly Income**

Determining the respondents’ level of income enabled the researcher to ascertain how well or how poorly one is remunerated can affect their thinking. The researcher established mixed perception from both male and female parents irrespective of monthly income. Table 4.2 presents the information.

**Table 2.2: Distribution of Parents' Monthly Income**

	<b>Frequency</b>	<b>Percent</b>
Below Kshs. 1000	66	77.6
10000-20000	16	18.8
20001-30000	1	1.2
30001-40000	2	2.4
Total	85	100.0

Table 4.2 shows that the majority of the respondents were earning below Kshs.1000.

#### **4.3 Parents' Perception of Role of Male Teachers' in Pre-Schools**

The first objective of the study was to establish parents' perception of the role of male teachers' in pre-schools based on gender. To achieve the objective, the perception of both male and female parents on the role of male teachers in pre-schools was measured. The results are as shown in Table 4.3.

**Table 4.3 Parents' Perception of the Role of Male Teachers' in Preschools**

	Poor		Fair		Good		Excellent	
	f	%	f	%	f	%	f	%
Taking care of children	10	11.8	38	44.7	27	31.8	10	11.8
Communicating with parents	3	3.5	30	35.3	40	47.1	12	14.1
Patient with children	14	16.5	38	44.7	23	27.1	10	11.8
Preventing child abuse	7	8.2	31	36.5	37	43.5	10	11.8
Disciplining children	9	10.6	24	28.2	41	48.2	11	12.9
Dedicated to work	6	7.1	26	30.6	29	34.1	23	27.1
Role models	9	10.6	34	40.0	28	32.9	14	16.5
Relates well with parents	4	4.8	29	34.5	30	35.7	21	25.0
Teaching children	4	4.7	28	32.9	30	35.3	23	27.1
Management of children	10	11.8	33	38.8	34	40.0	8	9.4

Table 4.3 shows that parents' perception of the role of male teachers' in preschools ranged from poor to excellent. The overall mean scores in parents' perception of the role of male teachers' in preschools were calculated and the results have been presented in Table 4.4.

**Table 4.4: Mean Scores in Parents' Perception of the Role of Male Teachers' in Preschools**

Gender	N	Mean	Std. Dev.
Male	11	2.71	.378
Female	74	2.61	.671
Total	85	2.66	.525

As shown in Table 4.4 the overall mean scores in parents' perception of role of male teachers' in preschool was 2.66. The result implies that parents' perception of role of male teachers in preschools was low.

The difference in between in parents' perception of the role of male teachers' in preschools was also determined using t-test and the results have been presented in Table 4.5.

**Table 4.5: Independent Samples t-test of Equality of Means**

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
Average parent Role perception	Equal variances assumed	4.77	.032	.46	82	.647	.095	.208	-.318	.509	
	Equal variances not assumed			.69	21.08	.498	.095	.138	-.192	.383	

Table 4.5 shows that the difference between male and female parents' perception of the role of male teachers' in preschools mean scores was .095 with a p-value of .647 level of significance (2tailed) implying that the difference between the two means was not significant at .05. The null hypothesis was therefore accepted meaning that male and female parents' perception of the role of male teachers' in preschools was similar.

The results from interviews with the parents had revealed that the parents' were doubtful of the patience of the male teachers and inability to manage their children's behavior. The female parents noted that learners were quiet and

observant with the male teacher and only loosened up when they felt secure with the teacher and it took hard work on the teacher's side to win the children's trust.

On the other hand, not all respondents had negative perceptions on male teachers teaching in preschools. Some parents indicated that male preschool teachers were dedicated to their task were disciplined and followed the laid down procedures in teaching. They were also very patient with children as evidenced by the fact that they kept close to the children and the children loved them. The parents also reported that they could easily discuss children's problems with male teachers who were not as rude as their female counterparts.

The findings are comparable to those found by Sanders (2002) whose study established that women and the society in general were more comfortable working with women at preschools than working with males. The findings also agree with those reported by Berrin, Necdet, Zeynep, Ozlem and Figen (2014) who did a study in Turkey. Results from data analysis had shown that the majority of the parents viewed preschool teaching as female's domain due to the society stereotypes and traditional gender roles. Similarly, Turan (2017) found that parents had negative attitudes towards male teachers, were concerned that male teachers might abuse their children, felt that male teachers could not properly handle children's self-care and have problems communicating with girls because they were not mothers.

In Greece, Rentzou (2011) found majority of the parents supported employment of more male teachers and recognized the challenges they encountered the results

which are contrary to the findings of this study. Likewise, Yulindrasari (2017) investigated the conflicting social perceptions of men who teach in Indonesian kindergartens. Results had shown that the respondents had positive perceptions of ECE male teachers.

Sari and Basarir (2016) did a study to analyze teachers' perceptions of female teacher and male teacher within traditional gender roles. Results from data analysis had shown that meanings that male and female teachers attributed to their roles were related to traditional gender roles in their community, results which are supported by the findings of this study.

#### **4.4 Parents' Age and Perception of Role of Male Teachers in Pre-Schools**

The second objective was to find out the difference in parents' perception on the role of male teachers in pre-schools across various ages. To achieve the objective mean scores in parents' perception of the role of male teachers were determined and the results are shown in table 4.6.

**Table 4.6: Mean Scores of parents' perception of Role of Male Teachers in Pre-Schools by Age**

Age Range	N	Min.	Max.	Mean	Std. Dev.
18-30	33	2	4	2.88	.487
31-40	30	2	4	2.60	.635
41-50	16	1	4	2.41	.675
51-60	5	1	3	1.84	.673
<b>Total</b>	<b>84</b>	<b>1</b>	<b>4</b>	<b>2.63</b>	<b>.639</b>

As it can be seen in Table 4.6 the mean scores in parents' perception of role of male teachers' in preschool across the various age ranges ranged from 1.84 to 2.88. The overall mean scores in parents' perception of role of male teachers' in preschool by age was 2.63. The results imply that parents' perception of role of male teachers in preschools was low.

ANOVA was used to determine whether the difference in parents' perception of role of male teachers in preschools across various ages was significant and the results have been presented in Table4.7.

**Table 4.7: ANOVA Results on Parents' Perception of of Role of Male Teachers in Pre-Schools by Age**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.996	3	1.999	5.726	.001
Within Groups	27.926	80	.349		
Total	33.922	83			

Table 4.7 shows that the F statistic was 5.726 with a p-value of .001. The results imply that the mean difference in parents' perception of of role of male teachers in preschools across various ages was highly significant and hence the null hypothesis was rejected.

Ahmad, Al-Zboon, Alkhaldeh, Al Khatib (2017) found that less than 1 % of the preschool teachers were males and younger parents accepted males' teachers more than older parents, results which correspond to findings of this study.

The study findings are also supported by Lareau (2002) who found that parents of low socio-economic status were not ready to participate in children's education. The findings are similar to those reported by Muthima, Udoto and Anditi (2016) found that the quality of teachers and pupils' sanitary facilities were inadequate and influenced parents' perceptions of education.

#### 4.9 Parents' Education and Perception of the Role of Male Teachers in Pre-Schools

The third objective was to find out the difference in parents' perception on the role of male teachers in pre-schools across various levels of education. To realize the objective, mean scores of parents' perception of role of male teachers in pre-schools by level of education were calculated. Table 4.8 presents the results.

**Table 4.8: Mean Scores of parents' perception of Role of Male Teachers in Pre-Schools by Level of Education**

Level of Education	N	Min.	Max.	Mean	Std. Dev.
No primary Certificate	4	2	4	2.88	.695
Primary Certificate	16	1	4	2.43	.552
Secondary Certificate	31	1	4	2.60	.716
Diploma	31	1	4	2.74	.600
Degree	2	2	3	2.30	.424
<b>Total</b>	<b>84</b>	<b>1</b>	<b>4</b>	<b>2.63</b>	<b>.639</b>

Table 4.8 shows that parents' perception of role of male teachers' in preschool across the various levels of education ranged from 2.30 to 2.88. The overall mean scores in parents' perception of role of male teachers' in preschool by age was 2.63. The results imply that parents' perception of role of male teachers in preschools was low.

ANOVA was used to find out whether the difference in parents' perception of role of male teachers in preschools across various ages was significant and results are shown in Table 4.9.

**Table 4.9: ANOVA Results on Parents' Perception of Role of Male Teachers in Pre-Schools by Level of Education**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.540	4	.385	.939	.446
Within Groups	32.383	79	.410		
<b>Total</b>	<b>33.922</b>	<b>83</b>			

Table 4.9 shows that the F statistic was .939 with a p-value of .446. The results imply that the mean difference in parents' perception of role of male teachers in preschools across various ages was not significant and hence the null hypothesis was accepted.

Okoth (2012) found that most ECDE teachers' level of education was considered inadequate to implement the ECDE curriculum. The study also revealed that there was teacher shortage in most of the ECDE centres, results which are supported by findings of this study.

The results are also similar to those reported by Nyakundi, Begi and Kang'ethe (2017) who had established that in Nairobi County, parents' level of education and income influenced parents' perception on pupils' school readiness.

#### 4.6 Parents' Income and perception of the Role of Male teachers in preschool

The fourth objective was to establish the difference in parents' perception on the role of male teachers in preschools across various levels of income. This was achieved by first calculating the mean scores of parents' perception of role of male teachers in preschools by level of income. Table 4.10 shows the findings.

**Table 4.10: Mean Scores of parents' perception of Role of Male Teachers in Pre-Schools by Level of Income**

Income	N	Min.	Max.	Mean	Std. Dev.
Below Kshs. 10000	66	1	4	2.63	.702
10000-20000	15	2	3	2.59	.328
20001-30000	1	3	3	2.70	.
30001-40000	2	2	3	2.60	.566
Total	84	1	4	2.63	.639

As it can be seen in Table 4.10 parents' perception of role of male teachers' in preschool across the various levels of income ranged from 2.59 to 2.70. The overall mean scores in parents' perception of role of male teachers' in preschool by income was 2.63. The results imply that parents' perception of role of male teachers by level of income was low.

The difference in parents' perception on the role of male teachers in pre-schools across levels of income was determined using ANOVA and the results have been presented in Table4.11.

**Table 4.11: ANOVA Results on Parents' Perception of of Role of Male Teachers in Pre-Schools by Level of Income**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.026	3	.009	.021	.996
Within Groups	33.896	80	.424		
Total	33.922	83			

Table 4.11 shows that the F statistic was .021 with a p-value of .996. The results imply that the mean difference in parents' perception of of role of male teachers in preschools across various levels of income was not significant and hence the null hypothesis was accepted.

The results correspond to those of Kapinga (2014) which found that parents with low socio-economic status were less concerned with the education of their children because they were not able to provide them with basic requirements. The results also concur with findings from a study conducted in Nigeria by Olowale (2003) had found that parents' socioeconomic status was correlated to child abuse.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the findings of this study, highlighting conclusions and giving recommendations for further study.

#### 5.2 Summary of the study

Parents' perception of role of male teachers in preschools was low. The difference between male and female parents' perception of the role of male teachers was not significant. The mean difference in mean scores was .095 with a p-value of .647 level of significance (2tailed).

The mean difference in parents' perception of of role of male teachers in preschools across various ages was highly significant. The F statistic was 5.726 with a p-value of .00 level of significance (2tailed). The results mean that parents' perception of of role of male teachers in preschools was influenced by parents' age.

The mean difference in parents' perception of role of male teachers in preschools across various levels of education was not significant. The results mean that parents' perception of of role of male teachers in preschools was not influenced by their level of education. The F statistic was .939 with a p-value of .446 level of significance (2tailed).

The mean difference in parents' perception of of role of male teachers in preschools across various levels of income was not significant. The F statistic was .021 with a p-

value of .996 level of significance (2tailed). Parents' perception of of role of male teachers in preschools was not influenced by parents' level of income.

### **5.3 Conclusions**

The first objective was to establish parents' perception of the role of male teachers' in pre-schools based on gender in Vihiga Sub-county. The mean difference in mean scores was .095 with a p-value of .647 level of significance (2tailed) and parents' perception of the role of male teachers' in pre-schools was found to be low and negative.

In the second objective the researcher was to parents' perception on the role of male teachers in pre-schools across various ages. Results revealed that the mean difference in parents' perception of role of male teachers in preschools across various ages was highly significant. The F statistic was 5.726 with a p-value of .00 level of significance (2tailed). It therefore apparent that parents' perception of the role of male teachers in preschools was influenced by parents' age.

The third objective was to determine parents' perception across various levels of education. Finding had shown that the mean difference in parents' perception of role of male teachers in preschools across various levels of education was not significant. It is therefore evident that parents' perception of role of male teachers in preschools was not influenced by their level of education.

In the last objective the study was to find out parents' perception on role of male teachers across various levels of income. Results had shown that the mean difference in parents' perception of role of male teachers in preschools across various levels of

income was not significant. It was therefore clear that parents' perception of role of male teachers in preschools was not influenced by parents' level of income.

## **5.4 Recommendation of the Study**

### **5.4.1 Parents**

- (i) Attend sensitization programs on role of male teachers in preschools to change the negative attitude towards male teachers.
- (ii) Recognize the role played by male preschool teachers. This is because parents and community feel that preschool is a domain for female teachers.
- (iii) Have positive perception of the role played by male preschool teachers. This is because the parents' perception of male teachers in preschools was negative and low.
- (iv) Recognize and appreciate the role played by male teachers in preschools. This is because majority of parents felt that male teachers did not have a role to play.

### **5.4.2 Teachers**

Sensitize parents on the importance of gender equity in teaching of pre-school children to change the negative attitude towards male teachers. This is because many parents felt that male teachers do not have a role to play in preschools.

### **5.4.3 School Management**

- (i) Improve salaries of preschool teachers to attract more male teachers to join the profession. This was because the number of male teachers in preschools was small.

- (ii) Organize programs to sensitize parents and the school community on the role played by male preschool teachers and to change the negative attitude towards male teachers. This is because parents' attitudes towards male teachers were negative.

#### **5.44 Policy makers**

- (i) Formulation of policy to support employment of more male teachers in preschools. This was because the number of male teachers in preschools was small.
- (ii) Improve salaries of preschool teachers to attract more male teachers to join the profession. This is because male teachers are bread winners and so depended by the family.

#### **5.5 Recommendations for Further Research**

There is need to conduct the study in the whole county to understand how parents perceive the role of preschool teachers and the factors influencing it. The study focused on parents' demographic factors, there is need to focus on teachers' perception of their roles and the factors influencing it.

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**APENDIX I: PARENTS' CONSENT TO PARTICIPATE IN THE STUDY**

My name is Avoga Elisheba a master's student in Early Childhood Education, Kenyatta University, carrying out a study on Demographic factors influencing parents' perception of role of male teachers in pre-schools in Vihiga.

**Confidentiality**

Parents will not be required to write their names on the questionnaires.

**Parents' Statement**

I understand that the information provided will be kept private and will not be used against me and I may opt out of the study at any time.

Name of Parent.....

Signature/Thumbprint..... Date.....

**Investigator's**

**Signature**.....

I, the undersigned, have explained to the volunteer in a language he or she understands, the procedures to be followed in the study, and benefits involved.

**Name of the interviewer**.....

**Signature**

..... **Date**.....

## APPENDIX II: QUESTIONNAIRE FOR PARENTS

Dear sir/Madam,

I am a master's student in Early Childhood Education, Kenyatta University, carrying out a study on Demographic factors influencing parents' perception of role of male teachers in pre-schools in Vihiga sub county, Kenya

### Section A: Demographic information

Tick or write the appropriate response.

1. What is your gender? Male ( ) Female ( )

2. What is your age?

18-30years ( )

31-40years ( )

41-50Years ( )

51-60years ( )

Over 60 years ( )

3. What is your marital status? Single ( ) Married ( ) Separated ( ) Divorced ( ) Widowed ( )

4. What is your level of education? No primary certificate ( ) Primary certificate ( ) Secondary Certificate ( ) Tertiary Certificate Diploma ( ) Degree ( ) None

6. What is your monthly income?

Below Kshs. 10,000( )

Kshs. 10,000-20,000( )

Kshs. 20,001-30,000( )

Kshs. 30,001- 40,000( )

Kshs. 40,001-50,000( )

Above Kshs. 50,000( )

**Section B: Parents' Perception of the Role of Male Teachers**

Please tick the appropriate response regarding what you think about having a male pre-school teacher for your child.

	<b>Perception</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
1	Taking care of children				
2	Communicating with children and s				
3	Patience with children				
4	Preventing child abuse				
5	Disciplining children				
6	Dedication to work				
7	Role models for young children				
8	Relating well with parents				
9	Teaching children				
10	Managing children's behaviour				

### **APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS**

1. What are the advantages of having a male preschool teacher for your child?
2. What are the disadvantages of having male preschool teacher for your child?
3. How did you react when you learned that the teacher of your child was a male?

## APPENDIX IV: RESEARCH PERMIT DOCUMENTS

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the License and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This License does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this License including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,  
Technology and Innovation

RESEARCH CLEARANCE  
PERMIT

Serial No.A **17614**

CONDITIONS: see back page

**THIS IS TO CERTIFY THAT:  
MS. AVOGA ELISHEBA  
of KENYATTA UNIVERSITY, 0-50310  
Vihiga, has been permitted to conduct  
research in Vihiga County**

**on the topic: DETERMINANTS OF MALE  
TEACHER PARTICIPATION IN TEACHING  
CHILDREN IN PRE SCHOOL UNITS IN  
VIHIGA SUB COUNTY, KENYA**

**for the period ending:  
22nd February, 2019**



**Applicant's  
Signature**

**Permit No : NACOSTI/P/18/36189/21512  
Date Of Issue : 22nd February, 2018  
Fee Received : Ksh 1000**



**Director General  
National Commission for Science,  
Technology & Innovation**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: 020 400 7000,  
0713 788787,0735404245  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Wariyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref No. **NACOSTI/P/18/36189/21512**

Date **22<sup>nd</sup> February, 2018**

Avoga Elisheba  
Kenyatta University  
P.O. Box 43844-00100  
NAIROBI.

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on “*Determinants of male Teacher participation in teaching children in pre school units in Vihiga Sub County, Kenya*” I am pleased to inform you that you have been authorized to undertake research in **Vihiga County** for the period ending **22<sup>nd</sup> February, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Vihiga County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission **within one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

*G.P. Kalerwa*

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Vihiga County.

The County Director of Education  
Vihiga County.

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Email: vihigacc1992@gmail.com  
Telephone: Vihiga0771866800  
When replying please quote

COUNTY COMMISSIONER,  
VIHIGA COUNTY,  
P.O. BOX 75-50300,  
MARAGOLI.

REF: VC/ED.12/1 VOL.II/19

6<sup>th</sup> March, 2018

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION – AVOGA ELISHEBA**

This is to introduce to you Avoga Elisheba who is a student of Kenyatta University to carry out research on “*Determinants of male Teacher participation in teaching children in pre school units in Vihiga Sub county, Kenya*” for a period ending 22<sup>nd</sup> February, 2019.

Kindly accord her all the necessary assistance.

  
J. K. Chelimo  
COUNTY COMMISSIONER  
VIHIGA COUNTY.



**MINISTRY OF EDUCATION**  
**STATE DEPARTMENT OF EDUCATION**

Telegrams: .....  
Telephone: (056) 51450  
When replying please quote

COUNTY EDUCATION OFFICE,  
VIHIGA COUNTY,  
P.O. BOX 640,  
**MARAGOLI.**

**REF: CDE/VC/ADM/VOL.2/39/69**

**9<sup>th</sup> March, 2018**

**TO WHOM IT MAY CONCERN**

**RE: AUTHORITY TO CONDUCT RESEARCH**  
**M/s. Elisheba Avoga**

Reference is made to your letter **Ref No. NACOSTI/P/18/36189/21512** dated 22<sup>nd</sup> February, 2018.

Permission is hereby granted to the above named student from Kenyatta University-Nairobi, to conduct research on "**Determinants of male Teacher participation in teaching children in pre-school units**" in Vihiga Sub-County, Vihiga County to enable her write a thesis as required by her Institution.

Kindly note, in order for the office to be informed a copy of the same be shared with the County Education office for intervention purposes upon completion of the research.

Awuor T. A  
County Director of Education  
**VIHIGA COUNTY**



**Cc**  
County Commissioner  
**VIHIGA**



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 020-8704150

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

**Internal Memo**

**FROM:** Dean, Graduate School

**DATE:** 2<sup>nd</sup> February, 2018

**TO:** Avoga Elisheba  
C/o Department of Early Childhood

**REF:** E55/OL/22253/2011

**SUBJECT: APPROVAL OF RESEARCH PROPOSAL**

=====

This is to inform you that Graduate School Board, at its meeting on 10<sup>th</sup> January, 2018 approved your Research Proposal for the M.Ed. Degree entitled, "Determinants of Male Teacher Participation in Teaching Children in Pre School Units in Vihiga Sub County, Kenya."

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

**JULIA GITU**  
**FOR: DEAN, GRADUATE SCHOOL**

CC. Chairman, Department of Early Childhood Studies

**Supervisor:**

1. Dr. Wambiri Gladwell  
C/o Department of Early Childhood Studies  
**Kenyatta University**
2. Dr. Nyakwara Begi  
C/o Department of Early Childhood Studies  
**Kenyatta University**

JG/mm



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

Our Ref: E55/22253/2011

DATE: 2<sup>nd</sup> February, 2018

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
**NAIROBI**

Dear Sir/Madam,

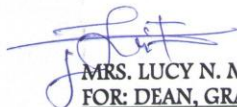
**RE: RESEARCH AUTHORIZATION FOR AVOGA ELISHEBA – REG. NO. E55/22253/2011**

I write to introduce Ms. Avoga Elisheba who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the **Department of Early Childhood Studies**.

Ms. Avoga Elisheba intends to conduct research for a M.Ed Proposal entitled, **“Determinants of Male Teacher Participation in Teaching Children in Pre School Units in Vihiga Sub County, Kenya”**.

Any assistance given will be highly appreciated.

Yours faithfully,

  
**MRS. LUCY N. MBAABU**  
**FOR: DEAN, GRADUATE SCHOOL**

JG/rwm