

**THE RECRUITMENT AND RETENTION OF MALE EDUCATORS IN PRESCHOOL
CENTRES IN ONE EDUCATION DISTRICT IN THE EASTERN CAPE PROVINCE**



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CENTRES IN ONE EDUCATION DISTRICT IN THE EASTERN CAPE PROVINCE**



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201607448

**A DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTER OF EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF FORT HARE**

**SUPERVISOR
PROFESSOR CHINEDU OKEKE**

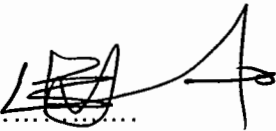
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DECLARATION

I, Nyanhoto Enock (Student Number: 201607448), do hereby declare that the work contained in this dissertation is my own, except where due acknowledgement is given with references. This dissertation has never been submitted to any university or institution of higher learning for any qualification or certificate.

Signed.....

Date 12/06/2017



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DEDICATION

This work is dedicated to my lovely wife, Dr Rumbidzai Nyanhoto for all the love, support and encouragement to pursue this route of furthering my education. This work is also dedicated to my two sons, Brendon Anotidaishe and Abraham Tafara Nyanhoto for supporting me all the way.

To my unborn daughter, Makanaka, this dissertation is also dedicated to you too.

May God richly bless you for the love and support you have given me.



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I would also like to extend my appreciation and thanks to all participants. Thank you for opening up and sharing your experiences with me.

A special thanks also goes to the Education Department (Provincial and East London District) officials who issued the research clearance that allowed me to proceed with this study.



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ABSTRACT

This study focused on the recruitment and retention of male educators in preschool centres in one education district in the Eastern Cape Province. Early Childhood Care Education (ECCE) is a female dominated sector. The National Integrated Early Childhood Development (ECD) Policy of 2015 is silent on issues with regards to the recruitment and retention of male preschool educators. This is despite the recommendations of the 2014 National ECD Audit, which recommended the recruitment of male preschool educators. The research drew its theoretical framework from the social role theory. Social role theory of gender differences proposes that most behavioural differences which are attributed to males and females are the consequence of cultural stereotypes concerning gender with respect to how males and females are believed to act and the resulting social roles which are taught to young people. It recognises the historical division of labour between women, responsibilities at home and outside the home. This study employed an interpretivist paradigm and a qualitative approach to gain an understanding of the suitable strategies to recruit and retain male educators in the preschool centres. Purposive sampling was used to select ten participants consisting of 2 officials from the Department of Education, 2 principals of preschool centres, 2 owners of preschool centres, 2 male foundation phase educators and 2 female preschool educators. Results indicated that there were no male preschool educators in the East London Education district and 2 male foundation phase educators were used to get the closest comparable result. The study also revealed that various reasons that range from culture, stigma, fear and prejudice, low status of ECCE and training providers are factors contribute to males shunning away from the profession. The results also indicated that male educators, as role models and father figures, can actually benefit children and the ECCE sector as male preschool educators. Again, the results showed that male educators viewed the ECCE sector as a hostile working environment and lack of policies aimed at recruiting male educators as some of the reasons why they are few in this part of the teaching profession. Furthermore, the study concluded that awareness programmes with parents and community, improvement in salary, working conditions and status of ECCE and providing bursaries for males to train as preschool educators are some of the strategies that can be implemented to recruit and retain male preschool educators. The study recommends that the government, through the Departments of Education and Social Development, should embark on a nationwide awareness campaign to educate all concerned role players in the ECCE about the new Integrated ECD Policy and the recruitment of male preschool educators.

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CHAPTER 1

RESEARCH CONTEXT

1.0 Introduction

The field of Early Childhood Development Care and Education (ECCE) is largely dominated by females and traditionally, this has been seen as a women's domain. Drudy (2008) noted that gender prejudice and stereotyping appear to be some of the reasons why there are few male teachers in preschools. A plethora of literature suggests that the ECCE sector is female dominated, but little is known about the recruitment and retention of male educators within preschools (Drudy, 2008; Mashiya, 2014; Koch & Farquhar, 2015). The National Integrated Early Childhood Development policy (Government of South Africa, 2015) is silent on issues with regards to recruitment and retention of male educators within preschools, yet the National Development Plan 2030 (National Planning Commission, 2013) acknowledges the significant role of ECCE in addressing unequal opportunities for children.

It would seem likely that little action is being done to improve ECCE services in terms of recruiting and retaining male educators. Mathwasa and Okeke (2016) found that even though teachers may want to involve fathers in their children's early childhood education, they could not do so as the majority was absent from their families. It is for this reason that some scholars (Anliak & Sahin-Beyazkurk, 2008; Erden, Ozgun & Ciftci, 2011) had earlier suggested that the recruitment of male teachers may enable the system to have male figures that would function as auxiliary and substitute father figures given that fathers seem to be absent in some children's lives for one reason or another.

It would therefore appear that the insignificant number of males in preschools is a disadvantage to those children who require male figures in their lives as role models. However, little or nothing is known about ways to recruit and retain male educators in preschools. Nonetheless, research suggests that the presence of more male educators in the preschool sector is important in promoting affirmative behaviour patterns in children, especially boys, in relation to their attitudes to learning (Martino & Rezai-Rashti, 2012). It was therefore necessary to investigate recruitment and retention of male educators within preschools.



1.1 Background of the study

The purpose of this research was to investigate recruitment and retention of male educators in the preschool centres in one Education District in the Eastern Cape Province. The research sought to respond to the present lack of male educators in preschools. Research studies (Mukuna & Mutsotso, 2011; Petersen & Pekter, 2011; Mashiya, 2014) have shown that there is great shortage of male preschool educators as a result of the general perception that preschool education is the sole preserve of women. Traditional values tend to portray caring for small children as a duty which needs to be performed by women only (Drudy, 2008). Njoki (2009) found that research conducted in Canada and the United States revealed quite conclusively that there are deep-rooted cultural values which underlay the belief that only women should teach in preschools and junior grades.

In Australia, there is a specific policy document on recruitment of preschool teachers. The Recruitment and Selection of Teaching Staff in Preschools policy (Government of Australia, 2016:4) outlines the principles and process for the appointment of teaching staff in preschools. Gender prejudice and stereotyping play a significant role in maintaining a status quo in which there are small numbers of men involved in the teaching of young children, which is often expressed through the ingrained belief that teaching young children is “a woman’s job” (Drudy, 2008: 314). Lack of public acceptance of men as educators of young children is also the result of perceptions of the ‘unnaturalness’ of males performing basic child care tasks (Clyde, 1994, cited by Njoki, 2009) and the stigma resulting from males committing child abuse. This issue of equating teaching with care and care with being female simultaneously keeps women in and men out of early education practice including even the recruitment and retention of them (Weaver-Hightower, 2011).

Research suggests that there is a “glass door” which impedes men from entering and participating in early childhood care and education (Koch & Farquhar, 2015). Koch and Farquhar (2015) go on to explain that although these “glass doors” are invisible, unseen, rarely acknowledged and not known until they are walked into, they are real barriers which serve to limit and prevent the involvement of men in ECCE. Although the National Development Plan (National Planning Commission, 2013) acknowledges the significant role of ECCE as a means of overcoming unequal opportunities for children, action is needed to accelerate the availability of ECCE services, which includes promoting the recruitment and retention of male educators within the sphere of ECCE in

South Africa. Australia has a specific policy document on recruitment of preschool teachers.

Societal views and perceptions of male involvement in ECCE tend to be hostile, with widespread fears that men who express interest in working with small children are likely to be viewed as pedophiles (Petersen, 2014). Findings of research conducted by Mashya (2014) revealed that in Finland, the proportion of male elementary school teachers to female is 10 percent, 4 percent in Germany, and only 2 percent in the United States. Furthermore, Mashya (2014) concluded that the problems resulting from gender prejudice and gender stereotyping with respect to male preschool teachers are not confined to South Africa and that research into the causes and possible strategies which may be adopted in order to improve recruitment and retention male educators in preschools is warranted.

According to Petersen and Petker (2011), teaching in the early grades is often accompanied by simplistic images of Foundation Phase teachers as 'nannies' and 'caregivers,' both of which are generally associated with the role of women, rather than that of men, in society. According to Koch and Farquhar (2015), Austria and New Zealand are countries of equivalent magnitudes, aspects of their socio-economic customary bear resemblance to each other, and they have similar systems of ECEC. Although both countries share a low proportion of between 1 and 2 percent of men working in ECEC institutions, the proportion of men in ECEC in New Zealand has recently increased to 2.2 percent (Koch & Farquhar, 2015).

Male teachers can play a very important role in the early education of learners as the above study has suggested. For instance, in a research study conducted in Kenya by

Mukuna and Mutsotso (2011) concerning gender preferences for Early Childhood Development and Education (ECDE) teachers, 33 percent of the male preschool teachers in the sample felt that men were more effective preschool teachers than women, while only 14 percent of the female teachers agreed. Most of the preschool teachers felt that gender did not make a difference, while 66 percent of the men felt that women were preferable in an early childhood classroom; most women maintained that gender did make a difference. A total of 79 percent of the respondents agreed that most male teachers would likely prefer administrative teaching positions. It was found that 86 percent of male preschool teachers felt comfortable teaching preschool children, while 14 percent did not. When those who did not feel comfortable were probed further, they explained that it was how society and parents tended to view them with suspicion, which caused them to experience feelings of discomfort. When male teachers were asked whether they felt inferior to their female counterparts, 98 percent replied that they did not, while a mere 2 percent were not sure of their feelings.

Mukuna and Mutsotso (2011) also discovered that society tends to view males who teach in the foundation phases as males who are uncertain of their own sexual orientation and went on to explain that there is a great deal of suspicion in society towards males who teach in the foundation phases; they are frequently perceived and regarded as being sexual predators and paedophiles who are likely to molest and sexually abuse the young children in their care. By taking the fears and prejudices which prevail in societies into account, this research study sought to formulate strategies to recruit and retain male educators in preschool education, despite the tendency for it to be perceived as work which should be performed by women only. As

has already been mentioned, the negative perceptions of male preschool teachers are not peculiar to South Africa.

Nyoni and Nyoni (2012) have also investigated the common perception that ECCE is an exclusively female domain. Their findings at Masvingo Teachers' College in Zimbabwe revealed that ECCE is indeed a female area, as shown in the year class of 2008-2010 in which from a total of 113 students who enrolled, 103 were female and males were 10. In the 2007-2009 class, 89 students enrolled; 81 were females and 8 were males. In the class of 2006-2008, a total of 103 students enrolled, and of this, 22 were males whereas 81 were females. This also serves to show that the dearth of male teachers in preschools is not only peculiar to South Africa. It is a common trend that warrants investigation into as the causes of many male dropouts in this programme and develop strategies can be put in place to recruit and retain male teachers in this domain.

In addition to the above, Makonye and Ramatlapana (2013) stipulated that there are more female student teachers than males for each cycle. Their findings from enrolment and graduation at a School of Education at a university in Gauteng, South Africa, discovered that in the 2007-2010 class, 294 males registered and from these, 154 graduated. In the class of 2008-2011, 154 males registered, and a mere 57 graduated. In the class of 2009-2012, 192 males registered. From these figures, a scanty 53 males graduated. This data serves to show that the Bachelor of Education Degree in foundation phase is essentially favourable to women, and males drop out due to peer pressure, societal views and perceptions about male teachers in preschools (Mukuna & Mutsotso, 2011; Petersen, 2014). Furthermore, this also explains why there are more females and the possible dearth of male teachers in this domain because fewer males

are graduating despite having a significant number that registers. This data also explains that the dearth of male preschool educators starts from university and teacher college enrolment and graduation before it finally manifests in preschools.

According to the ECD National Audit Report (2014), all the ECD centres audited are female-dominated, with an overwhelming majority of the positions being occupied by women. The report explained that this finding is not a startling one, as women are predominantly involved in the care and fostering of children in the young age cohorts, with female practitioners constituting of 99.1 percent of the staff at ECCE centres in the Eastern Cape, 98.2 percent in the Free State, 99.4 percent in Gauteng, 99.3 percent in KwaZulu-Natal, 99.1 percent in Limpopo, 98.7 percent in Mpumalanga, 99.0 percent in North West, 98.5 percent in the Northern Cape, 99.4 percent in the Western Cape and a total of 99.0 percent for South Africa as a whole. These statistics show quite clearly that there is a dearth of male preschool educators in South Africa.

Mncanca, Okeke and Fletcher, (2016) explain that the ECCE sector in South Africa has had great difficulty in attracting and increasing active participation of black fathers in various ECCE initiatives. This phenomenon can be linked to the lack of male educators at the preschool level, which suggests the advisability of an investigation into strategies to recruit and retain male preschool educators in one Education District in the Eastern Cape.

The importance of including male educators in the preschool sphere has been emphasized by Shonkoff, Richter, Van der Gaag and Bhutta (2012), who explain that various physical development theories place great emphasis on the gross and fine motor skills of children in the preschool age group and the importance of physical

activity in developing these skills. Physical activity forms an essential part of schooling in the early grades. Sak, Sahin and Sahin (2012) found that boys preferred to play with male teachers, hence, this research study endeavoured to develop strategies to recruit and retain male preschool educators in one Education District in the Eastern Cape.

In addition, Sak et al. (2012) found that female preschool teachers not only think that their male counterparts are innovative problem-solvers and better disciplinarians, but also that they encourage the development of social and emotional skills of children by serving as positive male role models. In the process, they also contribute towards removing the existing bias against male preschool teachers. In the light of these findings and the generally low numbers of male teachers participating in the ECCE sphere, this research study also endeavoured to develop strategies to deal with and to overcome those prejudices which prevail concerning male teachers in the preschool centres in one Education District in the Eastern Cape.

The lack of male teachers in education, particularly at the preschool level, is a problem for education in South Africa (Petersen, 2014). Furthermore, this trend goes against the democratic and non-discriminatory principles and values which schools and the education system is committed to promoting. Gender imbalance has to be rectified as children will continue to acquire perceptions concerning gender relations which are inherently sexist. More research concerning the prevalence of paedophilia in the early grades is needed in order to rectify existing perceptions and to educate both the public at large and those working in the teaching profession concerning the fact that not all men have such tendencies (Mashiya, 2014). Male teachers seem to be extremely important when it comes to children who are coming from female headed households

where in most cases, discipline and drug abuse issues are most prevalent (Hutchings et al., 2008; Spring, 2010; Petersen, 2014).

The endeavour to develop strategies to attract, recruit and retain male preschool educators has, to a large extent, been prompted by the growing concern in South Africa. A high percentage of men are either not actively involved in or are absent from the lives of their children in their early educational activities (Mathwasa & Okeke, 2016). Studies indicate that black fathers, more than those of any other race in South Africa, are more likely to be absent in the lives of their children (Richter et al., 2010; Richter et al., 2012; April & Soomar, 2013; Mncanca, et al., 2016). The White Paper on Families in South Africa (2013) identifies various problems which undermine the stability of families, such as divorce, absent fathers, single parenting and merged families, all of which, in turn, have a detrimental effect on the stability of society as a whole. The sense of earnestness to provide more male role models in their lives is clear (Grantham & Henfield, 2011; Henfield, 2013).

In South Africa, as well as in many other countries around the world, the undersized supply of male teachers increasingly becomes a challenge to providing quality education to all (Arends & Phurutse, 2009). Steyn, Harris and Hartell (2011) further support this view when they stated that ECCE is affected more severely by this as there is a serious shortage of well-trained, qualified male teachers at this level. However, student admission in teacher education programmes at South African universities, mostly in ECCE, remains predominantly White, middle class and female, and there are few signs that this is changing (Department of Education, 2006; Green, 2010). It appears that preschools are able to recruit and retain female educators, but the same

cannot be said of males. Low wages are a barrier to recruiting and sustaining male educators in ECCE (Svodziwa & Chipfakacha, 2016). The body of literature demonstrates the importance of role models in the lives of learners, susceptible children and youth, having virtually no or few males as teachers as being problematic (Bryan & Ford, 2014).

While there is a body of work on the recruitment and retention of teachers, there is little work in the area that distillates on recruitment and retention of males in preschools (Arends & Phurutse, 2009; Green, 2010; Svodziwa & Chipfakacha 2016). Chandler (2010) argues that there is no consensus on what keeps individuals working in a certain domain or sector. Svodziwa and Chipfakacha (2016) argue that majority of female trainees are motivated by the passion to care for children since most of these trainees are already mothers. They further state that men are generally find it hard to work with children; this is largely because of the implied social allocation of gender roles. The study sought to fill this gap by seeking the reasons as to why preschools seem to be able to recruit and retain more female than males.

In their research Rentzou and Ziganitidou (2009) found the lack of male preschool teachers to be the result of inappropriate career guidance and information and of prejudice and narrow-minded perceptions. They maintain that society is prejudiced and holds that men are not able to care for young children and that early childhood education is a female profession. On the other hand, they acknowledge that men have an important role to play and that their numbers should increase at the preschool level, as they are able to help children to develop communication skills and also assist the emotional development of children whose parents are divorced. It is against this

background that this research sought to determine strategies to recruit and retain male preschool educators in one Education District in the Eastern Cape.

1.1.1 The National Integrated Early Childhood Development Policy and the recruitment of male educators

In many countries, particularly in central and northern Europe, a number of policies have been implemented with the objective of raising the proportion of men in ECEC (Emilsen, 2012; Icken, 2012; Koordinationsstelle, 2013; Rohrmann, 2012; Spence, 2008; Vandenbroeck & Peeters, 2008). According to the recommendations of the National ECD Centre Audit (2014), it was noted that the ECCE sector is female dominated, with over 90 percent of all staff being female. The concerned departments should decide whether more should be done to promote the field among males. However, the National Integrated ECD policy (Government of South Africa, 2015) makes no mention of the measures to be taken in order to promote recruitment and retention of male educators in the sphere of ECCE. The field ECCE has customarily been and is still fundamentally lead by female teachers and continues to be perceived as the reservation of women only. Males have generally avoided careers in early childhood education owing to low status and salaries, stereotypes concerning the teaching of young children as being women's work, discrimination against male caregivers and fear of being accused of sexual abuse (Anliak & Sahin-Beyazkurk, 2008).

The National Development Plan acknowledges the significant role which ECCE plays in overcoming unequal opportunities for children, but action is needed to eradicate

inequality in the recruitment and retention of male educators within the sphere of ECCE. The National Integrated ECD policy simply mentions practitioners, without supplying any specific guidelines with respect to gender, and it also makes no mention of the shortage of male preschool educators. Policy documents concerning ECCE either refer to practitioners as women or in gender-neutral language, but never refer unequivocally to practitioners as men. Much of the policies reflect the status quo, as opposed to forging a broad-minded visualization of what the ECCE sector could or should look like in South Africa, with men as significant role players. It is in the absence of any significant discourse concerning the great shortage of male preschool educators at the policy level that the current research study endeavoured to solicit strategies to recruit and retain male preschool educators in one Education District in the Eastern Cape, as the recommendations of the National ECD Centre Audit report of 2014 had not been implemented in the National Integrated ECD policy of 2015.

Atmore (2012) found that amongst the challenges facing ECCE in South Africa was the issue of practitioners' qualifications. The Policy document is explicit on the basic requirements, qualifications and conditions of service but not specific in terms of the shortage or lack of male practitioners in the ECCE domain as a challenge. The government has identified the need to increase access to ECCE services as well as to enhance the quality of such programmes (Department of Basic Education; Department of Social Development & UNICEF, 2010). According to the ECD policy document (Government of South Africa, 2015:95), "It is the responsibility of the Department of Basic Education to mobilize funding and implement programmes to build the capacity of early childhood development practitioners". In addition to this task, the Department of

Education seeks to develop attractive rewards and remuneration practices that would retain a talented pool of school teachers (Armstrong, 2009; SACE, 2010). Conversely, nothing is mentioned specifically about strategies to recruit and retain male educators in the policy document. This warranted the need to carry out this study which sought to find out how strategies can be formulated to recruit and retain male educators in preschools.

1.2 Statement of the problem

The importance of male educators in preschools has been highlighted in various studies (Rentzou & Ziganitidou 2009; Richter et al., 2010; Mukuna & Mutsotso 2011; Richter et al., 2012; Shonkoff et al., 2012; Nyoni & Nyoni 2012; April & Soomar, 2013; ECD National Audit Report 2014; Mashiya, 2014; Mncanca, et al., 2016). Although there is a vast plethora of research done, these studies appeared not to have uncovered the reasons why there is a dearth of male teachers. Linked to this are reasons as to why the ECCE sector is able to recruit and retain more females than males in preschools in the Education District where the present study is located and the whole of South Africa. Equally noted is the silence of the National Integrated Early Childhood Development policy (2015) on the issue of gender equality in practitioners in the early years of the child.

Retention policies should be able to attract new employees, satisfy the older generation of employees and motivate current employees to stay within the organization (Barkhuizen, 2014). The government of South Africa should strive to come up with and

formulate policies which target recruitment of teachers, especially males in preschools. There is no distinct and clear policy, as done in Australia, where they have a Recruitment and Selection of Teaching Staff in Preschools policy (Government of Australia, 2016).

Due to the dramatic departure from the traditional nuclear family structure, there is a corresponding need for male role models, a role which male preschool educators are eminently suited to performing. Significantly relevant to this study are Koch and Farquhar's (2015) assertion that although there is no systematic attempt being made to prevent men from attaining the same success as women in the ECEC workplace, in practice, there are "glass doors" which are not seen until they are walked into. In his endeavour to create an equilibrium between the absence of men as fathers and the need for male educators assuming the father figure role in the children's lives, the researcher embarked on this study to seek strategies that could be used to recruit and retain male educators within one Education District in the Eastern Cape. Consequently, this study attempted to determine the nature of these "glass doors" by obtaining an accurate assessment of the views of stakeholders.

1.3 Objectives of the study

The objectives of the study were to:

1.3.1 Assess the recruitment and retention of male educators in preschools;

1.3.2 Identify the reasons for the low representation of male educators in preschools;

1.3.4 Establish the challenges facing preschools in the recruitment and retention of male educators in preschools; and

1.3.5 Understand the views of male educators concerning working in preschools.

1.4 Main research question

The main research question of the study was: What are the challenges faced and the strategies used in recruiting and retaining male educators in the preschool centres in the East London Education District at present?

1.4.1 Sub-research question

1.4.1.1 How is recruitment and retention of male educators done in preschools?

1.4.1.2 What are the reasons for the low representation of male educators in preschools?

1.4.1.4 What are the challenges facing preschools in the recruitment and retention of male educators in preschools?

1.4.1.5 What are the views of male educators concerning working in preschools?

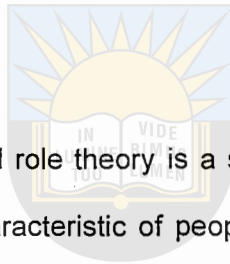
1.5 Theoretical framework: Social role theory

Eagly's (1987) Social Role Theory of Gender Differences proposes that most behavioural differences which are attributed to males and females are the consequence of cultural stereotypes concerning gender with respect to how males and females are

believed to act and the resulting social roles which are taught to young people. Eagly (1987) is a social psychologist who has spent a large portion of her career studying the differences between men and women (Halpern 2013). The theory explains that the inherent physical differences between men and women resulted in a division of labour in society. It recognises the historical division in labour between women, who usually assumed responsibilities at home, and men, who usually assumed responsibilities outside of the home (Eagly, 1987, cited by Moss, 2016; Diekman and Schneider, 2010). This division of responsibilities stems largely from the fact that men are usually physically larger and stronger than women and its converse, namely, that women tend to be smaller in size and not as physically strong as men.

Eagly's (1987) social role theory of gender differences, illustrates these innate differences as contributing factors in the development of specific gender roles for men and women. Gender roles pertain to the perceived differences, on the part of various societies and cultures, between the types of behaviour which are expected from men and from women. Historically, it was expected in most societies and cultures that women would serve as primary caregivers for their children, while men served as breadwinners for their families. Eagly's (1987) theory maintains that these anticipations arose as a result of the natural differences between males and females. These different social and cultural expectations for men and women are also referred to as gender stereotypes. Social and cultural expectations, or gender typecasting, contribute to the perception that some careers are male-specific, while others are female-specific. For example, in the fields of nursing and teaching, women usually outnumber men, while construction and engineering tend to be male dominated industries.

Eagly's theory advances the idea that gender-specific careers evolved from inborn competences in specific areas and, as women are better nurturers than men, they tend to thrive and predominate in the nursing and teaching industries. This view is further supported by Taylor and Anderson (2009) who state that gendered cognitive schemas influence the expected roles of males and females. In addition, Petersen (2014: 2) further supports these views when she states that "the status of being 'male' or 'female' may lead to the development of rigid role definitions and stereotypes for both men and women in society".



Bruce (2013) explains that the social role theory is a science which is concerned with the study of behaviours that are characteristic of people in various particular contexts and processes which produce, explain and are affected by those behaviours. Nevertheless, social role theory holds that, regardless of early socialization, men can learn behaviours which are associated with the role of provider of care through participating in those social experiences that were once reserved for women. Consequently, social role theory was chosen as the theoretical framework to underpin this research, mainly for its ability to explain that men can, in fact, learn and perform certain roles which had previously been dominated by women and regarded as falling within exclusively female domains. Nevertheless, the social role theory holds that regardless of early socialization, men can learn behaviours associated with the provider role through participating in social experiences once reserved for women. Therefore, this theory was preferred for this research primarily because it frameworks and explains that men can also learn and perform certain roles previously controlled and viewed as

female territory. This theory assisted the researcher to obtain information with regards to recruitment and retention of male educators in preschools.

1.6 Delimitation of the study

The study focused on recruitment and retention of male educators in preschools. Preschools in one Education District in Eastern Cape were targeted. Only practicing male and female teachers of preschools, preschool centre owners and principals participated in the study. The study focused on preschools only, and the findings may be generalized only to areas with similar characteristics.

1.7 Significance of the study

The study identified a critical lack of knowledge concerning the reasons for the declining numbers of male educators, with particular respect to the small numbers of male educators working in preschool centres.

As the family is very often the fundamental social unit of societies, the prospects for societies composed of dysfunctional families are grim. This study endeavoured to assist policy makers to develop policies and strategies that will enable recruitment and retention of male educators in preschools and for government departments to see the need to provide funding towards training of more male educators for preschools in South Africa. Parents are expected to benefit from this study as it aimed to enlighten them and remove stereotype ideas they have about male preschool teachers. Preschool owners and principals could be assisted to realize the need to also have male educators in preschools. The study highlighted coping strategies for male teachers to effectively

function and exist within the ECCE area. Lastly, it also provides literature or forms a basis for other researchers to improve the implementation of policies, programmes and strategies for recruitment and retention of male educators in the field of ECCE.

1.8 Definition of terms

ECCE-Early Childhood Care and Education

According to the Draft ECD Policy (Government of South Africa, 2015), Early Childhood Care and Education refers to the component of ECD which relates to the providing of daily care, education and encouragement of cognitive, emotional and social growth of children. For the purposes of this study, ECCE is taken to denote a branch of education theory, activities and experiences that relate to the teaching of young children.

Recruitment

Recruitment is the process of searching for candidates and stimulating them to apply for a job (Jain, 2014). For the purpose of this study, the term *recruitment* is taken to mean the procedure of searching, choosing and encouraging male teachers to teach in preschools.

Retention

Al-Emadi, Schwabenland and Qi (2015) defined the concept *retention* as a voluntary process by any organization to avail an environment which encourages and motivates people to remain with the entity for the maximum period of time. In this study, retention is taken to mean the ability, initiatives and policies taken to keep preschool teachers from leaving the ECCE domain.

Strategies

Kvint (2016) defines a strategy as a system for finding, formulating and developing a doctrine which ensures long-term success if it is faithfully followed. In this study, the term *strategies* refers to methods or plans which are chosen to bring about a desired result such as the achievement of a goal or a solution to a problem.

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Gender

Gender is a social concept which refers to the social and cultural differences which a society assigns to people on the basis of their biological sex. Men, women, boys and girls are defined by their societies in terms of roles, responsibilities, opportunities and power relations.

Stakeholders

This refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families,

community members, local business leaders, and elected officials such as school board members, city councilors and state representatives (Hidden Curriculum, 2014). In this study, the term *stakeholder* is taken to mean teachers, principals, preschool centre owners, Department of Education and the government of South Africa.

LITERATURE REVIEW

2.0 Introduction

This section is devoted to a detailed discussion of the National Integrated ECD policy, a discourse on male educators as role models in schools and the importance of men in early childhood development and strategies for recruitment and retention of male educators to work in preschool centres.



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2.1 The National Integrated ECD Policy and the recruitment of male educators

The National Integrated ECD policy (Government of South Africa, 2015) appears not to take the role of fathers into account or the measures which need to be taken when fathers are either absent or missing. As there are very large numbers of fathers who play no part in the early lives of their children, the needs of those children who are affected by this undesirable social phenomenon need to become an integral component of policy pertaining to ECCE. The National Integrated ECD policy of 2015 makes no mention of the measures to be taken in order to promote, recruit and retain male educators in the sphere of ECCE. However, this is despite the recommendations of the

National ECD Centre Audit of 2014 which recommended under Human Resources that more male should be recruited as practitioners. According to Rentzou (2016:5), "More male teachers would encourage more paternal involvement, make schools more "father friendly," and would encourage fathers to feel more comfortable about participating in ECEC settings". This section of the study drew extensively on the analysis of ECCE by Biersteker, Dawes, Hendriks, & Tredoux, 2010, the National Integrated ECD policy (2015), National ECD Centre Audit (2014) and many other sources.



2.2 Discourse on male educators as role models in schools

As has already been indicated, absent fathers constitute one of the most significant factors which affect ECCE adversely. According to Mncanca et al. (2016:207), "A father may be physically present but contribute nothing in the form of financial, social and emotional support" (Mavungu, Boor & Mphaka, 2013). The ECCE sector in South Africa has experienced great difficulty in attracting and increasing the active participation of black fathers in various ECD initiatives (Khewu & Adu, 2015; Mashiya et al., 2015; Mncanca et al., 2016; WHO, 2007). Koch and Farquhar (2015) maintain that in many countries, a low proportion of men working in ECEC centres are accompanied by a correspondingly low presence of men and fathers in the upbringing of children.

In many developing countries, the duties of child-rearing and providing education tend to be left completely to mothers and women, and this tendency is particularly prevalent in South Africa (Mashiya, 2014). However, the National Integrated ECD policy does not confront this problem or suggest strategies for overcoming it or the barriers which are

preventing effective participation of fathers in ECC, or even to make male educators aware of the problem, to enable them to become role models for those children who need and desire male role models in the early stages of their development.

In addition, Mackay (2012) maintains that early childhood is a crucial time for inculcating positive attitudes and behaviour with respect to gender. The active participation of men in ECCE is beneficial for children, for the men themselves and for society as a whole. From the perspective of gender relations, men working in a field which is conventionally regarded as the sole preserve of women are able to mount a challenge against gender stereotyping. Aigner and Rohrmann (2012) pointed out that the tendency of some male adolescents to be distrustful of men working in the field of ECCE and to regard them as being potentially homosexual or not 'real men' can have an adverse influence on the choices of other male adolescents, who might otherwise be interested in the career in the field.

2.3 The importance of men in early childhood development

Sevier and Ashcraft (2009) maintain that having more males in preschool centres will compensate for the lack of a positive male presence in the lives of some children and also promote alternative modes of preschool teaching. It has also been suggested that it would be relatively easy to attract men to work in ECEC if they are able to see that there are already men working in the field where management could be male (Johannesen, 2010). Sak et al (2012) found that boys preferred to play with male teachers. This view highlights the importance of having men in ECCE as it will cater for this need for boys.

In addition to the above, Sak et al (2012) found out that female preschool teachers believed that apart from being good disciplinarians and innovative problem solvers, men are also needed in the preschool for social and emotional skills by serving as role models. In light of this view, it is of paramount importance to have more men in ECCE.

2.4 Strategies to recruit and retain male educators in preschool centres

The challenges of low status, low salaries, perceptions of teaching as women's job, potential complaints of child abuse and sexual harassment and lack of male peer groups are the contributing factors to the lack of male teachers in preschools (Drudy, 2008; Petersen & Pekter 2011). Public recognition of outstanding male preschool teachers and the presence of male lecturers in undergraduate degrees should be used as strategies to attract males into this area (Svodziwa & Chipfakacha 2016). Literature (Rentzou, 2016; Skelton, 2012; Johannesen, 2010) suggests that participation of males in ECEC and primary teaching has been suggested as a factor that might raise the status of that profession and the salaries. In this section, various strategies to recruit and retain male educators in the East London Education District are presented.

2.5 Summary of literature review

The section presents a summary of literature review.

RESEARCH METHODOLOGY

3.0 Introduction

This section explains the research methodology, the research paradigm, the approach and the research design employed to conduct the study. The site at which the study was conducted is also discussed. In addition, the sample size, the sampling procedure and the data collection instruments are discussed, together with the data collection procedures. Lastly, issues of trustworthiness, credibility and the ethical considerations which were respected during the conducting of the study are explained.

3.1 Research paradigm

A research paradigm is a set of fundamental beliefs and assumptions concerning how the world is perceived, which serves as a conceptual framework guiding the behaviour of the researcher (Jonker & Pennink, 2010). This study employed an interpretivist paradigm, based on the premise that the researcher needs to be in a position to understand the thinking and feelings of the participants and how they communicate, both verbally and non-verbally. The main thrust of an interpretivist approach to research is that the phenomena or occurrences in which the researcher is interested can never be observed objectively from the outside; instead, these are observed from the inside, through the direct experience of the people who participate in the research study. The role of the researcher is to understand, explain and decipher social reality through the eyes of the participants (Mack, 2010). Making use of an interpretivist paradigm allowed the researcher to acquire in-depth information concerning the recruitment and retention of male educators in preschool centres in one Education District in the Eastern Cape.

3.2 Research approach

Shirish (2013) defines approaches to research as broad integrated sets of research principles and general procedural guidelines. This study adopted a qualitative approach, which focuses on gaining an understanding of human behaviour and the explanations which govern it (Glenn, 2010). Qualitative methods are designed to help researchers to understand the social and cultural contexts in which people live.

In qualitative research, the researcher becomes the principal instrument for collecting and analyzing research data, using words rather than numbers to convey what he or she has learned about a particular occurrence or phenomenon (Merriam, 2014). This approach was ideal for this study as it enabled the researcher to gain an understanding of the suitable strategies to recruit and retain male educators in the preschool centres in one Education District in the Eastern Cape within the context of the subjective motivations, actions and reasons which determine their beliefs.

3.2 Design of the study

Yin (2012) defines a research design as a logical plan for obtaining conclusions or answers for a set of research questions. It is a general strategy for solving a research problem (Leedy & Ormrod, 2013), and it is a procedure which a researcher employs to collect, analyze, interpret and present data. This study made use of a case study research design. According to Yin (2012: 16), "a case study is an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real world context, especially when the boundaries between phenomena and contexts are not clearly

evident". The strength of a case study for conducting this research lay in its ability to examine the recruitment and retention of male educators in the preschool centres in their real world context and to understand them within the context of the subjective perceptions of the participants of male educators working in the field of ECCE. It was also suitable because it focused on a specific area, which made it possible for the researcher to discover specific causal relationships with respect to the perceptions of the participants and to gain an overall understanding of how and why their perceptions of the phenomenon of male educators working in ECCE have taken their present form.



3.3 Study site

The study was conducted in the East London Education District of the Buffalo City Metropolitan Municipality, which is located almost at the centre of the Eastern Cape Province in South Africa. East London is the second largest industrial centre in the province with a population of over 267,000 with over 755,000 in the metropolitan area. The study was conducted in this area because the area has many preschools, and no previous research of this nature had been conducted.

3.4 Sample size and Sampling procedures

The research sample for this study comprised a total of ten participants. These consisted of 2 officials from the Department of Education, 2 principals of preschool centres, 2 owners of preschool centres, 2 male foundation phase educators and 2 female preschool educators. The study made use of purposive sampling, which is also known as selective or judgmental sampling. Purposive sampling was used because it

enabled people or subjects, who have particular specific characteristics which are relevant to the topic of the research, to be selected on the basis of these characteristics (Zink, 2012). According to Babbie (2013:196), "In purposive sampling, the units to be observed are selected on the basis of the researcher's judgment about which ones are the most useful or representative". For the purposes of this study, the researcher purposively selected departmental officials, educators, principals, owners of preschool centres, who either worked directly in the field of ECCE or else had influence in the ECCE sphere.



3.7 Instruments for data collection

Trustworthiness in qualitative research means methodological soundness and adequacy (Holloway & Wheeler 2013). By contrast, credibility refers to whether or not the perceptions of the participants in a qualitative research study of the events, phenomena or occurrences which the study endeavours to investigate match up with the researcher's portrayal of them in his or her report. The criterion is used to enable an assessment to be made of whether or not the researcher has accurately represented what the participants feel, think, say or do (Lodico, Spaulding & Voegtle, 2010). This research endeavoured to ensure the credibility of the findings by using the in-depth interviews to their fullest potential and using them in accordance with professional research standards. Member checks on analysed texts and transcripts were done to ensure data credibility (Creswell, 2014). A tape recorder was also used to ensure data trustworthiness and credibility of the study (Creswell, 2014).

3.8 Instrument credibility and trustworthiness

Trustworthiness in qualitative research means methodological soundness and adequacy (Holloway & Wheeler 2013). By contrast, credibility refers to whether or not the perceptions of the participants in a qualitative research study of the events, phenomena or occurrences which the study endeavours to investigate match up with the researcher's portrayal of them in his or her report. The criterion is used to enable an assessment to be made of whether or not the researcher has accurately represented what the participants feel, think, say or do (Lodico, Spaulding & Voegtle, 2010). This research endeavoured to ensure the credibility of findings by using in-depth interviews to their fullest potential in accordance with professional research standards. Member checks on analysed texts and transcripts were done to ensure data credibility (Creswell, 2014). A tape recorder was used to ensure reliability and credibility of the study (Creswell, 2014).

3.9 Data collection procedures

Interview procedures were developed by the researcher in accordance with the guidelines provided by Creswell (2014) for asking probing questions and recording answers during a qualitative interview. The researcher made use of in-depth interviews. These interviews involved open-ended questions which were intended to elicit stakeholders' views on strategies to attract, recruit and retain male educators in preschools. The interviews assisted in accessing this information, and each interview

lasted between 40 to 60 minutes and was recorded with consent from the participants. The date, venue, interviewer, interviewee, questions asked and a final 'thank you' proclamation to acknowledge the time spent by the interviewee during the interview were included as components of research procedure (Creswell, 2014).

3.10 Data analysis procedures

The qualitative data was analysed by using content thematic analysis. The collection and analysis of data in qualitative research occurred simultaneously because findings emerge during the process of collecting data Creswell (2014). The following steps as recommended by Creswell (2014) were employed:

- i. The data which encompassed transcribing the information was organized and prepared;
- ii. The researcher looked at all the data in an effort to get a general sense of the information and a prospect to reflect on its overall meaning, such as the imprint of the overall depth, credibility and use of the information;
- iii. The researcher started to code the information into categories and labeled it using Tesch's (1990) eight steps; and
- iv. The researcher used the coding process to generate a description of the people as well as themes for analysis.

3.11 Ethical measures

The researcher sought and obtained an ethical clearance certificate from the University of Fort Hare before beginning the process of collecting the research data. Permission to

collect data from the participants was sought from the various relevant organizations before collecting the data. The following ethical considerations, which are required for the conducting of research in the social sciences, were respected:

3.11.1 Gaining entry

The principle of looking for permission is an important deliberation for any empirical study to ensure that the appropriate gatekeepers and individuals in authority are consulted in order to obtain approval to collect data (Creswell, 2014:96; Yin, 2014; Teddlie & Tashakkori, 2009). The researcher used good communication skills and appropriate strategies to negotiate entry into the preschool centres and other locations which fell under the jurisdiction of the East London Education District.

3.11.2 Participants' right

The participants who were selected were not forced into participate and did so out of their own free will and had the right to withdraw at any stage if they felt so. "Voluntary participation means participants cannot be compelled, coerced, or required to participate" (McMillan & Schumacher, 2012:118).

3.11.3 Informed consent

The researcher issued the participants with informed consent forms which explained comprehensively what was expected of them as participants during the conduct of the research. According to Strydom (2011), the participants should be conscious of the researcher's identity and the institution which he or she represents. The participants signed consent forms as a way of showing commitment in participating. "Informed

consent is achieved by providing subjects with an explanation of the research, an opportunity to terminate their participation at any time with no penalty and full disclosure of any risk associated with the study” (McMillan & Schumacher, 2012).

3.11.4 Confidentiality

According to McMillan and Schumacher (2012), confidentiality means that no one else has access to individual data or the names of the participants except the researcher(s). The participants knew who was going to see the data before they participated. The researcher protected the privacy, anonymity and confidentiality of the participants by not using their names in any of the documented data. This measure was taken in order to ensure that no information which they provided can be traced back to them. The information was also not discussed with anyone else.

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3.11.5 Protection from harm

The researcher ensured that participants were not subjected to any form of harm. The possibility of psychological harm was precluded by applying the principle of maintaining a non-judgmental attitude when dealing with the participants. Thus, all the information that was obtained from the participants in this study was treated in agreement with the standards laid down for research with respect to privacy and anonymity (Strydom, 2011).

3.11.6 Achieving anonymity

Anonymity safeguards the privacy of research participants by having them remain nameless to prevent them from being engaged in an undesirable position as a result of

having participated in a research study (Neuman, 2009; Strydom, 2011; Yin, 2014). The anonymity of the participants was maintained at all times by adhering to the professional standards for guaranteeing confidentiality which are described in section 3.11.4 Above.

3.11.7 Maintaining professionalism

The researcher strived and endeavoured at all times to maintain professional standards of research in the social sciences throughout the course of conducting the research study.



Chapter outline

Chapter One – Introduction

Chapter Two – Literature Review

Chapter Three – Research Methodology

Chapter Four – Presentation and Analysis of Data

Chapter Five – Discussion, Conclusions and Recommendations

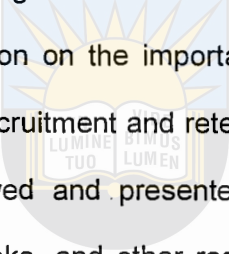
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CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This section focuses on the detailed discussion of the National Integrated ECD policy and the recruitment of male preschool teachers. A critical review of the discourse on male educators as role models in schools is provided. In addition to the above, challenges with recruiting and retaining male educators in schools are reviewed and discussed in this chapter. A discussion on the importance of men in early childhood development follows. Strategies for recruitment and retention of male educators to work in the preschool centres are reviewed and presented in the final section. Printed materials, on-line journal articles, books, and other resources were used in compiling facts and information.


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2.1 The National Integrated ECD Policy and the recruitment of male educators

The National Integrated ECD policy (Government of South Africa, 2015) appears not to take the role of fathers into account or the measures which need to be taken when fathers are either absent or missing. As there are very large numbers of fathers (Mavungu, Boor & Mphaka, 2013; Mathwasa & Okeke, 2016) who play no part in the early lives of their children, the needs of those children who are affected by this undesirable social phenomenon need to become an integral component of policy pertaining to ECCE. The National Integrated ECD policy of 2015 makes no mention of the measures to be taken in order to promote, recruit and retain male educators in the

sphere of ECCE. However, despite the recommendations of the National ECD Centre Audit of 2014 which recommended under Human Resources that more male should be recruited as practitioners. The National ECD Policy was implemented without taking this into consideration.

According to Rentzou (2016:5) "More male teachers would encourage more paternal involvement, would make schools more father friendly, and would encourage fathers to feel more comfortable about participating in ECEC settings". The national ECD centre audit (2014:118) also noted and recommended that "Less than a quarter of staff is below the age of 30. The Department of Social development (DSD) should determine whether more can be done to encourage youth to join the ECD profession, especially given high youth unemployment rates". However, this issue is not addressed in the National Integrated ECD policy of 2015.

Policy documents on ECD refer to practitioners as women or are gender neutral, but never unequivocally to men in these starring roles (Government of South Africa, 2015). Much of the policy reflects the status quo rather than forging a broad-minded visualization of what the ECD sector could or should look like in South Africa with men as a role player.

The National Integrated ECD policy only mentions the term *Practitioner* as a staff providing ECD services through formal ECD centre services, family services and playgroups and training, as well as those providing management support services to these workers, but it is silent about what measures must be put in place to recruit and retain male educators within the ECCE sphere. The field of early childhood education has and is still largely dominated by female teachers and traditionally, it has been seen

as a woman's area (Drudy, 2008; Mashiya, 2014; Koch & Farquhar, 2015). Linked to this has been the lack of public acceptance due to perceptions and views of African societies on the unnaturalness of men and males to do basic care tasks, especially in this nation of South Africa where there is high rate of rape and abuse of children (Mashiya, 2014).

The National Development Plan acknowledges the significant role of Early Childhood Development (ECD) to address unequal opportunities for children, but action is needed to improve ECD services, including the recruitment and retaining of male educators within the sphere of ECD. Poor qualifications and working conditions among ECD practitioners, especially those providing services to children aged 0 - 4, contribute to poor quality of ECD programmes and outcomes (Biersteker, Dawes, Hendriks, & Tredoux, 2010).

According to Johnson (2008), much of the problem lies in the recruitment and retention of male teachers. While nearly every literature agrees with the need to get men involved in the lives of young children, solutions to this dilemma are few and far between (Mukuna & Mutsotso, 2011). In Africa, to enhance the development of early childhood development (ECD), African countries have developed a network which aims at capacity building, knowledge sharing and inter-country cooperation (Headey & Kennedy, 2011). In Nigeria for example, Early Childhood Care Development and Education (ECCDE) is an aspect of Universal Basic Education which was introduced in 1999 to increase the access of children to basic education and improve the state of education in the country (Akindele, 2011). This serves to show that ECCE policies are

drafted everywhere, but the critical issue of shortage of male preschool teachers is not being addressed, and this is not only peculiar to South Africa.

To increase the number of ECCE teachers in Zimbabwe, the government requires that each College of Education offer a programme in ECCE (UNESCO-IBE, 2010; (Mushoriwa & Muzembe, 2011; Mwamwenda, 2014). A number of universities also offer a degree in Early Childhood Education. However, just like the South African situation, nothing in the policies mention anything to do with recruitment and retention of male teachers in ECCE. In Botswana, the number of trained teachers is very small, with more of them in urban areas and much less in rural areas. The majority of teachers (98 percent) are women, and only 2 percent are men. The total number of trained teachers is about 5.3 percent (Republic of Botswana, 2010; Mwamwenda, 2014). This points to the fact that there is a serious shortage of male teachers in preschools, and South Africa is not an exception.

The Zimbabwe government, through the Ministry of Education, Sport, Arts and Culture, has worked with UNICEF to train ECD teachers to produce resource books that are gender sensitive (Samkange, 2015). However, nothing is mentioned specifically on recruitment and retention of male educators. This serves to show that this problem of lack of male teachers and lack of policies to recruit and retain them is a not a problem peculiar to South Africa only.

Australia has a specific policy document on recruitment of preschool teachers (Government of Australia, 2016). This policy outlines the principles and processes for recruitment and selection of teaching staff in preschools, and it is applied in conjunction with the recruitment and selection of teaching staff in preschools. The policy further

states that preschools are responsible for effective human resource planning to ensure they have the right balance of teaching staff to meet the needs of their children - an element which seems to be absent from the National Integrated ECD policy of 2015. In countries such as Finland, New Zealand and Canada, governments have been promoting recruitment strategies that target men into primary school teaching programmes through implementation of policy documents (Petersen, 2014). However, this aspect is lacking in the National Integrated ECD policy document.

The National Integrated ECD policy stipulates that government recognizes its responsibility to ensure a sufficient number of appropriately qualified human resources (Government of South Africa, 2015). This includes managers and supervisors to deliver early childhood development services in order to ensure the universal availability of quality early childhood development services (Government of South Africa, 2015); however, nothing is mentioned specifically to address the shortage of male preschool teachers in South Africa. This is despite the recommendations of the national ECD audit of 2014. The policy simply mentions practitioners and not specifically outlines the kind of practitioners in terms of gender or either being male or female, and it is void of the aspects that outline the issue of addressing the lack or shortage of male educators in preschools.

Early childhood development in South Africa is an inter-sectorial responsibility, shared among the Department of Social Development (DSD), the Department of Health (DoH) and the Department of Basic Education (DBE), with the Ministry of Women, Children and People with Disabilities playing a monitoring role (Department of Basic Education, 2014; Mier et al., 2015). This aspect also makes it difficult to harness issues such as

teacher recruitment and retention as there is no specific department that can be pinned against the lack of male preschool teachers. The need to involve a lot of stakeholders makes the policy hard to implement in terms of coordination and strengthening the whole system. Research in South Africa indicates that there are generally more male managers or principals in primary schools than women (Moloi, 2007; Moorosi, 2007; Chabaya, Rembe & Wadesango, 2009), which cements the idea that men 'lead' and women 'teach' in early primary education.

Quality ECD services begin with trained and motivated practitioners. At the moment, skills supply is not meeting demand (Steyn et al. 2011; Atmore, 2013). In the Eastern Cape alone, the provincial development plan estimates that 30 000 caregivers and educators need to be trained to achieve universal access to ECD services by 2030, but existing colleges are ill-equipped to rise to the challenge (Atmore, 2014; National ECD Centre Audit, 2014; Government of South Africa, 2015). In addition to this dilemma, the National Integrated ECD Policy makes no mention of the strategies to attract and recruit male educators. The policy simply talks of rolling out and developing a national non-centre based ECD facilitator programme (Government of South Africa, 2015), but no specific mention is made of the male educator or facilitator gaps to be solved.

The first draft of the report on the audit of HR capacity in the Department of Social Development, Department of Health and Department of Basic Education at national and provincial level was presented, and it revealed some human resource difficulties (National ECD Centre Audit, 2014). The Minister of Higher Education and Training, in response, gazetted the Draft Policy on minimum requirements for programmes leading to qualifications in Higher Education for practitioners and educators in Early Childhood

Care and Education. Additionally, the South African Qualifications Authority (SAQA) registered the Occupational Certificate: Early Childhood Development Practitioner at Level 4 on 17 February 2016 (Government of South Africa, 2015; National ECD Centre Audit, 2014). Despite all this, nothing is mentioned about the recruitment of male preschool educators. The policy focused on the status of centres, how many children were accessing these, and the employment status of centre practitioners, but nothing on the recruitment and retention of male preschool teachers.



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2.2 Discourse on male educators as role models in schools

The conception of role model is embedded in the assumption that people define roles for themselves and others based on socialization (Brownhill, 2010). The importance of the role model plays a large part in the socialization process, as described by Bandura (1986). He claims that we learn about others' attitudes, values and beliefs and eventually come to our own as a result of noticing and living through the behaviour of others. "Definitions of the role model were, by no means, gender specific; all of the definitions gave reference to the role model as either being someone (Head teacher, 5-8 yrs.) or somebody" (Brownhill, 2010:6). This further explains that being a male teacher in the preschool does not necessarily mean one can be a role model to young children. Harty (2009) suggests that the notion of the male role model might have its origins in the common stereotype of the female early childhood teacher as a substitute mother.

Evans and Jones (2008) describe how discourses of endorsement as well as threats are rapidly becoming part of discussions which highlight the essential value of males in

providing suitable role models for young children. Most of the fear appears to gyrate around men's unsuitability as teachers in this stage of young children's learning and development (Petersen & Petker, 2011). Of precise concern regarding males in preschools are perceptions of sexual deviancy and abuse (Petersen, 2014). However, research conducted by Yilmaz and Sahin (2010) revealed that most male teachers believed in the importance of male role models in children's lives, and men usually consider themselves as role model for their students, more so than their female colleagues.

As has already been indicated, absent fathers constitute one of the most significant factors which affect ECCE adversely. According to Okeke et al. (2016:6), "A father may be physically present but contribute nothing in the form of financial, social and emotional support". The ECCE sector in South Africa has experienced great difficulty attracting and increasing active participation of black fathers in various ECD initiatives (Khewu & Adu, 2015; Mashiya et al., 2015; Mncanca et al., 2016). Koch and Farquhar (2015) maintain that in many countries, a low proportion of men working in ECEC centres is accompanied by a correspondingly low presence of men and fathers in the upbringing of children. Given this stereotype, the male teacher is then simply left with the role of substitute father by default (Harty, 2009; Mavungu, Boor & Mphaka, 2013). This means greater precision and clarity is needed in terms of what it means when referring to male role models in the perspectives of men working with young children.

Consequently, talking about men who work in ECCE as 'role models' can often be problematic, unrealistic and challenging (Rentzou & Ziganitidou, 2009). However, Rentzou (2016) disputes the above notion by stating that males should be regarded as

teachers who are responsible for children's care and education and not as substitutes of family figures. There is recurrent reference (Anliak & Sahin-Beyazkurk, 2008; Erden, Ozgun, & Ciftci, 2011; Koch & Farquhar, 2015) that male teachers may aid as substitute father figures and role models because fathers seem to be absent in some children's lives for one reason or another. Some young people do not have any positive male figures in their lives (Gosse, 2011). That is not to suggest that male teachers have to become a "father figure", but they certainly can show young people what a responsible, caring and fun man looks like (Harty, 2009; Gosse, 2011; Brownhill, 2011; Skelton, 2012).

According to Skelton (2012), the discourse of role model may lead to perceptions that pupils should be gender harmonized with teachers or that boys should be taught in single-sex schools with strong male role models. The subject of providing more positive male role models for young children is high and evidenced through policies promoting the increase of male teachers within early years' contexts (Cushman, 2008). However, Jones (2007) points out that the very same societies which call for men's increase in number are also suspicious of males working with young children.

In many developing countries, the duties of child-rearing and providing education tend to be left completely to mothers and women, and this tendency is particularly prevalent in South Africa (Mavungu, Boor & Mphaka, 2013; Mashiya, 2014). However, the National Integrated ECD policy does not confront this problem or suggest strategies for overcoming it nor the barriers which are preventing the effective participation of fathers in ECCE. It neither makes male educators aware of the problem to enable them to become role models for those children who need and desire male role models in the

early stages of their development. Children learn from good role models. Both male and female teachers can be good role models (Gosse, 2011). However, it is possible that some pupils may respond better to male role models (McCormack & Brownhill, 2013) and should be given the opportunity to access these (Brownhill, 2010)

In addition, Mackay (2012) maintains that early childhood is a crucial time for inculcating positive attitudes and behaviour with respect to gender. The active participation of men in ECCE is beneficial for children, for the men themselves and for society as a whole. From the perspective of gender relations, men working in a field which is conventionally regarded as the sole preserve of women are able to mount a challenge against gender stereotyping. Aigner and Rohrmann (2012) pointed out that the tendency of some male adolescents to be distrustful of men working in the field of ECCE and to regard them as being potentially homosexual or not 'real men' can have an adverse influence on the choices of other male adolescents, who might otherwise be interested in a career in the field.

In current years it has become commonly recognized that male teachers are not only of benefit to boys' schooling but also because boys are considered to be at a disadvantage due to a dearth of male presence in their lives (Johannesson, 2010). Rentzou (2016) argues that male ECEC teachers are not needed as models of maleness, but are needed to guarantee a more gender-neutral culture of care and education in early years. McCormack and Brownhill (2013) postulated that being a role model was an innate and natural thing and not something that could be forced or learned or assumed simply because one has become a male teacher.

Sevier and Ashcraft (2009) are of the view that if we are to incorporate male teachers in ways that truly challenge dominant discourses of masculinity, we must address questions such as why we need more male teachers and what masculinities these teachers will model. This brings the big question: who is a role model? And does every male teacher constitute a role model amongst scholars? They further argue that the assumption that increasing the number of male teachers will necessarily have a positive impact on children will broaden conceptions of masculinity and increase gender equity must be challenged and scrutinized.

In addition to the above, Sevier and Ashcraft (2009) are of the view that although male teachers are important and might bring unique insights to the profession, an overemphasis on women's limitations in this area diminishes the positive effects that women can have on the socialization of young boys. However, Brownhill (2011) argues that the roles and behaviours which the male role model undertakes are influenced not only by context and situation but also by the expectations of others. This is noteworthy as it means that there will never be two male role models that are likely going to be the same, predominantly when one ponders how different settings, situations and expectations are of the male role model.

The addition of more males is essential to institute role models for increasing competition and the excellence of early childhood education (Anliak & Sahin-Beyazkurk, 2008). "Role models need to be geographically, generationally and experientially close to the children's lives in order to be of value to children" (Walker, 2007: 515-6). Failing to consider or articulate what masculinity is, what it should look like, or what kinds of masculinities we wish male teachers to model is a central problem about the need for

more male teachers in preschools. According to Skelton (2012), policy makers' reaction to having too few male teachers has been intellectualized as invigorating masculinity politics against the feminization of education. Martino (2008) further supports this view by stating that this has resulted in a push to hire more men, believing boys do not have appropriate role models. Yet, men teaching in ECCE are met with suspicion about being a "real man" (Pruit, 2015).

Pruit (cited by Yilmaz and Sahin, 2010) indicates that the desire to be being a good role model for children was and is one of the important factors that motivate men to enter the field of early childhood education. This focus, however, leaves unopposed to the supposition that increasing the number of male teachers will necessarily have a positive impact on children (Sevier & Ashcraft, 2009). Curnow (2011) raised a concern that the real worry is the huge number of single-parent families and lack of male role models in children's lives. This is because according to his research findings, nine million South African children are growing up with an absent but living father (Curnow, 2011; 2015:511) poses the following questions: "is it really that there are too few male role models in ECCE? Or is it a problem of how male teachers are perceived in these settings?" Such a discourse raises suspicions and distances men from being teachers, nurturers, and caretakers of young children. There is a general lack of meticulousness and clarity over the meaning of the term 'male role model'; it adds confusion and much tension to the 'more men' argument to the ambiguous nature of this as a notion (Brownhill, 2011; Wright & Callender, 2012).

McGrath and Sinclair (2013) pose a critical question as to what it is that these men are supposed to model. Sevier and Ashcraft (2009) argue further that although male

teachers are important and might bring distinctive insights to the profession, an overemphasis on women's precincts in this area diminishes the positive effects that women can have on the socialization of young boys.

A body of collected works (Evans & Jones, 2008; Thornton & Bricheno, 2008; Johannesson, 2010) also argues for increasing the number of men in the preschools owing to the unfavourable effect of the dominance of women in the early schooling of male pupils in particular. Points of view include providing young boys with appropriate role models; ensuring that the teaching force is reflective of the balance of genders in society; breaking down gender stereotyping by providing young children with male role models for teaching as a profession; and presenting a substitute 'father-figure' for those children with absentee fathers. However, Gosse (2011) states that he is firm believer that any child can succeed in a classroom, regardless of the teacher's gender, ethnicity, etc.

Furthermore, since men report being fearful of becoming teachers due to widespread prejudices linked to policing of male sexualities, many boys are deprived of the potential benefits of the active, humorous and tolerant teaching styles of some male teachers (Gosse, 2010; 2011). In order for successful mentoring to take place in the ECCE, it is important to address the fears that the ECCE teachers are most concerned about (Chong, Low & Goh, 2011). Studies on gender differences within ECCE are not new but over the years, we have seen little change in the deployment of male teacher trainees in the ECCE sector and even little attitude change (Lumby & Coleman, 2007).

Men are never encouraged by society to become early childhood education teachers because of the common belief that unlike females, males are not capable of nurturing

children (Yilmaz & Sahin, 2010). In their research, they further discovered that in some childcare settings, male teachers are not allowed to change children's diapers or be present with them alone in the bathroom. The conclusion reached in a recent study (McCormack & Brownhill, 2014) was that being a role model shaped part of the teaching role and if one gets a job in a school, he or she is expected to be a role model by society. They further stated that this applied to both males and females. However, Frankel (2008) suggests that there is no definite research indicating that male teachers would have a positive impact on students' academic achievement. However, Jordan (2011) argues that the call for more male teachers is not the solution to lack of male role models as each teacher's philosophy needs to be examined. He further stated that having a wrong or poor role model can result in serious negative effects.

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On the one hand, studies in Canada, Australia and New Zealand show that male teachers are confronted with different requirements than female teachers (Faulstich-Wieland, 2013) in which males are expected maybe to coach soccer whereas some might not be interested in soccer at all. Harty (2009) stipulates that inside the male teacher role model debate, it is vital to talk with children and find out if indeed, male teachers will be perceived as role models. He further states that it is the children's right to express themselves and participate in decisions that affect them. Gosse (2010) supports this notion by stating that children's voices should be included in this discourse rather than simply making calls for the increase of male teachers in the ECCE because children are competent and active participants in their own development.

In a study to explore the confusion around and usefulness of the male teacher as a male role model discourse Sevier and Ashcraft (2009) concluded that although men

continue to embrace the idea that they should act as male role models, they struggle to articulate what this means.

Martino and Rezai-Rashti (2012) argue that the discourse of role models portrays male teachers as the heroes and saviours to male students from the plague of female dominance in schools. Gosse (2011) stipulated in his article that culture plays an important role as several remarks also allude to boys from certain cultural backgrounds respecting male teachers more. He further states that many students do not have fathers in the home, and male teachers serve as good role models. In addition, some of these students respect male teachers and not female teachers because of their culture. An example is given of the Middle Eastern culture.

The concept of role model is a critical and contentious matter because it can be viewed from different perspectives or angles. Some women regard it as of no importance as they consider that being male does not necessarily qualify one to be a role model unto children. On the other hand, some are of the view that the aspect of male teachers being seen and regarded as role model is a good idea because some children grew up in families where the male figure presence is really missing. However, from the discussions above, it was evident that male teachers can play a very crucial role in the teaching and lives of preschool learners as role models.

2.3 Challenges with recruiting and retaining male educators in schools

According to Azam (2014), the success of any education system is recognized through the quality of teachers as they play a vibrant role in building the character and

personality of young children. However, lack of these poses a challenge. There is a shortage of well-trained teachers and male teachers for early childhood development in South African townships (Steyn et al. 2011; Atmore, 2013; Fourie, 2013).

According to Faulstich-Wieland (2013), a degree in teaching was rated very low due to fear of personal stagnation in the job whereby a teacher has to teach the same material over and over again and reproduce long-established knowledge only, instead of generating something new and rising to personal challenges. In addition to the above, there is an increased public expectation on preschool teachers to compensate for insufficient parental education. There is also parental pressure to support the children individually and prepare them for a successful future. Male school teachers are becoming a rare resource within developing countries, which results in a negative impact on the overall school performance (Bartlett, 2011; Ruchi & Justin, 2014).

The figures of males moving on to study teaching at university have degenerated and dropped (Lynch & Knight, 2011; Moore & Knight, 2012) and are predicted to decrease further. In addition, there is widespread concern about the high grinding down rates of males in teacher education programs (Skelton, 2009; Haase, Balatti, Knight, & Henderson, 2010; Moore & Knight, 2012). In his research, Nelson (2012) argues that it became clear to him that the very absence of men in ECCE contributes to the research challenge.

The facets least liked about teaching were the poor pay, politics, concentration of the work, negative descriptions of male teachers in the community and parental anticipations. (Fantilli & McDougall, 2009; Williams & Forgasz, 2009; Castro, Kelly, & Shih, 2010; Moore & Knight, 2012). Attrition of students has been a tenacious and

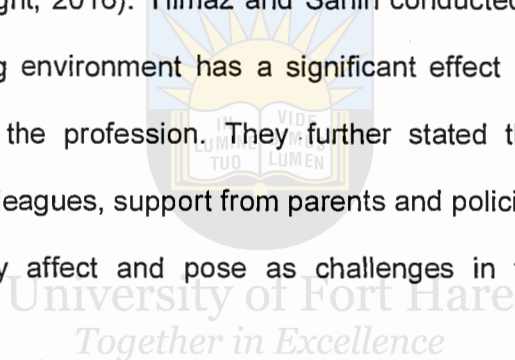
seemingly obstinate challenge in South Africa, and this constitutes wastage of potential of much needed graduates and skills considering that on average, less than 15 percent of a cohort of school leavers get into Higher Education institutions (Njuguna, Subotzky & Afeti, 2008; Bokana, 2010).

The significance of job satisfaction and motivation are very vital to the long-term growth of any educational system around the world. While almost every teacher continuously beats for job satisfaction, it is often presumed that teachers leave the profession because of lack of it (Chireshe & Shumba, 2011). In addition to this, Gwaradzimba and Shumba (2010) state that this leads to teachers leaving the profession for greener pastures or embarking on strike action.

In a research study conducted in Zimbabwe, Chireshe and Shumba (2011) found that the biggest challenges in attracting, recruiting and retaining male teachers were prejudice, unattractive conditions, including perceived low salary, unattractive work locations, unprofessional treatment of teachers, arbitrary teacher deployment systems, lack of professional development opportunities and insufficient supportive supervision. This view is further supported by research conducted in New Zealand by Jones (2009) who stipulated that the relatively low status of early childhood education and associated low pay may also contribute to men's reluctance to consider it as a career. This view is supported by Sun, Rao and Pearson (2015) who indicated that the much lower salaries that ECCE teachers earn than other levels of education reflects the lack of recognition of ECCE and low status of ECCE teachers. This has contributed to relatively high rates of turnover in ECCE, and this is true for both developed and developing countries (UNESCO, 2010). According to National Teacher Education Policy (NTEP FME, 2009;

Babalola, 2011) to attract competent people into the teaching profession, there must be adequate incentives such as scholarship schemes for Nigerian Certificate of Education, ECCE, and Bachelor's degree programmes in education in Nigeria (Babalola, 2011).

According to Kokoros (2012), obstacles facing men include societal stereotypes and low pay, lack of male ECCE instructors, mentors and classmates. Such public suspicion aids as a factor that causes and forces men to pull away from teaching positions at the ECCE level (Joseph & Wright, 2016). Yilmaz and Sahin conducted a research in 2010 and found that the working environment has a significant effect on male teachers in terms of them staying in the profession. They further stated that factors such as relationship with female colleagues, support from parents and policies, and conditions in the workplace dramatically affect and pose as challenges in the recruitment and retention of male teachers.



Lack of empirical evidence regarding the influential benefits of male ECCE teachers makes it difficult to support the retention and recruitment efforts for more men in preschool (Garcia, 2014). One of the challenges is that efforts to recruit more male teachers raise problematic discourses that only men can teach boys well and that males must serve as role models, particularly for boys of colour (Rezai-Rashti & Martino, 2010; Weaver-Hightower, 2011).

Sak et al. (2012) stated that one factor that affects the entry of pre-school male teachers to the sector of ECCE is the negative views of female colleagues. They further detailed that when male preschool teachers spoke to their female contemporaries about classroom issues, they felt secluded and uncomfortable. This situation causes the male teachers to leave preschool teaching and plan to change careers as high school

teachers than to run day nurseries. The same sentiments have been echoed by Park (2009) from his research of male childhood teachers in Korea, when he stated that male childhood teachers face numerous challenges emanating from their relationship with children's parents and colleagues.

Mashiya et al. (2015) noted that many potential applicants for preschool teaching programs believed that foundation phase teachers are paid less than other teachers of higher grades. It is, therefore, important to raise awareness about salaries because out of ignorance, many students shy away from this field.

Another challenge identified by Mashiya et al. (2015) was that lecturers tend to exaggerate things, making male students doubt the field they have chosen thereby causing dropouts in areas where there is already an acute shortage. A recent study (Mashiya, Kok, Luthuli, Xulu, & Mtshali, 2015) concluded that the education sector did not embolden the involvement of males in the education of young children in South Africa because of gender roles. In addition to this, due to repeated events where young children are raped, there is a totally overstated suspicion of paedophilia and fear that it is not safe to have males in the ECCE (Mashiya et al., 2015). Makonye and Ramatlapanana (2013) researched at a University in Gauteng and reported in their findings that in a class of 2008-2011, 154 males registered, and a mere 57 graduated. In the class of 2009-2012, 192 males registered. From these figures, a scanty 53 males graduated. In addition, the death of male preschool educators in universities is not exclusive to South Africa; it is also evident in Zimbabwe. Nyoni and Nyoni (2012) have also investigated at Masvingo Teachers College in Zimbabwe, and their findings show

that in the year class of 2008-2010, a total of 113 students enrolled, and 103 were female and males were 10.

The African culture is another challenge and factor that prevents and impedes the recruitment of males in ECCE. In an African setting, the impact of cultural factors related to the role of women in childrearing also discourages men from teaching in preschools (Mukuna & Motsotso, 2011; Petersen & Petker, 2011). They further explain that such aspects contribute to negative cultural connotations which categorize women as well-matched to raising children and thus suitable for teaching in the early grades.

According to Miller and Cable (2011), another reason for this challenge is that recruitment and retention in ECCE is undeniably the sector's heavy reliance on a small section of the labour force which comprises young and women. In addition to this, Day (2012) found that poor performance management systems in schools resulted in increased workload and intensification of work for many teachers. This latter forces them out of the profession.

Gosse (2011) argued that men face sanctions in terms of workplace behaviours, originating from administrators and colleagues. Gosse (2011) further states that these cause an imbalance in the workplace since women are not subject to such prejudice in terms of sitting, hugging, holding hands, and staying alone with children, thereby resulting in stumbling blocks to the recruitment and retention of male educators.

The conclusion reached in a study (Njoki, 2009) was that fear is another challenge encountered with recruiting and retaining male educators in schools. Men are reluctant to take up teaching positions in ECCE for fear of being seen as child abusers. Possible

male teachers will be more concerned that their actions will be misunderstood; henceforth, the majority of them pull out from taking up positions as teachers in pre-school (Njoki, 2009).

Much has been written about fear. Koch and Farquhar (2015), for example, point out that:

In New Zealand, while people in the ECEC field are supportive of increasing the proportion of male teachers, such positive change is hampered by fears that this could result in fewer employment opportunities for women, that men might get special treatment or be given better jobs, and that men who had not proven themselves capable of basic care-giving might be accepted into the profession. (p. 8)

This presents a challenge when it comes to recruitment and retention of male preschool educators. The same views were expressed by Koch (2015) that “one in three people in Austria in the ECEC sector and nearly half of the gender experts are worried that an increased amount of male ECEC teachers may lead to female managers competing with men for their jobs” (p. 8). This fear among women makes it a challenge to recruit and retain male educators. Koch and Farquhar (2015) add that it is tough for a prevailing group to let go of and share their traditional power-base and sphere.

Various sources (Morrison, 2014; Koch, 2015) have noted and concluded that there is subtle discrimination in staff recruitment. They further state that men can be inadvertently positioned as outside the norm. Therefore, they cannot be considered for posts as teachers for young children in ECCE environments.

Another challenge in the recruitment and retention of male educators is location. Within the South African setting, teachers in rural areas are limited in terms of career development opportunities (Strauss, 2012). Rural and remote areas are more likely to

be a challenge in terms recruitment, and retention of male teachers and location plays an important role in recruitment (Chandler, 2010). He further stated that the supply of teachers is unfavourably affected in many countries where retention rates are low for newly trained teachers.

Career development opportunities are important factors that attract younger generations to organisations (Barkhuizen, 2014). Lack of this poses a challenge to all recruitment and retention efforts, which results in high turnover rate of teachers. The Department of Education, therefore, has to invest in career development programmes to attract and retain quality school teachers (Morel, 2014; Du Plessis, Carroll & Gillies, 2015).

The teaching profession suffers a status incongruity in that teachers are praised for their devotion and commitment to education; on the other hand, they can be derided by claims that teaching is easy work (Ashiedu & Scott-Ladd, 2011). These authors further stated although teaching is regarded as a profession, teachers receive less pay than many other professionals with a lesser education.

Conflicting demands and lack of administrative support that will help teachers realize their goals in the education system (Harding & Parsons, 2011; Ashiedu & Scott- Ladd, 2012) are some of the main challenges associated with recruitment and retention of male teachers.

In addition to the above, the state or aspects of discipline is another challenge towards the recruitment of male teachers. Poor discipline and the issue of lack of respect for teachers and their views in schools, and in the public sector, continues to be a major concern that the government is not giving teachers appropriate free influence to handle

this issue (Harding & Parsons, 2011; Ashiedu & Scott- Ladd, 2012). In a study by Alver, Sancak and Kesiciođlu (2010), early childhood pre-service male teachers believe that they will have difficulty in coping with misbehaviour and classroom management. This also adds to the above issue of discipline as one of challenges in recruiting and retaining male teachers.

In South Africa, many teachers under the age of 30 tend to resign in bigger numbers than older teachers due to the availability of job prospects in other sectors (Arends & Phurutse 2009; Steyn et al., 2011). Steyn et al. (2011) further states that the impact of the HIV/AIDS epidemic has taken a toll on the teaching population, predominantly in poor communities who face increased challenges of replacing those teachers. Cooperation and working together among teachers, administrators, school systems, and government is needed to overcome some problems and challenges in the recruitment.

Another challenge is with the recruitment of ECCE male teachers in rural areas and townships. The challenge of recruiting and retaining students from marginalized populations is recognized world-wide (Steyn et al., 2011). Assuming the enormous shortages of early childhood teachers, mostly in township and rural areas, it is vital to investigate the reasons for the low enrolments of Black student teachers at universities (Crosser, 2009).

According to Rentzou (2016), one of the challenges associated with recruitment and retention of male teachers in preschools has to do with societal expectations on males. She further posits that societal aspects such as seeing and considering men as lacking patience to work with children act as a stumbling block (Rentzou, 2011; 2013). Inadequate pay, lack of professional status, workplace stress and limited career

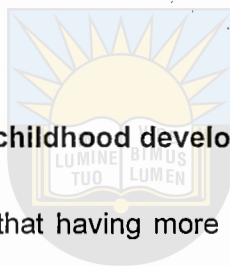
development opportunities are additional challenges. These are some of the documented challenges concerning the ECCE sector (United Nations Children's Fund, 2008; Productivity Commission, 2011; Whitebook & Ryan 2011). According to Cumming, Sumsion and Wong (2015: 3), "These factors work in combination to sway who moves into and stays in the ECCE as a male teacher as well as the quality and effectiveness of their services for children". These are some of the most common challenges that are associated with the recruitment and retention of males in ECCE.

Most of the ECD centres in high density suburbs, townships and rural areas are opened and managed by individuals who are unemployed, love children and want to provide for a need voiced by the community (Blank, 2011; Fourie & Kgalenga, 2014). This makes it a challenge in terms of recruitment because they cannot afford to hire qualified males and pay them salaries that will keep them on the job. Research conducted (Atmore, 2013; Fourie, 2014) concluded that many educators do not experience their workplaces as positive and the conduct of principals does not add positively towards the development and establishment of environments conducive to recruitment and retention of male educators. Furthermore, in South Africa, educators teach preschool learners in environments and ECD centres which are considered low-economic environments that are not encouraging quality teaching, learning, recruitment and retention of teachers (Fourie, 2014).

The lack of funds makes it challenging to facilitate staff supervising teacher training institutions or to attract experts needed to raise the status of ECCE teacher training (Ejuu, 2012). Early childhood education has been regarded as substitute mothering (Jones, 2009). This becomes a challenge to recruit and retain males in the ECCE sector

because of such a label cast upon it and to add to this are cultural child rearing beliefs and discrimination that disassociates males from child rearing (Martino & Rezai-Rashti, 2010). This gives the notion that it is not a profession and thus men shy away from it.

Another deterrent to men working in the ECCE system is the fact that the role of men in the early childhood sector is invisible and henceforth unrecognized and not appreciated (Svodziwa & Chipfakacha 2016).



2.4 The importance of men in early childhood development

Sevier and Ashcraft (2009) maintain that having more males in the preschool centres will compensate for the lack of a positive male presence in the lives of some children and also promote alternative modes of preschool teaching. It has also been suggested that it would be relatively easy to attract men to work in ECEC if they are able to see that there are already men working in the field where management could be male (Johannesen, 2010). Sak et al (2012) found that boys preferred to play with male teachers. This view highlights the importance of having men in ECCE as it will cater for this need for boys.

In addition to the above, Sak et al. (2012) found that female preschool teachers believed that apart from being good disciplinarians and innovative problem solvers, men are also needed in the preschool for social and emotional skills by serving as role models. Spring (2010) researched and found that most girls related to strong female role models, and boys did the same for strong male role models. In light of this view, it is of paramount importance to have more men in ECCE. Parents' views on the

appointment of male teachers in Turkish pre-schools indicate that parents of these children are becoming less concerned about whether their teachers are male or female (Akman, Taskin, Ozden, Okyay & Cortu, 2013).

Petersen (2014:3) brings in a new dimension when she states that "Where men are involved in education at this level, it is often because they are deemed effective disciplinarians, good with sport, or there to occupy a management position". This factor raises a point that men are equally important in the preschool domain as they bring in other aspects that women might not provide. In their research, McGrath and Sinclair (2013) found that male students expressed a preference for male teachers because of perceived shared experiences, interests and ways of thinking.

Therefore, the importance of the presence of male teachers who ethnically, visibly, or culturally reflect the student population emerges, to alleviate school underachievement, and attrition rates of minority groups, in which boys typically are more negatively represented. One can conclude that a diverse representation of genders in schools to counteract the dwindling numbers of male teachers is analogous, and the representation of more diverse male teachers in schools might similarly alleviate the higher attrition and literacy problems of many boys (Gosse, 2011).

Partaking of males in ECEC teaching is seen as a factor that might raise the status of that profession and the salaries (Rentzou, 2016). Male teachers in preschools offer an imperative gender balance which provides a noticeable model for both boys and girls, socially and academically (Wood, 2012). For the girls, a male teacher represents an important opportunity to intermingle with and build interactions with men outside the family (Taylor & Francis, 2013). In addition to this, McGrath and Sinclair (2013)

researched and concluded that male teachers, although not proven to affect academic achievements in the classroom, certainly have a relevant part to play in the social development of girls and boys.

Rentzou (2016) argues that involvement of more males in the teaching of preschools can lead to social change, as lack of men has implications on women's role in society. If women's dominance in a profession is really associated with the low status and the low salaries of this profession, this infers that society is characterized by social and economic inequality toward women (Drudy, 2008). It is more to have male teachers in preschools because mixed gender teams function better in virtually all professions, and ECCE is no different.

Furthermore, there continues to be apprehension over the diminishing numbers of males in undergraduate degrees, where men in Canada account for only about 40 percent of the student body (Gosse, 2011). This view is supported by Lu and Jones (2010) when they state that if pupils are taught mostly by female teachers, there is a risk that young people could associate education solely with females. This could significantly limit the type of person that stays in school past the compulsory leaving age. Children need to be taught by a range of different people, as school is meant to be a reflection of the world in general (Pruett & Cowan, 2009).

Therese and Ayse (2010) have recognized six issues that explain why young men show little interest in the ECCE profession. They are: 1- low salaries, 2- difficulty for men to be recruited in the field, 3- many disadvantages compared to advantages faced by men in ECE, 4- lack of perseverance in education, 5- negative reactions of family and other significant persons on entering the ECE field, 6- training limited to the basics. Negativity

towards men working in the ECCE sector has been perceived by society, where there is lack of gratitude for the work undertaken (Moloney, 2011).

The importance of men in families has been highlighted in many studies; however, continuity is not seen in ECCE in terms of having male teachers, such that what has been gained at home is not lost at preschools. While there is a body of work on the recruitment and retention of teachers, there is little work in the area that distillates on recruitment and retention of males in preschools (Arends & Phurutse, 2009; Green, 2010; Svodziwa & Chipfakacha, 2016).

Male teachers are considered to be essential for the development of the child in totality and for the provision of high-quality care and education in preschoolers (Sakellariou & Rentzou 2007; Rentzou & Ziganitidou, 2009; Farquhar, 2012). They further stated that including males in children's education and care is viewed as indispensable in order to meet and satisfy children's needs since males are considered to be positive role models for young children. In addition, involvement of male teachers in ECCE can encourage fathers to get involved in their child's education and present an unrestricted and open model of parenting between genders with regard to being responsible for the children (Koch & Farquhar, 2015).

Male teachers can sometimes provide a different point of view. They may have different opinions about learning and teaching, which could be valuable to pupils and other teachers. Male teachers have one thing that female teachers don't. They were once young male pupils, so their personal experiences could provide ideas and innovations that education is currently missing out on (Pruett & Cowan, 2009). Education has an obligation to provide pupils with varied learning experiences. A part of this has to

integrate the type of teachers they are taught by, and female and male teachers may approach teaching in different ways. Male teachers may be able to reach students who are detached in a way that female teachers cannot.

Research by Owen (2012) supports the proposition that male teachers are up to the tasks of caregiving and engaging in quality interactions with young children and that these male teachers may also provide a different approach to activities and a diverse emphasis in the application of curriculum while still meeting the curriculum goals for child development. More male teachers would also encourage fathers to feel more comfortable about participating in ECE settings (Jones, 2009; Pruett & Cowan, 2009; Lu & Jones, 2010; Mashiya et al., 2015). Awareness of the impact the teacher makes to a students' success can also make teachers more enthusiastic (Ashiedu & Scott-Ladd, 2012), and this contributes to their job satisfaction.

A higher male participation rate benefits the early childhood profession, first by enhancing its status and the status of these within the profession as well as improving workplace dynamics and relationships (Mukuna & Mutsotso, 2011). Having male teachers in the ECCE provides children with the opportunity to see men and women carrying out the same tasks equally, which helps in breaking down the stereotype of what is traditionally seen as male or female work and therefore makes it more acceptable for men to work with children (Rentzou, 2016). Men can bring different skills and qualities to the profession, which could help to broaden the curriculum and enhance the quality of the service (Skelton, 2012). Having a male childcare teacher present is good for staff relationships and brings a healthy mix in the ECCE sector (Koch & Farquhar, 2015).

Extensive research results suggest that having more male teachers would benefit children, parents, female fellow workers, men themselves, and the profession of ECEC (Rentzou & Ziganitidou, 2009; Sakellariou & Rentzou, 2011; Rentzou, 2011, 2013). Rentzou and Ziganitidou (2009) maintains it is important to have males in the ECCE sector and should be reflected as entities that bring new, different ideas and a range of skills to their respective classrooms, which benefit both the children and the ECCE sector. Rentzou (2016) further adds that male ECEC teachers are not desired as models of maleness, but they are needed to guarantee a more gender-neutral philosophy of care and education in ECCE sector.

The importance of men in ECCE has also been stressed in a plethora of literature (Drudy, 2008; Skelton, 2012; Peeters et al., 2015) have stipulated that presence of more male teachers in ECEC is considered as a means to help tackle with boys' underachievement. This shows and helps the boys to emulate the role and importance of teachers and for them to see that males can develop their careers. Male ECCE teachers are considered to be fundamental for the development of the whole child and for the provision of good ECCE (Anliak & Sahin-Beyazkurk, 2008; Rentzou & Ziganitidou, 2009; Farquhar, 2012). Fourie and Kgalenga (2014), however, argue that the majority of South African Early Childhood Development practitioners have not been exposed to any form of training. In addition to that, Fourie and Kgalenga (2014) state that demanding a formal qualification from these practitioners might result in sidelining them because they do not meet the necessary requirements to acquire such qualifications. This does not solve the gap or lack of male ECCE educators currently facing South Africa.

According to Rentzou (2016), involvement of more males in the teaching young children in the ECCE sector can lead to societal change, as the absence of men has insinuations about women's role in society. Drudy (2008) adds to this view by stating that women dominate the ECCE sector, but it is associated with the low status and the low salaries. This implies that our society is characterized by social and economic inequality towards women (Drudy, 2008; Skelton, 2012). Consequently, the presence of more males in this ECCE sector will help dismantle such negative societal connotations.

An interesting view was expressed that "There are many students lacking a significant positive role model outside of school, so having a good mixture of genders as well as other forms of diverse representation in the teaching staff is beneficial" (Gosse, 2011:124). Basically, more diversity in terms of including males in the ECCE sector is beneficial for all learners. In addition to the above, in his articles, Gosse (2010, 2011) stipulated "that men report being fearful of becoming a teacher due to widespread prejudices; as a result, many boys are deprived of the potential benefits of the active, humorous, and tolerant teaching styles of some male teachers". Men are equally important in the ECCE sector as they bring in diversity.

A recent study (Ansell, Bruns & Chitiyo, 2016:22) concluded that "Men who are involved fathers feel more self-confident and effective as parents; they find parenthood more satisfying, feel more intrinsically important to their children, and feel encouraged by being involved". This serves to show the importance of men in early childhood. In addition, fathers who are involved in their children's lives are likely to exhibit higher levels of psychosocial maturity (Flippin & Crais, 2011).

Sevier and Ashcraft (2009) concluded that men are important in the ECCE sector by pointing out that boys are much more likely to emulate and esteem male teachers rather than female teachers. Plethora of research (Koch & Farquhar, 2015; Chipfakacha & Svodiwa, 2016; Rentzou, 2016; Joseph & Wright, 2016) also confirms that fathers are more likely to become involved with their children when opportunities to do so are provided for them.

The importance of men in ECCE cannot be over emphasized. Lack of men in this sector makes it evident to recognize the importance of men in ECCE as they act as positive role models, substitute fathers unto those children who seem to lack father figures at home and most importantly, it can lead to changes in the way society view or regard male who are keen on joining ECCE as a profession.



2.5 Strategies to recruit and retain male educators in preschool centres

The challenges of low status, low salaries, perceptions of teaching as women's job, potential complains of child abuse, sexual harassment and lack of male peer groups are the contributing factors to lack of male teachers in preschools (Drudy, 2008; Petersen & Pekter 2011). Strategies which include inaugurating and instituting national minimum wage standards might be helpful for recruitment and retention of male ECCE teachers (Sun et al., 2015). Public recognition of outstanding male preschool teachers and the presence of male lecturers in undergraduate degrees should be used as strategies to attract males into this area (Svodziwa & Chipfakacha, 2016).

A body of literature (Rentzou, 2016; Skelton, 2012 & Johannesen, 2010) suggests that participation of males in ECEC and primary teaching has been suggested as a factor that might raise the status of that profession and the salaries. It appears preschools are able to recruit and retain female educators, but the same cannot be said of male educators. Low wages are a barrier to recruiting and sustaining male educators in ECCE (Svodziwa & Chipfakacha, 2016).

The retention of quality teachers is a problem in South African schools (Steyn, 2013) and not only peculiar to preschools. Aspects contributing to the shortage of educators include resignation, medical boarding, dismissal, emigration of highly trained professionals for greener pastures and restrictions related to self-development and lack of recognition for good performance (Adedeji & Olaniyan, 2011; Schullion, 2011).

The duty of the Department of Education is, therefore, to develop attractive reward and remuneration practices that retain a talented pool of school teachers (Armstrong, 2009; SACE, 2010). Retention policies should be aimed at attracting new employees, satisfy the older generation of employees and motivate current employees to stay within the organization (Barkhuizen, 2014). The matter of remuneration has an unfavourable effect upon graduate perceptions of working within the sector and demoralizes their confidence and self-esteem in relative to the importance of their work (Moloney, 2011).

Student enrolment in teacher education programmes at South African universities, particularly in ECCE, remains primarily White, middle class and female (NCES, 2010; Department of Education, 2006; Green, 2010). Steyn et al (2011) researched and established that students confronted mockery and derision from their peers, who viewed teaching as a worthless career. They further stated that in their research in South Africa,

students also conveyed that their own teachers dispirited them from entering a profession that is overworked, underpaid and criticized in the media.

Researchers and educational professionals operating within this framework should focus recruitment and retention efforts on devising ways to overcome the identified impediments to male participation (Barkhuizen, 2014). This focus, however, leaves unchallenged the assumption that increasing the number of male teachers will necessarily have a positive impact on children, broaden conceptions of masculinity, and increase gender equity (Martino, 2008; Sevier & Ashcraft, 2009; Skelton, 2012). Extensive public credence that women are more nurturing than men also serves as a barrier to men considering careers in early childhood education (Joseph & Wright, 2016). Male involvement would be more fully accepted where males present themselves successfully, thus fulfilling their responsibilities in the classroom as nurturing adults (Anliak & Sahin-Beyazkurk, 2008).

Increasing wages may bring more men in to the profession and help retaining the ones already in the profession (Yilmaz & Sahin, 2010). Other researchers suggest attracting more males through volunteering activities, father involvement opportunities, and workshops (Joseph & Wright, 2016; Rentzou, 2016; Svodziwa & Chipfakacha, 2016). Even though it is not directly related to the men in the profession, a good working environment is crucial to attract and retain more teachers for early childhood education.

The reasons why men do not choose the profession as educators within the preschool domain have been summarized as follows: (1) employing men as carers of young children raises questions about men as potential sexual abusers; (2) the low wages and the low status of the profession of early childhood education and care; (3) the name

'nursery nurse'; (4) the stereotype of childcare as women's work; (5) the labeling of men caregivers as homosexuals or not 'real men'; (6) the myth about the feminist movement and public support for women's, rather than men's, employment opportunities; (7) the societal belief that men are less able to care for and educate young children and lack the patience required to work with children; (8) the 'male approach' adopted by males which challenges the way early childhood programmes operate; and (9) factors associated with age (Rentzou & Ziganitidou, 2009).

A research study conducted by Anliak and Sahin-Beyazkurk (2008) in Turkey, they stipulated that society, in general, and parents in particular should be educated through advertisements, programs on television and counseling services about the role of male teachers in the preschool classroom. They argued that this should be done as a way of decreasing society's bias towards male preschool teachers. Lack of pragmatic evidence regarding the significant benefits of male preschool teachers makes it problematic to back the retention and recruitment efforts for more men in preschools (Sumsion, 2010).

In Europe, few countries have managed to increase male participation without specific government policies to encourage it (Jones, 2009). Initiatives for change need to be supported at all levels through government, the media, training organisations, employment organisations, employers, parents and educators. However, this is not so in South Africa, as noted recently by Atmore (2014: 9) who remarked that "only seven main political parties that contested the 2014 national elections (20 parties registered for the elections) in South Africa had proclaimed policies on Early Childhood Development (ECD)".

The Department of Education in South Africa (Schullion, 2011) must inspire and retain educators by providing them with other career path prospects to occupy senior positions based on good performance. According to Briere, Simonsen, Sugai and Myers (2015), constructive performance feedback is important to retain younger teachers in the profession. In addition to the above, high employee determination diminishes stress, absenteeism and turnover and increases employee performance (McCleod, 2010).

Promoting the benefits of teaching to under-represented groups, for instance males and those from minority cultural backgrounds, by promoting positive teacher role models from these backgrounds is a strategy that can be used to recruit and retain male educators (Fantilli & McDougall, 2009). In addition, they further stated that another strategy is correcting misconceptions responsible for negative views of teaching, disseminating information about teaching to these groups (Fantilli & McDougall, 2009).

Asking teachers' views about what needs to be emphasized, for example, teaching's social relevance, working with young people, creativity, autonomy and working with colleagues are noted as a powerful strategy by Balatti, Knight and Henderson (2010). These could focus on improvement in teachers' self-image of their work and their importance as role models for students and building stronger links between schools and the community, for instance with parents and employers, to enhance the status of teaching (Lynch & Knight, 2011). These are some strategies that can be implemented in order to recruit and retain male teachers in preschools. Jones (2009) outlined the following strategies as ways to recruit and retain male educators in preschools.

Introducing a target for men in ECE

Many European countries have set specific targets for male participation. For example, in the year 2000, the British Government set a target of 6 percent by 2004 (Owen, 2003) while the Childcare Network of the European Commission aimed for 20 percent, to be attained over 10 years (Peeters, 2007).

Improving the status of ECCE

Professional status is considered important in attracting men to the sector (Peeters, 2007). There an improvement of the status of the ECCE sector, which is of paramount significance as a strategy to recruit and retain male educators in this sector.

Providing targeted training and scholarships

This could be achieved by working with training organisations to provide courses more suited to male involvement. Male only courses have proved successful in Scotland as has the provision of male mentors (Peeters, 2007). Scholarships for training could be offered to all men, regardless of income or ethnicity as a strategy to recruit and retain male educators within the ECCE sector.

National advertising

Advertising focusing on male involvement in ECE would promote the profession and reduce negative stereotyping. Promotion could range from including images of male participation on leaflets and posters to television commercials (Jones, 2009).

Ensuring equality in working conditions

Reviewing early childhood legislation to ensure that it offers equal rights to men and women and that it safeguards both sexes and children, for example, by encouraging open plan environments in ECCE settings is important. This is because some women and parents are of the view male teachers must not be left alone with children in classes.

Indirect advocacy

Work could be carried out with advocacy organisations such as the Men in Early Childhood Network to enable them to help train providers, schools, ECE services and other key organisations in the early childhood sector to encourage and support male recruitment. Jordan (2011) also recommends that more affirmative descriptions of men in child-caring roles were needed to rectify the current situation of lack of male educators in the ECCE sector. Appreciation of male students by those in teacher education could contribute a great deal (Mashiya et al., 2015).

The ECCE sector should be aware of its importance in acknowledging and promoting men as primary carers and, at the same time, take the responsibility to encourage progress in making it as natural to have men working in early year levels, as it is to have women. Imazeki and Goe (2010) make a proposition that urban and rural districts schools must be more competitive when it comes to recruiting the best teachers. There should be a partnership between institutions of higher education and preschools to better prepare teachers for urban and rural preschool settings and create partnerships to address out-of school issues that affect recruitment and retention (Imazeki & Goe,

2009). In addition to this, they further suggest that support to new teachers by ensuring a comprehensive, intensive induction program, is in place is greatly needed.

Rentzou (2016) suggests that aims and policies should be put in place not only for recruiting males to the ECCE sector but also for sustaining and supporting males during their studies in higher education institutions. Rentzou (2016) suggests that it important to undertake a reform, and interventions should be made at different levels such as in pre-university education levels, during higher education and training courses, during initial training, and in terms of working conditions and job perceptions. As a strategy to recruit and retain male educators in preschools, Rinke (2011) suggests effort towards recruitment must scrutinize prior educational experiences and examine prospective teachers' planned approaches towards instruction, community participation and professional growth. A plethora of studies have also linked commitment and retention to prior experience (Andrews, 2009; Taylor & Frankenberg, 2009; Irizarry & Donaldson, 2012; Ronfeldt, Reininger, & Kwok, 2013). Taken collectively, these studies suggest that background experiences, teacher preparation experiences and level of commitment are central in an ECCE teacher's choice to teach and continue teaching (Whipp & Geronime, 2015).

Nelson and Shikwambi (2010), in their article, suggested five strategies that can be implemented as a way to attract, recruit and retain male preschool teachers. They are summarised and outlined as follows: (1) have men work with children immediately (2) Have a mentor (3) Facilitate a men's support group (4) Offer men a scholarship or stipend (5) Adapt the program's culture to welcome men. The scarcity of male ECCE educators can endanger the availability and affordability of good quality early childhood

education and care that is crucial to many parents, young children and the sector (UNICEF 2008; Bretherton 2010; Cumming et al., 2015). The awareness of the importance of ECCE as well as the need for qualified male early childhood educators should be continuously raised by the Department of Education (Fourie, 2014) as male early childhood educators are crucial to high quality ECCE provisioning that supports noble outcomes for learners (Cumming et al. 2015).

According to Doyle (2010), school boards, teacher unions, faculties of education, and teacher accreditation organizations need to do more to address satisfactorily the essential role of homophobia in regulating the workplace of many male teachers. This can serve as a strategy to attract more male preschool teachers into the ECCE sector as more male shy away from this area due to this. Confrontation with these pre-conceived beliefs associated with male preschool teachers, opportunities for reflection and inquiry-based approaches in teacher education programmes are highly recommended (Chong et al., 2011).

As a strategy to recruit and retain male preschool educators, Sweden increased the length of the university training course for preschool teachers and leisure time teachers from three to three-and-a-half years to be on equivalence with the requirement for primary school teachers (UNESCO, 2008; Sun et al., 2015). New Zealand set a target of having a certain percentage of male ECCE teachers qualified by 2012 (Sun et al., 2015). The Australian government extended the number of university spaces to train ECCE educators and provided incentives for graduates to work in the ECCE sector (Sun et al., 2015). These same strategies can, however, be taken and implemented in

developing countries, especially in South Africa, by giving bursaries to men and incentives for completing the ECCE teacher qualification.

An exploration into the involvement of men in ECCE settings in Ireland (Walshe, 2011) suggested strategies to recruit and retain male teachers in the ECCE. He stipulated in his article that developing a specific course or module aimed at enticing more men to enter the childcare profession is one of the strategies. In addition, he further proposed that developing a nationwide awareness of the positive benefits that men can bring to childcare services through their increased involvement in the profession and promoting the positives of the childcare profession to potential male employees across the country. As a strategy to recruit and retain male educators in preschools, Svodziwa and Chipfakacha (2016) discovered that there is need to increase involvement of men in the lives of their children. They further argued the inclusion of more fathers, other male relatives, and boyfriends into the early childhood education program.

Having men as educators in ECCE is a noble idea, and the various strategies outlined above could be of paramount importance in recruiting and retaining them in this sector.

2.6 Summary of literature review

Chapter Two was dedicated to a review of literature. This started out with the review of the National Integrated ECD policy and the recruitment of male educators in South Africa. The review of the policy was linked with other documents and literature in the context of the study. This was followed by discourse on male educators as role models in schools and challenges of recruiting and retaining male educators in schools. The importance of men in early childhood development was also reviewed. The final section was devoted to strategies to recruit and retain male educators in preschool centres.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This section explains the research methodology, research paradigm, approach and research design employed in the study. The site at which the study was conducted is discussed. In addition, the sample size, the sampling procedure and the data collection instruments are also discussed, together with the data collection procedures. Lastly, issues of trustworthiness, credibility and ethical considerations during the conducting of the study are explained.

3.1 Research paradigm

A research paradigm is a set of fundamental beliefs and assumptions concerning how the world is perceived, which serves as a conceptual framework guiding the behaviour of the researcher (Jonker & Pennink, 2010). This is further supported by the views of Bakkabulindi (2015) who defines a research paradigm as sort of 'camp', to which a researcher belongs in terms of assumptions, propositions, thinking and approach to research.

Basically, a research paradigm is of paramount importance because it enlightens one about the choices on which methodology to use and the research areas or questions that need to be spoken about. This study employed an interpretivist paradigm, based on the premise that the researcher needs to be in a position to understand the thinking and feelings of the participants and how they communicate, both verbally and non-verbally. The main thrust of an interpretivist approach to research is that the phenomena or

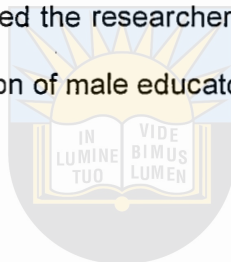
occurrences in which the researcher is interested in can never be observed objectively from the outside; instead, these are observed from the inside, through the direct experience of the people who participate in the research study. The role of the researcher is to understand, explain and decipher social reality through the eyes of the participants (Mack, 2010).

In other words, social researchers can never hope to be totally objective as they are always part and parcel of the social reality they are studying (Denscombe, 2014). The interpretive research paradigm assumes that as people interact with the world around them, they construct and merge their own subjective and intersubjective meanings (Packer 2010). This perspective postulates that the only way to understand social reality is from the standpoint of those enmeshed within it (Hesse-Biber & Leavy, 2011). Wahyuni (2010) describes ontology as the view of how one observes reality. The ontological conventions of this paradigm are that reality is indirectly created based on individual interpretation and is subjective. It is of the idea that people interpret and make their own meaning of events, and those events are unique and cannot be generalized (Mack, 2010). Furthermore, the social world cannot be investigated the same way as the natural world and interconnection in social sciences is determined by interpreted meaning and symbols (Petty, Thomson & Stew, 2012).

Epistemology "is the belief on the way to generate understanding and use the knowledge that is deemed to be acceptable and valid" (Wayhuni, 2010:69). The epistemological assumptions of this paradigm are that knowledge is gained through respecting the differences between people and objects of natural sciences, and the

social scientists should grasp the subjective meaning of social action since knowledge is gained inductively to create a theory and arises from specific situations (Mack, 2010).

One of the limitations of interpretative research is that it abandons the scientific procedures of verification and, therefore, results cannot be generalized to other situations. Hence this paradigm allowed the researcher to acquire stakeholders' views on the strategies to recruit and retain male educators in the preschool centres. Making use of an interpretivist paradigm allowed the researcher to acquire in-depth information concerning the recruitment and retention of male educators in preschool centres.



3.2 Research approach

Shirish (2013) defines approaches to research as broad integrated sets of research principles and general procedural guidelines. This study adopted a qualitative approach, which focuses on gaining an understanding of human behaviour and the explanations which govern it (Glenn, 2010). Qualitative methods are designed to help researchers to understand the social and cultural contexts in which people live.

In qualitative research, the researcher becomes the principal instrument for collecting and analyzing research data, using words rather than numbers to convey what he or she has learned about a particular occurrence or phenomenon (Merriam, 2014). This approach was ideal for this study, as it enabled the researcher to gain an understanding of the suitable strategies to recruit and retain male educators in the preschool centres in one Education District in the Eastern Cape within the context of the subjective motivations, actions and reasons which determine their beliefs.

A qualitative approach is used to examine the feelings, attitudes and views of the participants in a study and the meanings which they attach to their experiences, perceptions, feelings, views and attitudes (Fouche & Delpont, 2011; Moule & Goodman, 2009). A qualitative approach is not concerned with the outcomes of particular states of affairs or problems, but rather, with their specific contexts and their nature, from the independent viewpoint provided by the experiences and perceptions of the participants.

An approach of this sort is normally used in the natural settings in which the participants experience the problem which the study seeks to investigate, either through a face-to-face interaction, using interviews or over time, as a study of a particular phenomenon (Creswell, 2014). When a qualitative approach is used, the researcher becomes the primary or key instrument who gathers the data personally, by examining documents, observing behaviour or interviewing participants (Creswell, 2014). These procedures are necessary because the researcher needs to have firsthand information and experiences concerning the phenomenon, of which the perceptions of the participants and the meanings which they attach to their experiences constitute the focus of his or her enquiry.

The approach may make use of several different types of instruments to collect data, such as interviews, documents, observations and audio or visual recording instruments. Once the raw data has been gathered from these sources, the researcher then begins to analyze it by breaking it down into distinct themes. When this approach is adopted, the analysis is both inductive and deductive in that the patterns and themes are organized into increasingly abstract units of information. This is a rigorous exercise in which the researcher works back and forth with the data and the themes which emerge

until the data has been transformed into an elaborate set of themes. The researcher then endeavours to determine whether there is sufficient evidence to support the themes, and, if there is not, more information needs to be gathered.

Qualitative research begins inductively and ends deductively. The meanings given by the participants to their experiences are sought, rather than any meanings which researchers may be tempted to infer or ascribe. The design is emergent rather than based on prescribed procedures, to accommodate changes in the circumstances in which the information is obtained, in order to gain the fullest picture possible of the problem as it is perceived by the participants (Creswell, 2014). The approach is also holistic in nature, as the reporting is based on multiple perspectives, thus revealing the many factors which are associated with the problem on which the study is centered. Furthermore, a qualitative approach has the benefit of being flexible as it permits the interviewer to respond to new theories and concepts raised by the respondents (Morris, 2015).

Nevertheless, qualitative research has its flaws. Qualitative researchers find it problematic to make generalizations from a sample to a population because samples are too small (Myers, 2013). Qualitative methods are subjective because they rely on the judgment of the researcher and also lack of validity of subjective opinion (Trafimow, 2014). This approach enabled the researcher to gain an understanding of the suitable strategies to recruit and retain male educators in the preschool centres within the context of the subjective motivations, actions and reasons which determined their beliefs.

3.2 Design of the study

Yin (2012) defines a research design as a logical plan for obtaining conclusions or answers for a set of research questions. It is a general strategy for solving a research problem (Leedy & Ormrod, 2013), and it is a procedure which a researcher employs to collect, analyze, interpret and present data. This study made use of a case study research design. According to Yin (2012: 16), “a case study is an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real world context, especially when the boundaries between phenomenon and context may not be clearly evident”.

According to Hesse-Biber and Leavy (2011), a case study is an approach that provides the researcher with a holistic understanding of a problem, issue or phenomenon within its social context. A case study is a research design which is appropriate for conducting research which necessitates making evaluations and enables the researcher to develop an in-depth analysis of a case, which may refer to a programme, an event, an activity, a process or to an individual or a collection of individuals; data is collected through the use of various procedures and techniques for collecting data (Yin, 2012; Creswell, 2014; Yin, 2014). A realistic setting allows the researcher to ascertain the phenomenon being investigated.

The strength of a case study for conducting this research was in its ability to examine the recruitment and retention of male educators in the preschool centres in their real world context and to understand them within the context of the subjective perceptions of the participants of male educators working in the field of ECCE. The researcher chose

the case study because it permits the investigation of a social problem in terms of processes and events (Creswell, 2014). It was also suitable because it focuses on a specific area, which made it possible for the researcher to discover specific causal relationships with respect to the perceptions of the participants and to gain an overall understanding of how and why their perceptions of the phenomenon of male educators working in ECCE have taken their present form.

3.3 Study site

The study was conducted in the East London Education District of the Buffalo City Metropolitan Municipality, which is located almost at the centre of the Eastern Cape Province in South Africa. East London is the second largest industrial centre in the province. East London has a population of over 267,000 with over 755,000 in the metropolitan area (Statistics South Africa (SSA), 2010). The study was conducted in this area because the area has many preschools, and no previous research of this nature has been conducted.

The Eastern Cape Province is the second biggest province in South Africa. It covers 169,580 square kilometers which is 13, 9 percent of South Africa's total land area. The province has roughly 6, 4 million people, which is 14 percent of South Africa's total population. (Statistics South Africa, 2011, cited by The Local Government Handbook: online) The province is seen as one of the poorest in South Africa (Statistics South Africa (SSA), 2010; 2013; 2016). There are two major urban metropolises within the

Province which are Nelson Mandela Bay Metropolitan and Buffalo City Metropolitan Municipality.

3.4 Sample size and Sampling procedures

The research sample for this study comprised of a total of ten participants and which consisted of 2 officials from the Department of Education, 2 principals of preschool centres, 2 owners of preschool centres, 2 male foundation phase educators and 2 female preschool educators. The study made use of purposive sampling, which is also known as selective or judgmental sampling. Purposeful sampling constitutes the selection of information-rich cases (McMillan & Schumacher, 2012: 325-326).

Purposive sampling was used because it enables participants who have particular specific characteristics which are relevant to the topic of the research to be selected on the basis of these characteristics (Zink, 2012). According to Babbie (2013:196), "In purposive sampling, the units to be observed are selected on the basis of the researcher's judgment about which ones are the most useful or representative". For the purposes of this study, the researcher purposively selected departmental officials, educators, principals and owners of preschool centres, who either work directly in the field of ECCE or have an influence in the ECCE sphere.

3.5 Instruments for data collection

3.5.1 In-depth interview schedules

An In-depth interview is whereby the researcher asks questions and follows up on the responses of the interviewee in an endeavour to extract as much information as

possible from a person (Morris, 2015). In depth interviews are conducted via an interview schedule. In-depth interviews were used to get stakeholder views and strategies to attract, recruit and retain male educators within preschools that are in east London education district. An interview schedule is a tool consisting of a list of questions that drive the interview. The interview schedule provides the interviewer necessary control of the interview (Zurik, 2014). The interview guide had unstructured questions to guide the researcher. The interviews were recorded with consent from the participants and information gathered was transcribed later. Field notes were also taken to complement the recorded data. The advantages of the interview schedule with unstructured questions is that it allows the researcher to probe complex issues and also allows the researcher to gain a general understanding of the problem when very little information is known about the subject. Its weakness is that there is a probability that the interviewee will go on and on not focussing on the given issue (Klenke, 2015). The researcher dealt with this weakness by sticking to the questions on the guide and probing the interviewee on the subject to be answered. This instrument was chosen for this particular research because there was no much previous research done on the area of study; the unstructured interview allowed the researcher to get full information on the strategies to recruit and retain male educators in preschools in east London Education District.

3.6 Instrument credibility and trustworthiness

Trustworthiness in qualitative research means methodological soundness and adequacy (Holloway & Wheeler 2013). By contrast, credibility refers to whether or not

the perceptions of the participants in a qualitative research study of the events, phenomena or occurrences which the study endeavours to investigate match up with the researcher's portrayal of them in his or her report. The criterion is used to enable an assessment to be made of whether or not the researcher has accurately represented what the participants feel, think, say or do (Lodico, Spaulding & Voegtle, 2010). This research endeavoured to ensure the credibility of the findings by using the in-depth interviews to their fullest potential and using them in accordance with professional research standards. Member checks on analysed texts and transcripts were done to ensure data credibility (Creswell 2014). A tape recorder was also used to ensure reliability and credibility of the study (Creswell 2014).

3.7 Data collection procedures

Interview procedures were developed by the researcher in accordance with the guidelines provided by Creswell (2014) for asking probing questions and recording answers during a qualitative interview. The researcher made use of in-depth interviews. These interviews involved open-ended questions which were intended to elicit stakeholders' views on strategies to attract, recruit and retain male educators in preschools. The interviews assisted in accessing this information, and each interview lasted between 40 to 60 minutes and was recorded with consent from the participants. The date, venue, interviewer, interviewee, questions asked and a final 'thank you' proclamation to acknowledge the time spent by the interviewee during the interview were included as components of research procedure (Creswell, 2014).

3.8 Data analysis procedures

The qualitative data was analysed by using content thematic analysis. The collection and analysis of data in qualitative research occurred simultaneously because findings emerge during the process of collecting data Creswell (2014). The following steps, as recommended by Creswell (2014) were employed:

- i. The data which encompassed transcribing the information was organized and prepared;
- ii. The researcher looked at all the data in an effort to get a general sense of the information and a prospect to reflect on its overall meaning, such as the imprint of the overall depth, credibility and use of the information;
- iii. The researcher started to code the information into categories and labeled it using Tesch's (1990) eight steps; and
- iv. The researcher used the coding process to generate a description of the people as well as themes for analysis.

3.9 Ethical measures

The researcher sought and obtained an ethical clearance certificate from the University of Fort Hare before beginning the process of collecting the research data. Permission to collect data from the participants was sought from the various relevant organizations before collecting the data. The following ethical considerations, which are required for the conducting of research in the social sciences, were respected:

3.9.1 Gaining entry

The principle of looking for permission is an important deliberation for any empirical study to ensure that the appropriate gatekeepers and individuals in authority are consulted in order to obtain approval to collect data (Creswell, 2014:96; Yin, 2014; Teddlie & Tashakkori, 2009). The researcher used good communication skills and appropriate strategies gain entry into the preschool centres and other locations which fell under the jurisdiction of the East London Education District.

3.9.2 Participants' right

“Voluntary participation means participants cannot be compelled, coerced, or required to participate” (McMillan & Schumacher, 2012:118). The participants who were selected were not forced into participating and did so out of their own free will and were informed of their right to withdraw at any stage if they felt so.

3.9.3 Informed consent

According to Strydom (2011), the participants should be conscious of the researcher's identity and the institution which he or she represents. The participants signed consent forms as a way of showing commitment in participating. “Informed consent is achieved by providing subjects with an 'explanation of the research, an opportunity to terminate their participation at any time with no penalty and full disclosure of any risk associated with the study” (McMillan & Schumacher, 2012). Weak consent usually leads to poor data as respondents will try to protect themselves in a mistrusted relationship (Miles, Huberman & Saldana, 2014). This basically means that securing permission from

participants is of paramount significance. Hesse-Biber and Leavy (2011) stipulated that informed consent is a question of basic human rights, and it is envisioned to precaution participants from any mental or physical harm that might assure them as a result of partaking in the study. The researcher issued the participants with informed consent forms which explained comprehensively what was expected of them as participants during the conduct of the research.

3.9.4 Confidentiality

According to McMillan and Schumacher (2012), confidentiality means that no one else has access to individual data or the names of the participants except the researcher(s) and that the participants know before they participate who will see the data. The researcher protected the privacy, anonymity and confidentiality of the participants by not using their names in any of the documented data. This measure was taken in order to ensure that no information which they provided can be traced back to them. The information was also not discussed with anyone else. To protect participants' dignity and identity, this researcher ensured that all research material collected was kept in a safe place even after the study has been completed and terminated (Creswell, 2014)

3.9.5 Protection from harm

Harm to participants range from damage to self-esteem, looking bad to others, threats to one's interest and position (Miles et al., 2014). The possibility of psychological harm was precluded by applying the principle of maintaining a non-judgmental attitude when dealing with the participants. Thus, all the information that was obtained from the

participants in this study was treated in agreement with the standards laid down for research with respect to privacy and anonymity (Strydom, 2011). The researcher ensured that participants were not subjected to any form of harm. Participants were encouraged to indicate when the research procedures seemed threatening, embarrassing or causing some discomfort.

3.9.6 Achieving anonymity

Anonymity safeguards the privacy of research participants by having them remain nameless to prevent them from being engaged in an undesirable position as a result of having participated in a research study (Neuman, 2009; Strydom, 2011; Yin, 2014). Utilizing member checks to verify and extend interpretations and conclusions can help with anonymity problems (Miles et al., 2014). The anonymity of the participants was maintained at all times by adhering to the professional standards for guaranteeing confidentiality which are described in section 3.9.4 above.

3.9.7 Maintaining professionalism

The researcher strived and endeavoured at all times to maintain professional standards of research in the social sciences throughout the course of conducting the research study.

3.10 Chapter Summary

This chapter focused on the approaches and processes that were used in the data collection and analysis. It also discussed ethics that were observed during the data collection process as well as the limitations of the study. The chapter also explained

how the findings were reliable and valid. The following chapter presents the analysis and interpretation of the data.



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CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

The previous chapter presented a detailed picture of the research methodology used in this study. This chapter primarily focuses on introducing the findings gathered and the researchers' analysis of the data. The essence of the study was to investigate the recruitment and retention of male preschool teachers in one education district in the Eastern Cape Province. An interview schedule was used as an instrument for data collection, and information was gathered from 10 participants on their experiences in the recruitment and retention of male preschool teachers. The data collected was analysed and then organized according to emerging themes. The real names of participants were not used in this chapter for the sake of protecting the identity of the participants; instead, code names are used to identify participants in accordance with the research ethical considerations described in Chapter 3 of the dissertation.

The data collected aimed to answer the following study questions: The main research question which the study endeavoured to answer was: What are the challenges faced and the strategies used in recruiting and retaining male educators in the preschool centres in the East London Education District at present? Linked to the main research question, the following sub research questions were set:

- How is recruitment and retention of male educators done in preschools?

- What are the reasons for the low representation of male educators in preschools?
- What are the challenges facing preschools in the recruitment and retention of male educators in preschools?
- What are the views of male educators concerning working in preschools?

In line with this main and sub research questions, the objectives were to:

- Assess the recruitment and retention of male educators in preschools.
- Identify the reasons for the low representation of male educators in preschools;
- Establish the challenges facing preschools in the recruitment and retention of male educators in preschools; and
- Understand the views of male educators concerning working in preschools;

A copy of the interview guide was given to the interviewees beforehand to read in their own time. An opportunity was given to ask questions if something was not clear before the interview started. Some of the questions were adjusted during the interview if required. All interviews were recorded after permission was granted. The verbal data was transcribed *verbatim* (meaning no editing of this data was done) after each interview. Questions were open-ended in response to which the interviewees were asked to speak freely and give their own opinions. Often, a follow-up question was asked and used by the researcher to probe for more information as needed. Each interview lasted for 45 minutes, following which participants were given the opportunity to verify information generated during the interview sessions.

4.1 Description of the study sample

The data was collected from 10 participants who all had an impact or influence in one way or another in a preschool set up. The participants comprised two female preschool educators, two male foundation phase educators, two preschool owners, two preschool principals and two district education officials. The respondents are identified in this chapter as Participants (P) 1 to 10 and all quotes from the data obtained from the participants are appearing in italics.

4.2 Themes and Sub-themes

The themes and sub-themes that emerged are shown and summarised in the table below.



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Theme 1: Non-existence of male Preschool teachers
Sub theme 1: Preference
Sub-theme 2: Lack of knowledge of ECD policy and recruitment of male preschool teachers
Sub-theme 3: No specific male recruitment policy in preschools
Theme 2: Various factors contribute to low representation of male teachers in preschools
Sub-theme 1: Culture
Sub-theme 2: Prejudice, fear and Discrimination
Sub-theme 3: Low status of ECCE and low salaries
Sub-theme 4: Training Providers
Theme 3: Benefits of male involvement in caring for young children
Sub-theme 1: Male teachers as role models
Sub-theme 2: Male teachers as father figures
Theme 4: Views of male preschool teachers
Sub-theme 1: Hostile working environment
Sub-theme 2: Lack of policies aimed at recruiting male preschool educators
Theme 5: Strategies for attracting men into the early childhood profession
Sub-theme 1: Awareness programmes with parents and community
Sub-theme 2: Improvement in salary, working conditions and status of ECCE

4.2.1 Theme One: male preschool teacher is non-existent

In this section, the researcher presents the analyses of data obtained in relation to recruitment and retention of male preschool teachers. The question was set to explore and find out how preschools recruit and retain male teachers. The emerging theme was that male preschool teachers are non-existent in the East London Education district, if not the whole Eastern Cape Education District. Below was how participant 1(P1) responded to the question pertaining to the recruitment and retention of male preschool teachers

I have never come across a male preschool teacher. I have absolutely no experience in recruiting male preschool teachers at all. I would also really like to know if there is one in South Africa.

The same sentiments were also echoed by participant 2(P2). Here is how she expressed her views:

No experience at all. I can give a chance to one but it will be a huge gamble and a risk.

(P3) I have no idea at all but recruitment issues I mostly leave it to my principal to take care of as she is better placed and knowledgeable with regards the kind of teachers she needs for a particular class.

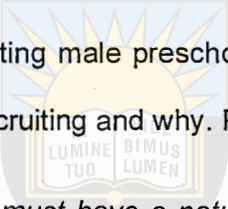
(P4) I do recruitment with my principal as a panel but strangely enough we have never seen a male applying or showing an interest in preschool teaching. I have no experience or encounter of recruiting a male teacher. It will be an honour to encounter such a situation.

Participants 1, 2, 3 and 4 were preschool owners and principals. From the sentiments above, it is evident that all of them had no experience in recruiting male educators. It can be argued that men are not showing interest in applying or submitting CVs in

search of preschool teaching. In addition, it seemed it was the participants' first time to encounter questions with regards to male recruitment in preschools as educators. They also wondered why such questions and issues of recruitment of male preschool teachers were being raised.

Sub Theme 1: Preference

To further clarify on the issue of recruiting male preschool teachers, participants were asked what gender they prefer when recruiting and why. P1 responded by stating that:



Female. A pre-school teacher must have a natural empathy toward little ones and my experience tells me that males do not have this characteristic. Males will not want to change nappies or make food or sweep their classrooms. Males do not have natural maternal instincts.

The participant's preference for female over male preschool teachers was based on the belief that women are best nurturers by nature. This view received support from participant 2,3 who stated that:

We prefer female. Because some of them are mothers and they know how to handle kids and little babies. Children in the 0-6 years feel not much safe enough with male educators at the small level of 0-6.

I will prefer a female teacher, as they know and have been trained, equipped with a qualification. This makes it easy for them to cope with this area. Females have an added advantage over men because taking care of babies to them comes naturally but as for men they will have to act it out, force themselves to adjust and adapt, which makes life difficult for the kids, us and themselves (P3)

These views showed that, according to the participants, women are best suited for preschool teaching as they are good with children, and most men seem not to have the right qualities to do the job. The cultural norms of gender stereotypes where responsibilities of raising children are delegated to women seem to play a part. Besides

the qualification, the role played by women as mothers in their homes add to their advantage in preschool teaching as it is a profession that requires care and affection for children. It also seems that male preschool teachers are not only rejected by recruiters but by children themselves. This is what participant 2 meant by “0-6 years not feel much safe” and participant 3 when she said, “..which makes life difficult for the kids...”. This means that recruiters prefer women as they believe that children tend to feel more comfortable with females than males.

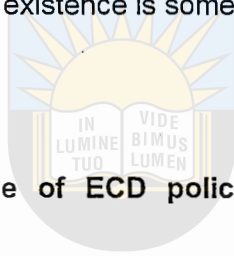
To add more information on their preference for females over males, Participant 4 felt that she prefers female preschool teachers because recruiting males would be bad for business. This is what she said:

In terms of preference I will go for a female teacher personality, the tried and tested gender. I would not want to experiment at all, have never recruited any male teacher and this might result in many challenges. Unless if it's forced on us where you don't have an option yes but given a chance I will not, for the sake of my business I will not (P4).

The preference of female preschool educators also has its roots in parents' attitudes towards male preschool teachers. Recruiters felt that if males were to be taken, their business would go down as parents would not accept a male educator. That means the preschools would not get the children, which means loss of income on their part as the parents would not welcome the idea of having male educators in preschools. Their preference for female educators was so strong they felt that it is risky to take males and they would only do so if it is enforced by the law. The participants said they preferred female educators than males. The most common reason for their preference was that preschool teaching was best suitable for females. They felt that women were best suited

for the position as they are good with children while most males seem not to have the right qualities to care for children.

The reasons given included cultural norms based on gender stereotype where the responsibilities of bringing up children are relegated to women. The analysis showed that there is a significant difference between the number of male and female teachers with a probability of getting a male preschool educator being zero. This implied that ECCE is an area where male educator existence is something that has never existed.



Sub Theme 2: Lack of knowledge of ECD policy and recruitment of male preschool teachers

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The participants were asked about their knowledge of the ECD policy and recruitment of male preschool educators. The overwhelming majority of the participants showed and confessed lack of knowledge of the new Integrated ECD Policy of 2015, and this is what participant 1, 2, 3, 7 and 8 had to say:

No clue (P1)

I do not know. Is there a policy on ECD? Do you yourself know of any? Can you give me one? (P2)

Absolutely no idea at all. What is it all about? (P3)

I don't know of it and what it is about. (P6)

This is my first time to hear that there is a 2015 new ECD policy. I will research about it and see how it will affect us and impact on us. Otherwise I have no clue at all. (P7)

I have no idea and clue of it at all, am sorry, I don't want to lie and say I have heard, read or came across it. No not at all. What does it entail and is it a must

that every preschool teacher must know of it or it's a management issue with regards to those in high offices like principal and employers? (P8)

To add more weight to their lack of knowledge, participant 2, 3 and 6 were keen and showed interest in wanting to know what the policy was all about. They were asking the researcher questions with regards to what it is about and how they can get hold of it. This shows that their lack of knowledge of the policy was not on purpose but rather, they had never heard of it.

In addition to the above, participant 4 felt that the duty of informing stakeholders on the new policy has not been properly executed. This is what she said:

We have never been informed or made aware of the new ECD policy and its purpose and more especially with regards to male teachers being needed in the preschools. (P4)

The government has a role to play in involving all stakeholders from the beginning of policy formulation right up to its implementation. The view above shows lack of consultation which resulted in stakeholders not knowing anything about the policy. This view received further support from participant 5:

Talk of new ECD policy? I have no idea and I don't even think I know what the old talks of if there is now a new ECD policy. Shame I don't know of it all. (P5)

Participant 5's view brought in a new dimension that not being informed was not only an issue of the new ECD policy but also even the old ones. This is what participant 5 meant when she said "Talk of the new...I don't even know what the old talks of...". From this view, it can be argued that the government has not been involving all stakeholders in the policy formulation and implementation, and this seems to be a recurring act. It can be argued that they were never consulted during the drafting and implementation of the policy as they did not know where to find it and its importance. However, two of the

participants knew about the new ECD policy but not so much with details and how it speaks or does not speak about male teacher recruitment in preschools. Their sentiments are as follows:

I know about it and have a copy but to be honest, haven't read it all to its full details. You know with these policy documents, they are just forced upon us from top to bottom, we are not really engaged in it or its formulation but rather we are just forced or expected to implement things we have never been part of from the beginning. There are no proper consultations with all relevant stakeholders. The issue is in knowing about or not knowing about it but it's about its practicability and applicability. As an education official I might know and love the policy but those who are below me might not be interested and might resist it because they were never consulted in its formulation. More especially parents, I doubt and I don't see them accepting such a move. (P9)

It is good policy. I know about it. Am not sure whether it outlines such. To be honest I have never heard of a male preschool teacher in my 37 years of experience in the education sector. What I know is that the policy talks of funding initiatives, nutrition, education facilities but with regards to the promotion, advocating for male teachers to be recruited in preschools, umhhh am not sure. I will have to go back and revisit the document again but I doubt I will ever find such section though. (P10)

Participants 9 and 10 were district education officials and knew of the policy but not so much in detail. However, they knew nothing with regards to aspects of whether the policy talks of male preschool educator recruitment. This is questionable when district officials in charge of ECD sector have little knowledge on the policy that governs them, how then can we expect those under them to know it?

Sub theme 3: No specific male recruitment policy in preschools

Can you explain your recruitment policy and its relationship to gender balance? was posed as a question to solicit answer with regards to recruitment of male preschool teachers, and responses were as follows:

I employ persons based on their capabilities and experience. They also need to fit into the culture and the policies of the school and also be a team player. I do not have an issue with employing a male grade R teacher but not as a preschool teacher. I have no clause or statement in my recruitment policy that speaks specifically to recruitment of male teachers. It is something that has never crossed my mind before. (P1)

I recruit a teacher according to the age group required for the particular class. However, despite me having a specific statement in my recruitment policy about male teacher recruitment, surprisingly I have never come across a cv from a male looking for employment as a preschool teacher, not at all. The only males who come around looking for a job are grounds men or cleaners. I have never thought of putting it down in my recruitment policy because it has never come to mind that a male can and will be able and willing to teach preschool. (P2)

I seriously think that without a clear policy one would grope in the dark and end up defeating the purpose of real recruitment. I do recruitment together with my principal. Frankly enough we have never come across a male preschool teacher. I have been involved with preschools for the past 20 years and I have never recruited any male teacher in preschool (P3).

I have never recruited any male teacher at my preschool. I have a recruitment policy but it does not speak of any gender issues in it. Without guidelines from government we are bound to make mistakes for which we will be ruthlessly blamed.so it is better to leave it. Without a clear government policy confusion prevails (P4).

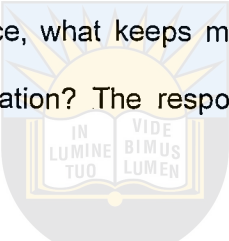
All the principals and preschools owners had no recruitment policy that specifically speaks to gender balance when recruiting educators. The issue of lack of a specific policy at national level that aims at recruiting males came up as a contributing factor to preschools not having their own policy that speaks of recruitment.

4.3 Theme two: Various factors contribute to low representation of male teachers in preschools

The objective was to discover the reasons why there seem to be few, if not any, male preschool educators. Various reasons came up, and they are discussed below as sub themes:

Sub theme one: Culture

Culture was seen as a barrier by all the participants, and all agreed that culture was an issue deserving attention. In order to solicit answers from the participants, the following question was asked: In your experience, what keeps male teachers away from being involved in early childhood care education? The responses to the above-mentioned question were as follows:

- 
- (P2) *The culture we live in and the stigma attached to men being involved in the care of children specifically this small age is the main reason why men shy away from this sector.*
- (P3) *Traditional prejudice that keeps the male teacher at a distance where the issues with regards to children's upbringing is concerned. It has been believed that this role is mostly suitable for women. Changing nappies, crying and feeding kids might be some of the challenges or issues that push male teachers away from the preschool set up*
- (P4) *From our African culture set up, it is not a role that a man can take. It is regarded as taboo for a man to nurture and care for such little babies. So basically I do think that males don't even bother themselves training or becoming preschool teachers because they are not expected to do such by our society.*
- (P5) *Teaching in preschool is equated to purely raising up a child and in our black culture, that is the role performed by women, we believe children are raised by their mothers and not fathers. Very few males will opt for it.*
- (P6) *Preschool teaching is basically care giving, a duty which all men can't perform effectively. This is the reason why there are no preschool male educators because culturally men are not expected to perform these roles*

Culture defines roles and expectations for males and females and these seem to affect the recruitment of males as preschool educators.

Involving males in ECCE would expose males to an experience that they had never expected to do in their societies. This is noted in what participant 7 stated:

(P7) very few men have experience or knowledge of playing, interacting and nurturing children. Our society does not expect or train men for such. Hence it becomes very difficult for male to now look for employment in preschool teaching.

In addition, culture does not only divide role and responsibility for males and females but goes further to regard ECCE as an embarrassing job for males. This is noted in the sentiments of participants 8, 9 and 10.

(P8) Man as caregiver is still a role that is a bit uncomfortable in our social perceptions. One is regarded or seen as weak by our society and culture as a man if you are into nurturing roles and duties. The main reason why men shy away from preschool teaching. Care giving is equated to being a maid, of which I see a lot of men not being comfortable with such a tag or title.

(P9) The African culture is so prohibitive, it outlines specific role for men and women. This clear cut demarcation of role by society makes it hard for any men to be willing to take any form of employment seen or regarded as women's domain by society. Men will forever be few or absent from preschool teaching due the societal views

(P10) Culturally speaking it's strange for men to nurture and care for little babies. Men will never be willing to do duties society and culture regard as women's. The African culture does not permit or allow men to indulge in such roles. It is seen as a sign of weakness on men. Men will then resort to look for other professions or rather they will force themselves to teach in much higher grades even though they might have a passion and are able to handle the lower grades. No one lives in a vacuum, because of society; one is then forced to abandon any interest in preschool teaching.

What was clear from the participants' responses was that men are never encouraged by society to become ECCE educators because of the collective and shared belief that unlike females, males are not capable of nurturing children. Mostly, in the African culture, the roles men are expected to perform do not include nurturing children, which places them at a disadvantage when it comes to their recruitment as preschool educators.

Sub theme two: Prejudice, fear and stigmatisation

All the participants noted that prejudice, fear and stigmatization are the reason why males avoid teaching in preschools. In order to solicit answers from the participants, the following question was asked: In your experience, what keeps male teachers away from being involved in early childhood care education? The response to the above mentioned question was as follows:

- (P1) *I think it is the way us female view them with suspicion and fear. There are a lot of abuse and rape issues in South Africa. With Men small children will be beaten and if not molested or harassed because that is what men or most men are known for...violence and abuse. So every man who might want to show keen or interest in this particular area is always put under severe scrutiny. This might work as a demotivating factor.*
- (P2) *issues of child abuse are on the increase. With some instances where biological fathers' abuses own children, so society and parents are not keen on letting male strangers take care of their own children. The more men are viewed with suspicion and fear the more they resent pursuing careers as preschool teachers.*
- (P3) *Parents of little ones do not trust strange men around their kids, especially due to a perception that male teachers could somehow be a threat to little ones.*
- (P4) *Male teachers have a preference to older kids, as they can relate better to them. Babies and little ones gravitate toward the female, as they are still dependent on nurture and care. Parents feel more comfortable with female teachers, with the perceptions that their kids will receive better tender care and there is no risk of abuse.*
- (P5) *Issue of stigma and abuse accusations associated with men. It's quite tricky, we expect men to behave as us and yet people are unique. We are not always eager to fully explain to them. I always advise men to be careful but I can't fully explain to them because I don't want to offend anyone or seem to suggest that I am suspecting them or am implying that they have a potential to be tempted or they can abuse.*
- (P6) *Sexual abuse or a mere accusation of abuse stand in the way and in most cases prevents men from joining this area. Sometimes I think it is wise not to employ them, for their own sakes and protection because some have been jailed for abuse they have not committed.*
- (P7) *For me it will have to be stigma and fear. People are not good at all, if I may say. More especially those whom we work with and consider colleagues. You are*

always treated with suspicion on daily basis. So it really takes courage to remain and do what your passion and heart needs. For some they leave out of frustration. Women educators are the worst in terms of discouraging us. They always ask you petty, funny questions that insinuate and point to suspicion. Constant, intense scrutiny continues to influence every aspect of men's teaching lives on daily basis. Also receiving statements like "it really nice to have a male in this school and a whole lot of more questions. This led me to question the why and what aspects of being a male educator in a lower grade. Statements like "never be alone with a child" always torment you and negatively impacts the way you conduct yourself in the profession. Because such phrases and statements are not given to women to observe. I am always walking on a fine line every day because one accusation, whether true or false you are ruined for good, your job is gone. This makes men play far from this area.

- (P8) *Male teachers are treated differently to female teachers, yet we are in the same set up. The way a man is expected to show affection, love and care to kids must be different to female teacher. I am teaching at an all-boys school but I am told not to hug kids. During my first days at school, one colleague asked me if I was not gay? You are always fighting battles and always burdened with additional challenges which women in your same position do not encounter at all. The main danger is that whatever you do, it is always easily twisted. Kids genuinely come to you and want to give you a good bye hug on their way out; do you know how pain full and it hurts for someone to try to make it into something nasty?*
- (P9) *I think men are not coming to this area in search of teaching jobs because of the way parents will view them. We always teach our children to be careful of male strangers and even distant relatives. So I think men feel that there is no market for them and they rather don't even try training to be a preschool teacher.*
- (P10) *Men shun away from this area of teaching because of the fear of being painted as potential child abusers. They rather not risk being painted with the same brush as abusers. society has an opinion about men teachers, that's why you don't see very many male preschool teachers, just because there is that complete stigma in society that men are more marauders and can't be left and trusted to be around younger kids be it boys or girls.*

All participants brought out a point that males are associated with abuse. A contributing factor to this might be the rate of child abuse where men constitute the majority of perpetrators. This makes recruiters to be afraid of taking any male preschool educator and potential male educators to shy away from this profession in fear of being stigmatised. However, a stereotypical dimension was brought into the discussion when

all the participants hinted that preschool teaching is like a family responsibility, and it was better if it were better left in the hands of the women. This also exposes the uneven distribution of power and responsibility embedded in the traditional African culture and society.

However, the study contends that dwelling on this fact can mislead the essence of the research as it seeks to understand the recruitment and retention of male preschool educators in the East London Education District. The other underlining matter was the fear that males are not just fearful of being given negative labels by society but are afraid to tackle this profession. The study's assessment is that there are double standards that deprive men of the freedom to interact and join the ECCE with whom they want and yet that freedom is available for women. African culture institutionalises the inequality between women and men and promotes gender roles.

Sub-theme three: Low status of ECCE and low salaries

The researcher wanted to find out the reasons for a low representation of male preschool educators. Low status of ECCE sector was cited as one of the reason that immensely contributed to less if not none. All the ten participants raised this as a reason.

The researcher further wanted to hear more about this reason from the participants and subsequently, all the other participants added their comments. P1 noted:

We don't really pay much in terms of salaries in this sector. As such most men as breadwinners they always look for better paying jobs and avoid being a preschool teacher

- (P4) *The salaries are not as attractive as we would want them to be but we can't offer more than what we are able to simply because it also depends on our enrolment. We don't get funding or subsidy from Social development or government. So in as much as we would like to pay huge salaries we can't.*
- (P5) *Our salaries are as low as those of maids; to be honest I don't see any men accepting them. You see in government or from grade 1 teachers going upwards in formal schools, the minimum salary of a teacher is known throughout South Africa. But in our case we are at the bottom and we are paid according to the mercy or ability of your particular employer. This situation is the one that makes our sector to be looked down upon by men and as a result we end up getting poor salaries.*
- (P6) *The type of our work is always looked down upon; we are the least paid in terms of educators in the education sector. There is no set or minimum pay that cut across all preschools. One is paid according to the working conditions, area, number of children a particular preschool has. Preschool teachers in rural areas and high density suburbs are the least paid than those who teach in more wealthy places and suburbs.*

Low remuneration had a positive relationship with gender distribution with male educators preferring other professions while females went for ECCE. This, therefore, meant that only a few male educators would be willing to join the profession, hence the disparity.

The researcher further probed both male and female educators on whether they are proud of their profession, and they had this to say:

- (P5) *Personally, I love my job and what I do. It is the people who have a problem and look down upon what I do*
- (P6) *I love, enjoy and am proud of my job. I don't really care what people say or how they value my job but personally I love my job and it brings me joy helping to shape the little minds*
- (P7) *it very difficult to say it out loudly that I am a male grade 1 teacher. I have often sometimes been laughed at by my relatives and very close friends. I am proud of my work but the issue is how the people around me view and value my profession.*
- (P8) *When we gather as a family, I discovered that people have a low perception of my job and as a result I am regarded as the least paid and acknowledged by my*

relatives and friends. This actually impacts negatively on me and taking into account that I am a man and you know us man and our egos.

From the above responses, it emerged that the participants who are involved in the day to day activities in the ECCE centre are proud of their jobs, but it is those who are outside who downgrade and look down upon the sector, and this has had a negative effect on the recruitment and retention of males. All the female participants in this category preferred to remain and were proud of the profession because it gave them ample time to take care of the young ones. This was particularly found to have influenced the female educators' choice of the profession, unlike the male educators.

However, participant 7 and 8 who are male grade R and 1 educators outlined that they were proud of their work but cannot openly state it out when with family or friends. This explains further that teaching of lower grades is looked down upon the same way women are looked down upon and seen as weak vessels. Therefore, the males in this category try by all means not to be as open as much as they should be in fear of being regarded as weak and dents their ego as males.

Sub theme four: Training providers

Participants (P1, P2, P3, P4, P5 & P6) reported that during their years of training, they never had a male student in their streams. They stated that it becomes difficult to get any male preschool teacher if you have never encountered one at a training institute.

Below are some of their statements:

(P5) *During our time at college it was a known fact that our program was a female area only. Even the way we were taught, it was female oriented. We were trained*

and taught being a preschool teacher is an extension of your motherhood into a much broader aspect.

(P6) I never came across any male in our stream or streams ahead or behind ours. We were all female students. Even to talk of a male lecturer in our time, I never saw anyone.

To add more weight to the above participants, **(P7 & P8)** stated that the lack of male ECCE instructors in colleges and universities and mentors is the main reason why there are few male educators in lower grades.

(P7) I was the only male in my university class. It always felt awkward. Training institutions are not doing much to recruit and attract male students. Even when you go to workplace as first time, you won't meet any man in your phase, it's all female dominated, there is no male mentor to help you cope, adjust or assist you with advice on how to walk this fine line in this sector. At college all my lecturers were all female.

(P8) We started as 35 in our class but we graduated as 5 in our class. Never have I seen or heard of bursaries set aside to cater for males who specifically want to pursue a career as a male preschool educator. At workplace there are no male colleagues in the same phase to share with the burdens and struggles you encounter as an only man in the phase.

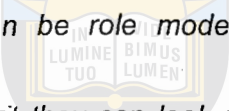
It emerged from the discussion above that lack of training provider initiatives to attract male students is a reason for low male representation in preschool. It can be argued that males seem not to have mentors and role models to follow in this EECE sector as a career. This has contributed immensely to the high dropout rates of many males who seem to join the ECCE training at first. Training providers have a critical role to play in order to make their programs more attractive and favourable to attract and retain males as most of them drop out.

4.4 Theme three: Benefits of male involvement in caring for young children

Participants were asked what could be the advantages of having a male preschool teacher. This inquiry solicited very interesting responses. From this question, two strong sub themes emerged, which are discussed below:

Sub theme one: Male teachers as role models

It emerged that 60 percent of the respondents strongly felt that there is a need to involve males in the ECCE sector because they can act as role models. Their responses are captured below:

- 
- (P1) Males are needed indeed. Can be role model to those children who feel neglected at home.*
- (P3) Some kids don't have males that they can look up to from the community and families they are coming from. Having a male preschool teacher can come in handy*
- (P9) Certainly having males in preschools as teachers is of paramount importance. There is lack of proper role models in our nation. I have been in schools where many of the children come from single-parent families and have no real male role models. These children benefit greatly from having that male influence on their life.*
- (P10) We really need male teachers. They act as role models unto the kids. it's a pity many parents in South Africa seem to think that due to the current state of abuse in the country their children are not secure and safe nearby male teachers.*

From the views above, despite the lack of male involvement in the ECD sector, participants still believe that males have the capacity to act as role models to the children. With the current situation in South Africa of absentee fathers, it can be argued that men, as preschool educators, can fulfil the role that has been neglected by others who are not involved in their children's lives.

This view received much support from (P7 and P8) who were male educators. This is what they had to say:

(P7) I consider myself a role model to the kids I teach. So I strongly feel if our numbers can increase the better for the kids. This will also help to mould and eradicate the belief that males can't be preschool teachers. Kids are able to know from such a young age that they too can venture into this area

(P8) My position directly or indirectly shapes the little minds every day. I believe I serve as a role model to both boys and girls. I have confidence that it is important for boys to see a man be an expert and successful character within the school so that they may also consider and see this profession as a desirable one. The girls in the class will also benefit from having a male as a teacher because it provides an illustration of the contribution men have in education and that men can execute and have a great passion for this job just as much as any female.

These sentiments show that males do not only act as role models to children without father figures at home but role models for the profession. It means the involvement of males in preschool education might help in the recruitment of future male preschool educators. As male children interact and see male preschool teachers at a young age, it might instil in them a desire to become a preschool teacher one day.

However, in contrast, 40 percent of the contestants did not concur that having male teachers will serve as role models. On the contrary, they felt that having them might even result in having more disadvantages than benefits.

(P2) From my perspective, I believe that men do not know what the profession entails...there is a lack of education...if men are not understanding the profession; I believe that they will not to go into that profession. Male teachers have no patience at all

(P4) What makes me to doubt and be suspicious about having male teachers in preschool is the increasing role of male teachers sexually abusing small girls. Some male teachers are not good at all when it comes to girls. In South Africa

you find circumstances and instances where a male teacher has raped an eight-year-old girl at school.

- (P5) *In schools there are so many cases where girls were sexually abused by male teachers at different schools. I think increasing their number or inviting them more is inviting danger unto our kids. They are better suited to teach in higher grades.*
- (P6) *Men in South Africa are known for abuse. Instead kids will be beaten, molested and girls sexually abused. We need to be careful so as to not open a door and give them a blank cheque or ticket to abuse kids in the name of having role models.*

This further explains that the being a male teacher in the preschool does not necessarily mean one can be a role model unto the young children. From the views above, when it comes to preschool teaching, men are generally regarded as people who are 'not for the job'. This is what participant 2 meant when she said: "men do not know what the job entails". In addition, issues of sexual or child abuse continue to come up as a negative factor affecting the recruitment of male teachers in the ECD sector.

Furthermore, Participant 6 had this to add:

"I actually think it's an insult unto women to only assume men can be role models. We can and are also able to be really good role models to boys as well" more especially in this nation of South Africa where men are only good at abuse and drinking beer. What can they model?

From this strong view, it can be deduced that regarding men as role models can be taken as an indirect insult to women who are presently acting as role models. The argument is that men cannot be taken simply for the reason of role modelling children because women feel they can fulfil the role. To add more weight to the above, the aspect of discipline also came out. Participants (P1, P3, P7, P8, P9 & P10) highlighted

that male teachers are really needed to assist with discipline issues as children listen to them more as compared to women.

However, participants (P2, P4, P5 & P6) felt that this assumption is over exaggerated and misinterpreted. They strongly felt that it is not instilling discipline, but men instil fear in children and end up destroying their courage, self-esteem and creative aspects. The sentiments that strongly came out were that discipline had nothing to do with gender as women also felt that they are equally equipped to deal with discipline issues. This also highlighted the issues of gender and discrimination surrounding ECCE as women felt they are being looked down upon if men are to be incorporated into ECCE because they are seen to be better disciplinarians. Another interesting aspect was that of women participants arguing what constitutes discipline and more especially in preschools. The matter of discipline is a controversial one.

Sub theme two: Male teachers as father figures

Responding to the discussions and question on the advantages or benefits of having male preschool educators as father figures came out strongly as a sub theme. What actually emerged from the responses of the participants is that those who firmly believed male teachers can be role models also thought they can be father figures, and the opposite is also true. Additionally, 60 percent of the respondents believed that indeed, male educators can act as substitute fathers to some of the kids who seem to lack father figures from their communities and families. Below are some of their responses:

- (P1) *Male teachers could come in handy. There is a lack of father figures in many families. Some children miss or don't even know what it is to have a father. So the male teacher can cater for that gap.*
- (P3) *A stronger disciplinary hand is lacking in my families in terms of the father figure. So having a male preschool educator can assist in terms of maintaining discipline and fatherly care.*
- (P7) *I am a father myself before I am a teacher. So I know how important it is for kids to have a father figure. I have also noticed it in my grade 1 class with those kids who come from single parent homes.*
- (P8) *Whenever I do parents interviews and kids. I always sense it and know it that some parents are grateful their kids have a father figure at school.*
- (P9) *The nuclear family is fast disintegrating in South Africa. Many fathers are not present in their children's lives and education. Most kids are isolated by such a set up. Having a male teacher that they can associate with, play soccer with especially boys will be a great thing for them. Male preschool teachers can indeed fill up for that gap we have in South Africa.*
- (P10) *Male teachers are equally important and beneficial to kids as some kids come from families where there are no fathers in their lives.*

The male educator plays an important role especially in South Africa where a lot of men seem to be absent from the lives and education of their children. Most children are desperately in need of a father figure they can relate to. Apparently, it seems 60 % of the participants strongly felt that having male preschool educators can actually assist in closing that gap. The White Paper on Families in South Africa (2013) identifies various problems which undermine the stability of families such as divorce, absent fathers, single parenting and merged families, all of which, in turn, have a detrimental effect on the stability of society as a whole.

On the other hand, 40 percent of the respondents did not concur with the idea that male teachers should, instead, be regarded as substitute fathers. Their arguments are captured below as follows:

- (P2) *Not every child needs a father in their lives; some children are doing pretty fine without fathers. Men are a resemblance of a lot of power; some children are scared of these so called male figures.*
- (P4) *A teacher must just be a teacher and stop assuming to be a father to some kids they find at workplace.*
- (P5) *Women are also doing a great job raising children without fathers. Some women can perfectly perform that fatherly role and provide for the kids. So I don't think male teachers acting as father figures is something that needs to be exaggerated and then advocate for saying let there be more male teachers.*
- (P6) *The point is not saying let male teachers be fathers to fatherless kids. Their role or duty is to educate.*

In addition, apart from being father figures, participants also raised a point that male teachers are of immense benefit in preschools as they can as well assist in outdoor activities in preschools, activities such as sports, especially boys who want to play soccer and rugby and providing security during trips. The participants felt that taking or regarding male preschool educators as father figures is a slap in the face to women who have been taking a prominent role in the upbringing of children when most men in South Africa seem to be absent. The sentiment that came out strongly was that it appears it resembles lack of appreciation and a continuation of looking down upon women. The traditional family set that used to regard fathers as an important figure in the family seem to be slowly disintegrating. These kinds of sentiments seem to demotivate men from entering into ECCE because fellow women colleagues do not see them as important role players.

4.5 Theme four: Views of male preschool teachers

The researcher could not find any male preschool educators in the East London Education district. However, the researcher used grade R and grade 1 male teachers as

the closest match. What emerged from the responses of the male teacher participants (P7 & P8) were three sub themes, which are presented as follows:

Sub theme one: Hostile working environment

- (P7) *it is not easy at all working in a predominantly all-female environment. Some female educators will question you on why you chose teaching small kids instead of focusing where other males are. Women colleagues and administrators are always suspecting you of either being a gay, paedophile or as some who is not so sure of their sexuality.*
- (P8) *society and parents are very hostile and not welcoming at all. It makes life difficult for those already in and locks out others. One is always under constant scrutiny from the parents, workmates and the community.*

Literature confirms and illuminates these findings. Gosse (2011) argued that men face sanctions in terms of workplace behaviours, originating from administrators and colleagues. The reason why it is difficult to attract, recruit and retain male preschool educators is the harsh working conditions men are presented with. Participant 7 and 8 felt that the dominance of women in the ECCE makes the environment not conducive for a lone male to fit and operate. The fact that there are no or few males causes male teachers to be viewed in suspicion of having a hidden agenda of joining ECCE instead of teaching.

Sub theme two: Lack of policies aimed at recruiting male educators

- (P7) *the government must make it compulsory through policies that males must be recruited in lower grade teaching.*
- (P8) *there must be a set policy meant to encourage preschool, schools to include in their recruitment policy a clause that speaks specifically to the recruitment of males in preschools and foundation phase. Or rather make male preschool and foundation phase teachers a scarce skill in South Africa.*

The issue of low representation of males in the ECCE is so severe that it needs intervention from a national level whereby the government introduces compulsory recruitment initiatives.

4.6 Theme five: Strategies for attracting men into the early childhood profession

The researcher asked the participants what strategies they thought could assist in the recruitment and retention of male preschool teachers. The following three sub themes were dominant as strategies.

Sub theme one: Awareness programmes with parents and community

All participants stated that there is need for advertising and awareness campaigns to educate parents and the community of the need and importance of having male preschool educators. Awareness campaigns were also highlighted as a catalyst to the issue of stigma, fear and prejudice. Below are their sentiments:

- (P1) Advertising is the best strategy because people lack knowledge about the importance of having male teachers.*
- (P2) Parents need to be made aware of the benefits of having male teachers.*
- (P3) Issue of stigma and prejudice can only be dealt with if the parents and community is educated.*
- (P4) The government and responsible departments needs to embark on massive education to enlighten the nation on the issue of having male educators.*
- (P9) society, community and parents need information. They need to be educated. In the end they will encourage their own children to pursue this career.*

In contrast to the above, it also seems ECCE posts are being advertised but seem to lack the part that includes males as potential applicants for such posts. This

corroborates literature in Chapter Two which stated that preschools seem to be good in recruiting female educators, but the same cannot be said for males. This view was raised by participant 6 who stated that:

(P6) Information is power. These job opportunities for men in the ECCE sector must be advertised on radio and television.

This means that awareness and advertising are powerful tools to counter the negative perceptions parents and the community have over male preschool teachers. It can, however, be argued that lack of proper information and education are major contributing factors to parents resisting the idea of having male preschool educators.

Males also need to be educated so that they can know their role and importance in the lives of the children if they are to become male preschool educators. This is what participant 7 meant when he stated:

P7: fellow men need to be made aware of the importance and contributions they can make unto the lives of small kids.

The same sentiments were echoed by participant 8 when he stated that:

(P8) Ignorance kills. People need to be educated and using us the existing male teachers who are already in the field to talk to potential students and students in universities about pursuing teaching in the foundation phases can assist.

Participant 8 was implying that men are the solution to their own problem if they are to be seen in good light. There is need for those men already in practice to be visible and

showcase their value, importance and achievements as male educators of small children. This could assist in the recruitment and retention of male preschool educators.

The issue of lack of knowledge featured prominently, as noted in the comments of participant 5, who categorically stated that:

(P5) let this information be made known unto the public. I doubt very few people know that there can be a male preschool teacher, yet people are mourning about lack of jobs in South Africa.

The same sentiments were expressed by participant 10.

(P10) I doubt if the men know that they can or are expected or allowed to be preschool teachers. So advertising and education programmes geared towards that must be implemented.

This further explains that the low representation or lack of male preschool educators is also because males are not even aware that they can venture or are needed in the ECCE sector as educators of small children.

Sub theme two: Improvement in salary, working conditions and status of ECCE

It emerged that 70 percent of the participants stated that an improvement in working conditions, salaries and elevation of the ECCE status as a profession is a powerful strategy to recruit and retain male preschool educators.

- (P2) Most men consider themselves breadwinners. Hence they need more money. Salary increases in the sector can help in them joining us.*
- (P3) Good remuneration and proper working conditions is a better strategy to attract more males.*

- (P4) *The status of ECCE and salaries needs to be improved if men are to be attracted.*
- (P7) *In the teaching of grade R, in order to attract more males, I think working conditions need to be improved a lot.*
- (P8) *Yes the salary matter needs a lot of consideration for the preschool sector to attract more male professionals*
- (P9) *a better salary and remuneration system needs to be put in place such there won't be any disparities between professionals in the same sector.*

Since men are seen and mostly regarded as breadwinners, low status and low salary were considered as the reason why men shy away from ECCE profession as they could not provide. Hence, salary increase was overwhelmingly stated as a strategy to recruit and retain male educators as noted by participant 2.

Disparities in salaries also came out strongly as a reason for low representation of males as preschool educators. Having a common or standardised salary range that cuts across all preschools was strongly given as a strategy that could assist to recruit and retain male preschool educators as noted in the statements by participant 10:

(P10) The relevant departments of education and social development should push for a standardized remuneration system that makes the salary levels the same.

On the other hand, 30 percent of the respondents did not agree that an increase in salaries is a good strategy to recruit and retain male preschool teachers. They felt that it is unfair to women as they will be doing the same job and have been loyal and served while the salaries were very low. They felt if men are to be recruited and be part of the system, then it becomes a good time to advocate for better salaries and good working conditions. Their views are expressed below:

- (P1) *It's unfair to talk of salary increase simply because men are now going to be part of the system.*
- (P5) *If salaries could be increased it should cater for all women too. Because we will be doing the same job.*
- (P6) *I don't think it is about salary and status of ECCE. Even if the salaries are increased I don't think more males will join really. This sector needs some who has the passion for the kids and not just about salary.*

In addition, 30 percent of the participants who disputed salary increase as a strategy to recruit and retain males as preschool educators were females. The participants felt that it is not a good strategy as it further promotes males as more superior to women, and to use a salary increase as a catch was a down cast upon women and the profession. The participants felt that salary increase was not enough as a motivation or strategy to attract people into a profession but rather passion. It can, however, be argued from their perspective that money is not everything, and it is not all about money but fulfilment of one doing what they like the most.

Sub theme three: Bursaries for males to train as preschool educators

To answer the question of strategies that could be used to recruit and retain male preschool teachers, five participants suggested giving bursaries to males capable and interested in preschool teaching.

- (P3) *Men must be provided with funding opportunities to pursue a degree specifically in this area.*
- (P5) *Giving men bursaries to study and pursue a degree in education will help cater for the gap.*
- (P7) *Government must give relevant and specific bursaries for foundation phase degree to men.*
- (P8) *Support in terms of funding and bursaries.*

(P9) *The relevant department of education and social development should make bursaries available to men.*

Funding initiatives at national, district or university levels geared towards males only was suggested as a strategy to recruit and retain males in colleges and universities as this is where the low representations happen before manifesting in the workplaces. Hence lack of a support structure that promotes and further encourages men to pursue ECCE as a career featured prominently as a reason for low male representation in preschools. The participants strongly felt that the South African government should give bursaries to males that are interested. The findings are well supported by literature. The Australian government extended the number of university spaces to train ECCE educators and provided incentives for graduates to work in the ECCE sector (Sun et al., 2015).

The logo of the University of Fort Hare, featuring a sunburst and an open book with the motto 'VIVE LUMEN TUO'.
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4.7 Chapter summary

These findings have support in the Social Role Theory. Eagly's (1987) social role theory of gender differences proposes that most behavioural differences which are attributed to males and females are the consequence of cultural stereotypes concerning gender with respect to how males and females are believed to act and the resulting social roles which are taught to young people. The responses from the participants are corroborated by the social role theory. It advances the idea that gender-specific careers evolved from inborn competences in specific areas and, as women are better nurturers than men, they tend to thrive and predominate in the nursing and teaching industries (Eagly, 1987). In addition, equally noted is the silence of the National Integrated Early

Childhood Development policy (2015) on the issue of gender equality in practitioners in the early years of the child.

The social role theory is concerned with the study of behaviours that are characteristic of people in various particular contexts and processes which are affected by those behaviours (Eagly, 1987; Bruce 2013). The theory further posits that men can, in fact, learn and perform certain roles which had previously been dominated by women and regarded as falling within exclusively female domains. Therefore, regardless of early socialization, men can learn behaviours associated with the provider role through participating in social experiences once reserved for women.

This chapter focused on data analysis. The data was collected with the main aim of answering the main research question: What are the challenges faced and the strategies used in recruiting and retaining male educators in the preschool centres in the East London Education District at present? Findings of the study indicated that male preschool teachers are non-existent in the district, and various reasons contribute to this status quo. In addition, the participants suggested various strategies to recruit and retain male preschool educators. The following chapter will focus on discussion, conclusions and recommendations.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The previous chapter provided insight into the findings gathered during the analysis of data. It revealed different aspects around the recruitment and retention of male preschool teachers. This chapter will present a summary of the findings and the conclusions drawn from them and make recommendations concerning the recruitment and retention of male preschool teachers.



5.1 Objectives and methodology of the study

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The main research question which the study sought to answer was: What are the challenges faced and the strategies used in recruiting and retaining male educators in the preschool centres in the East London Education District at present?

The research objectives that guided this research were to:

- i. assess the recruitment and retention of male educators in preschools;
- ii. identify the reasons for the low representation of male educators in preschools;
- iii. establish the challenges facing preschools in the recruitment and retention of male educators in preschools; and
- iv. understand the views of male educators concerning working in preschools;

The study identified a critical lack of knowledge concerning the reasons for the declining numbers of male educators, with particular focus on the small numbers of male educators working in the preschool centres. In light of this identified gap, a qualitative research approach was adopted to acquire in-depth information concerning the strategies to recruit and retain male educators in preschool centres (Jonker & Pennink, 2010; Mack, 2010; Merriam, 2014). The researcher anticipated that the results of this study would provide insights to assist policy makers to develop policies and strategies that will enable recruitment and retention of male educators in preschools, government departments to see the need to provide funding towards training of more male educators for preschools in South Africa.

Parents will also benefit from this study as it will enlighten them and help remove stereotype ideas they have about male preschool teachers. This study will also assist preschool owners and principals to realise the need to also have male educators in preschools. Teachers will also be assisted by this study as it will highlight coping strategies for them to effectively function and exist within the ECCE area. Lastly, it is hoped that the study will provide literature or form a basis to other researchers to improve the implementation of policies, programs and strategies for recruitment and retention of male educators in the field of ECCE. It was also envisaged that the findings from the study would make an important contribution by advancing the body of knowledge in South Africa. The sample size comprised 10 participants who were 2 female educators, 2 male foundation phase educators, two principals, 2 preschool owners and 2 district education officials who were purposefully selected to participate in an interview for this study.

5.2 Summary of findings

This segment gives the summary of the main findings on matters surrounding the recruitment and retention of male preschool teachers. The following are findings that reverberate over the data presented in Chapter 4.

5.2.1 Male preschool teacher is non-existent

According to the participants, they have never heard, seen or come across male preschool educators. To them it is a new dimension or concept. Male preschool teachers are non-existent in the East London education district.

Preference

The preschool owners and principals preferred a female educator as compared to a male. Their argument was that men are not naturally capable of nurturing small children and seem not to have the needed and required patience to handle small children. They also stated that parents influenced their choice of gender for their educators; they said they cannot hire males, and if the parents do not accept them, they will run out of business.

Lack of knowledge of ECD policy and recruitment of male preschool teachers

Findings revealed that 80 % of the respondents confessed that they had no clue or idea that there is National Integrated ECD policy of 2015. The participants had no idea what the policy was all about, its purpose or importance or how it impacts on their conduct in the ECCE.

However, 20 percent of the respondents (district education officials) had partial knowledge of the Integrated ECD policy of 2015. The participants knew there was a new ECD policy but not so much in detail with regards to issues pertaining to the policy and recruitment of male educators. They all had copies of it.

No specific male recruitment policy in preschools

The respondents (2 principals and 2 preschool owners) all stated they had no recruitment policies that specifically talk to or address issue of recruiting male educators.

5.2.2 Various factors contribute to low representation of male teachers in preschools

Four main reasons came out strongly as the contributing factors to low representation of male preschool educators. The reasons are as follows:

Culture

From the responses, it appears all the 10 participants were in agreement that culture plays a significant role as a reason why there is a low representation of male educators in preschools.

Prejudice, Fear and Stigmatisation

The respondents were quite clear that prejudice, fear and stigmatization are the reasons why males avoid teaching in preschools.

Low status of ECCE and low salaries

All the participants strongly stated that low salaries and the way people look down upon their profession is another reason why males shy away from preschool teaching. In addition, the participants stated that even though people look down upon what they do, they are proud of their jobs and do not look down upon it themselves.

Training providers

The participants were unanimous in stating that there are no training providers who specifically target the training of male preschool teachers. The female participants stated that during their years of training, they never came across a male classmate. The male grade R and grade 1 teachers stated that during their training days, they never saw any male lecturers, and there was a high dropout of males in their classes for the foundation phase degree.


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5.2.3 Benefits of male involvement in caring for young children

Male teachers as role models

Findings revealed that 60 percent of the participants felt that there was need to have male preschool teachers as they serve as role models for small children, especially boys. Tied to this view was the issue of having male educators as they can also assist with discipline issues, assisting with sports coaching and even providing security during outings with kids.

However, 40 percent of the respondents did not feel as such. They felt that having males can result in having more disadvantages than benefits. The respondents were of the view that with high rates of rape and abuse in South Africa, it is not always clear cut as it seems that every man can automatically fit to be a role model to kids.

Male teachers as father figures

Findings show that 60 percent of the respondents believed that, indeed, male educators can act as substitute fathers to some of the preschool children who seem to lack father figures from their communities and families. The lack of father figures in many families and communities was strongly highlighted, and male preschool teachers were seen as the best probable solution to cater for those small children who might need a father figure they can relate to.

On the other hand, 40 percent of the respondents did not concur with the idea that male teachers should be regarded as substitute fathers. They thought it appears as a downgrade look upon women; they strongly stated that females are equal to the task and can stand in as father figures as well and have always been doing this.

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5.2.4 Views of male preschool teachers

The researcher could not find any male preschool educators in the East London Education district. However, the researcher used grade R and grade 1 male teachers as the closest match. What emerged from the responses of the male teacher participants (P7 & P8) were three sub themes, which are discussed as follows:

Hostile working environment

The participants cited that the working environment is more hostile towards males than to females. They strongly felt that fellow women colleagues, parents and communities make life difficult for them to freely operate as they feel they are constantly under surveillance.

Lack of policies aimed at recruiting male educators

The male educators felt that the government should come up with recruitment policies specifically targeting the recruitment and retention of males in this sector.

5.2.5 Strategies for attracting men into the early childhood profession

The researcher asked the participants what strategies they thought could assist in the recruitment and retention of male preschool teachers. The following three sub themes were dominant as strategies.

Awareness programs with parents and community

All participants stated that there is need for advertising and awareness campaigns to educate parents and the community of the need and importance of having male preschool educators. Awareness campaigns were also emphasized as a way to the deal with the issues of stigma, fear and prejudice.

Improvement in salary, working conditions and status of ECCE

Findings revealed that 70 percent of the participants stated that an improvement in working conditions, salaries and elevation of ECCE status as a profession is a powerful strategy to recruit and retain male preschool educators.

On the other hand, 30 percent of the respondents did not agree that an increase in salaries is a good strategy to recruit and retain male preschool teachers. They felt that this was unfair to women as they would be doing the same job which they have been loyal to in spite of the low salaries.

Bursaries for males to train as preschool educators

Five participants suggested giving bursaries to males capable and interested in preschool teaching as a strategy to counter the low representation of male preschool teachers.

5.3 Discussion of the findings of the study

5.3.1 Male preschool teacher is non-existent

The focus of the researcher in this section was to find out how preschools recruit and retain male preschool teachers. The theme that emerged was that there are no male preschool teachers in the East London Education District. The researcher went as far as consulting the East London Preschool Association, and they also confirmed that in their database, they have no single record of a male preschool educator or of a preschool that has male educators as its employees. All the participants (P1, P2, P3 & P4) who were asked about their recruitment policies and experiences in recruitment stated that they have never, in any way, recruited or encountered even a CV of male candidate interested in preschool teaching. The results of the current study are in line with the Social Role Theory of Eagly (1987) which recognises the historical division of labour between women, responsibilities at home and outside the home (Eagly, 1987, cited by Diekmann & Schneider, 2010; Moss, 2016). Their argument was that it is very rare to find men looking or submitting CV in a female dominated profession.

Preference

Linked to the above, a sub theme of preference emerged in which all the four participants who were asked the question of recruitment concurred that they all

preferred a female preschool teacher to a male. To further clarify the issue of recruitment, the researcher asked the respondents, in terms of preference, whom they would go for. The response was a resounding inclination towards females because they believed that women are born nurturers than men. This is further evidenced in the social role theory which states that innate differences are contributing factors in the development of specific gender roles for men and women and maintains that these anticipations arose as a result of the natural differences between males and females (Eagly, 1987).

Research on gender preferences for Early Childhood Development and Education (ECDE) found that 33 percent of the male preschool teachers felt that men were more effective preschool teachers than women, and 14 percent of the female teachers agreed. Conversely, 66 percent of the men felt that women were preferable in an early childhood classroom while 79 percent agreed that most male teachers would likely prefer administrative teaching positions (Mukuna & Mutsotso, 2011).

Lack of knowledge of ECD policy and recruitment of male preschool teachers

General lack of knowledge of what the National Integrated ECD policy of 2015 and its components emerged strongly as a sub theme. In the study, 80 percent of the respondents were not even aware of the new ECD policy at all. Surprisingly, educators, principals and preschool owners were not aware of a policy that governs the area in which they operate. This makes it even difficult to know of the need and importance to recruit male preschool educators.

In contrast 20 percent of the participants (P9 & P10) who are District Education Officials knew of the New ECD policy partially particularly with regards to the recruitment of male preschool educators. Surprisingly, those in district offices knew of the policy but those beneath them, whom they are supposed to communicate it to, had no idea of the existence of the policy at all. This makes its implementation a big struggle, and literature confirms these findings. Lack of pragmatic evidence regarding the significant benefits of male preschool teachers makes it problematic to back the retention and recruitment effort for more men in preschools (Sumsion, 2010).

In addition to the above, the researcher also noted that even if the participants or stakeholders were to know about the new ECD policy, this does not address the issue of male educator shortage and recruitment. The National Integrated ECD policy, (Government of South Africa, 2015) makes no mention of the measures to be taken in order to promote recruitment and retention of male educators in the sphere of ECCE. This policy simply mentions practitioners without supplying any specific guidelines with respect to gender. It also makes no mention of the shortage of male preschool educators. Much of the policy reflects the status quo, as opposed to forging a broad-minded visualization of what the ECCE sector could or should look like in South Africa, with men as significant role players.

According to the ECD National Audit Report (2014), all ECD centres audited are female-dominated, with over 90 percent of all staff being female for South Africa as a whole. These statistics show quite clearly that there is a dearth of male preschool teachers. The report explained that this finding is not a startling one, as women are predominantly involved in the care and fostering of children in the young age cohorts.

However, despite the recommendations of the National ECD Centre Audit of 2014 which recommended under Human resources that more male should be recruited as practitioners, the National Integrated ECD policy of 2015 was implemented without taking this into consideration.

5.3.2 Various factors contribute to low representation of male teachers in preschools

The reasons for low representations of male educators in preschools have been strongly emphasized in literature. Although authors differ on the reasons, the most common ones were also corroborated by the findings. Rentzou and Ziganitidou (2009) summarized the reasons why men do not choose the profession as educators within the preschool as follows: (1) employing men as carers of young children raises questions about men as potential sexual abusers; (2) the low wages and the low status of the profession of early childhood education and care; (3) the name 'nursery nurse'; (4) the stereotype of childcare as women's work; (5) the labelling of men caregivers as homosexuals or not 'real men'; (6) the myth about the feminist movement and public support for women's, rather than men's employment opportunities; (7) the societal belief that men are less able to care for and educate young children and lack the patience required to work with children; (8) the 'male approach' adopted by males which challenges the way early childhood programs operate; and (9) factors associated with age.

Culture

Research findings indicated that culture was one of the leading factors in contributing to low representation of male preschool educators. Most of the participants confessed that it is unheard of, especially in the African culture, since it is perceived as unnatural for men to take up jobs to nurture and care for babies. Literature confirms these findings. In an African setting, the impact of cultural factors related to the role of women in childrearing also discourages men from teaching preschools (Mukuna & Mutsotso, 2011; Petersen & Petker, 2011).

Traditional values tend to portray caring for small children as a duty which needs to be performed by women exclusively (Drudy, 2008). Njoki (2009) found that research conducted in Canada and the United States revealed quite conclusively that there are deep-rooted cultural values which underlay the belief that only women should teach in preschools and junior grades. In addition to the above, this issue of equating teaching with care being female simultaneously keeps women in and men out of early education practice, including even their recruitment and retention (Weaver-Hightower, 2011).

It was clear from the participants that society and culture never encourage and support men to be ECCE educators due to the commonly held belief that men are not good at taking care of small children. In addition to the above, these findings are corroborated by the social role theory. It illustrates these innate differences as contributing factors in the development of specific gender roles for men and women and maintains that these anticipations arose as a result of the natural differences between males and females (Eagly, 1987; Bruce, 2013). These different social and cultural expectations for men and women are also referred to as gender stereotypes. It also advances the idea that gender-specific careers evolved from inborn competences in specific areas and, as

women are better nurturers than men, they tend to thrive and predominate in the nursing and teaching sectors (Eagly, 1987; Taylor & Anderson, 2009; Petersen, 2014).

Prejudice, fear and stigmatisation

It was also notable in virtually all participants that fear, prejudice and stigma were reasons contributing to the low representation of males in preschool teaching. These findings have support in literature. Gender prejudice and stereotyping play a significant role in maintaining a status quo in which there are small numbers of men involved in the teaching of young children, which is often expressed through the ingrained belief that teaching young children is “a woman’s job” (Drudy, 2008: 314). Lack of public acceptance of men as educators of young children is also the result of perceptions of the ‘unnaturalness’ of males performing basic child care tasks (Clyde, 1994, cited by Njoki, 2009), including the stigma resulting from males committing child abuse. Societal views and perceptions of male involvement in ECCE tend to be hostile, with widespread fears that men who express interest in working with small children are likely to be viewed as paedophiles (Petersen, 2014).

The fear of being blamed and falsely accused featured prominently as a reason causing and contributing to the low representation of male preschool educators. Participants strongly felt that men avoid taking preschool teaching as a profession in fear of being perceived as child abusers. These findings have backing of literature. Males have generally avoided careers in early childhood education because of fear of being accused of sexual abuse (Anliak & Sahin-Beyazkurk, 2008). Men report being fearful of

becoming teachers due to widespread prejudices linked to policing of male sexualities (Gosse, 2010; 2011).

Low status of ECCE and low salaries

Research findings indicated that men shy away from ECCE due to low salaries and low status associated with the profession. All the participants concurred that this was another factor and stumbling block in the recruitment and retention of male preschool educators. Men consider themselves, and are in most cases, breadwinners, so due to the low salaries paid in this sector, they run away. Another factor is that there is no standardized remuneration system in ECCE centres, and salaries vary according to the location and mercy of the preschool owners. Unlike in the government teaching where there is a standardized salary for all employees on the same level or grade, such is missing in the ECCE. These findings are supported by Sun, Rao and Pearson (2015) who indicated that the much lower salaries that ECCE teachers earn than other levels of education reflect the lack of recognition of ECCE and low status of ECCE teachers.

However, the participants revealed they are proud of their profession despite people looking down upon it. They expressed that they feel proud to be educators shaping little minds even though they are equated to maids in terms of value in the eyes of people. Literature also confirms these findings. Mashiya et al. (2015) noted that many potential male preschool applicants are of the view that foundation phase teachers are paid less than other teachers of higher grades. It is, therefore, because of such sentiments that many students shy away from this field. Research conducted in New Zealand by Jones (2009) who stipulated that the relatively low status of early childhood education and

associated low pay may also contribute to men's reluctance to consider it as a career further supports the views of the respondents in this study.

Training providers

The issue of low representation of male preschool teachers is strongly felt and seen in preschools, yet the root cause is the lack of training providers to specifically target the recruitment of male preschool trainees or students. The participants strongly expressed that the matter can be resolved if the recruitment of male preschool students in colleges or universities is made a priority. The interviews with Participants (P1, P2, P3, P4, P5 & P6) revealed that the dearth of male preschool teachers does not only begin in preschool but has strong roots in training providers. Female educators and principal participants confirmed that they never had any male classmates during their training days.

Additionally, the male educator participants stated that they never had or saw a male lecturer during their training at university. These above sentiments further clarify why male preschool teachers are non-existent.

Furthermore, participants (P7 & P8) who are male grade R and grade 1 educators stated that the lack of male ECCE instructors in colleges and universities and mentors at the workplace is a main reason why there are few male educators in lower grades. Makonye and Ramatlapana (2013) stipulated that there are more female student teachers than males for each cycle. Their findings from enrolment and graduation at a School of Education at a university in Gauteng, South Africa, discovered that in the

2007-2010 class, 294 males registered, and from these, 154 graduated. In the class of 2008-2011, 154 males registered, and a mere 57 graduated. In the class of 2009-2012, 192 males registered. From these figures, a scanty 53 males graduated. This data serves to show that the Bachelor of Education Degree in foundation phase is essentially favourable to women, and males drop out due to peer pressure, societal views and perceptions about male teachers in preschools (Mukuna & Mutsotso, 2011; Petersen, 2014).

In addition, the dearth of male teachers in preschools is not only peculiar to South Africa. A research conducted by Nyoni and Nyoni (2012) at Masvingo Teachers College in Zimbabwe revealed that in the year class of 2008-2010, from a total of 113 students who enrolled, 103 were female, and 10 were 10. This signifies that the low representation starts to manifest itself in universities and colleges of teacher training before being noticed in preschools.

5.3.3 Benefits of male involvement in caring for young children

The participants noted that male involvement in ECCE can bring some benefits but however there was no consensus with regards to what kind of benefits and to what extent really are they benefits. Amongst their views two sub themes strongly emerged:

Male teachers as role models

Findings show that 60 percent of the participants strongly felt that male teachers are really needed in the ECCE sector as the children will see and regard them as role models. The male teachers interviewed stated that they indeed regard themselves as role models unto to the small children. The same sentiments were also echoed by the

district education officials who stated that there is a lack of role models in our society. These small children can benefit from having males whom they can look up to. In a society filled with abuse and violence, it would be a good thing for small children to see that men are also capable of doing well in society. One participant (P1) expressed that the reason why there are few male preschool teachers is that as male kids grow up, they go through crèche and up to grade 3 without encountering a male teacher in those grades. Consequently, it becomes difficult for one to think towards taking preschool teaching as a career because they have never seen any man before as a preschool teacher. Male role models are lacking in preschools and lower grades. The above sentiments have support in literature. Bandura (1986) argues that the importance of the role model plays a large part in the socialization process as people learn about others attitudes, values and beliefs and eventually come to our own as a result of noticing and living through the behaviour of others. This explains the response of (P1): *how can one think of becoming a male preschool teacher having not seen one before in their entire schooling life?*

Male participants stated that it was their desire to make a difference and be seen as role models in modern day society in foundation phase teaching. These sentiments are also noted in literature by Yilmaz and Sahin (2010) who indicated that the desire to be a good role model for children was and is one of the important factors that motivate men to enter the field of early childhood education.

Apart from the above, McCormack and Brownhill (2013) emphasized the importance of men as role models by noting that it is possible that some pupils may respond better to

male role models. They should be given the opportunity to access these (Brownhill, 2010), so it is fair to afford the children an encounter with male preschool educators.

Tied and linked to the issue of male educators as role models was the issue of discipline. The participants who regarded male educators as role models were also of the view that they could come in handy with regards to discipline issues. They felt that male educators are needed to instil discipline in kids right from a tender age. Literature confirms and illuminates these findings. Poor discipline and the issue of lack of respect for teachers in the public sector continues to be a major concern that the government is not giving teachers appropriate free influence to handle this issue (Harding & Parsons, 2011; Ashiedu & Scott- Ladd, 2012).

However, 40 percent of the participants dismissed the notion of regarding male educators as role models. Participants ((P2, P4, P5 & P6) stated that the issue of male educators being needed in the ECCE for them to be role models is a downward look upon women. The participants felt it implies that women cannot be role models unto boys or little kids. The participants argued and questioned what it is that man can role model that women cannot; their argument mainly being that a role model has no gender. This assertion also emerged from the literature that was reviewed in Chapter Two, Talking about men who work in ECCE as 'role models' can often be problematic, unrealistic and challenging (Rentzou & Ziganitidou, 2009). According to Skelton (2012), the discourse of role model may lead to perceptions that pupils should be gender harmonized with teachers or that boys should be taught in single-sex schools with strong male role models.

In addition, Harty (2009) further explains that the being a male teacher in the preschool does not necessarily mean one can be a role model unto the young children. Participants (P2, P4, P5 & P6) further dismissed the aspect of implying that male teachers are needed in preschool to instil and maintain discipline. They stated that issues of discipline are non-existent in preschool. They argued that an adult can control and discipline a kid. Their argument was that issues of discipline are in higher grades, and men are more needed there; otherwise in the preschool and lower grades, they end up instilling fear and killing self-esteem of the kids.

The above sentiments are also supported by literature. McCormack and Brownhill (2013) postulated that being a role model was an innate and natural thing and not something that could be forced or learned or assumed simply because one has become a male teacher. This then makes it a discourse of: who is a role model and what makes or qualifies one to be a role model?

Male teachers as father figure

The response is almost the same with sentiments shared under the theme of men as role models. The participants who felt men can be beneficial as role models in preschools strongly argued that men can be beneficial in preschools as they can stand in as father figures.

In the study, 60 percent of the respondents cited that many children are coming from single parent homes and communities where a father figure is missing. A plethora of literature gives credibility to these findings. Mathwasa and Okeke (2016) state that a high percentage of men are either not actively involved in or are absent from the lives of

their children in their early educational activities. Studies also indicate that black fathers, more than those of any other race in South Africa, are more likely to be absent in the lives of their children (Richter et al., 2010; Richter et al., 2012; April & Soomar, 2013; Mncanca, et al., 2016).

Indeed, young children need to be taught and have to see for themselves through male teachers how fun, loving, fun caring and responsible a man can be. Most of the children are from communities and families where they are told to hate and to be always careful of men because of the high rates of abuse and rape in South Africa (Mashiya, 2014; Petersen, 2014). Accordingly, the plight of countless numbers of black children who are obliged to grow up without the presence of a father figure in their lives made it imperative for the researcher to embark on this study to seek strategies to recruit and retain male educators in present day preschools.

However, the researcher also noted that those participants who refuted the notion that male educators are needed in the ECCE sector to serve as role models did not concur with the view that male educators too can stand in as father figures. To add, 40 percent of the participants did not agree. The participants argued that male educators must just be teachers and stop fantasizing about standing in as substitute fathers as they viewed it as role conflict. Rentzou (2016) supports their views by stating that males should be regarded as teachers who are responsible for children's care and education and not as substitutes of family figures.

5.3.4 Views of male preschool teachers

The researcher could not find any male preschool educators in the East London Education district. However, the researcher used grade R and grade 1 male teachers as the closest match. This was done due to the dominant theme that came out strongly that there are no male preschool educators in East London. The chairlady of the East London preschool association also stated that she has never come across one in her 50 years of experience in the ECCE sector. She further went on challenge the researcher to search and let her know if he comes across one in South Africa. What emerged from the responses of the male teacher participants (P7 & P8) were three sub-themes, which are discussed as follows:

Hostile working environment

Gosse (2011) argued that men face sanctions in terms of workplace behaviours, originating from administrators and colleagues. This view also came from the respondents. The male educators interviewed specifically stated that the working environment is hostile, particularly the resistance they face from fellow female educators who constantly view and treat them with suspicion on a daily basis. The participants also noted the hostility that emanates from parents and the community who always suspect them of being gays or men who are not so sure about their sexuality and being potential paedophiles. The participants also noted that they are not expected to do what their fellow female colleagues do on a daily basis, for example, hugging, holding hands and patting on the back to encourage kids.

In addition, Gosse (2011) further states that this causes imbalance in the workplace since women are not subject to such prejudice in terms of sitting, hugging, holding hands and being alone with children, thereby being stumbling blocks or challenges to the recruitment and retention of male educators. Various sources (Morrisson, 2014; Koch, 2015) have noted and concluded that there is a subtle discrimination in staff recruitment. They further state that men can be inadvertently positioned as outside the norm. As such, males cannot be considered for posts as teachers for young children in ECCE environments.

Lack of policies aimed at recruiting male educators.

In central and northern Europe, a number of policies have been implemented with the objective of raising the proportion of men in ECEC (Vandenbroeck & Peeters, 2008; Emilsen, 2012; Icken, 2012; Rohrmann, 2012). However, this element is still lacking in South Africa. Findings of this study also concurred with the literature. The male educators interviewed stated that the reason why there are few males in lower grades is due to lack of policies at national level. They went on to state that the government should even force or push for the increase in enrolments at universities or even making it a law that every preschool or school must have at least one male educator in the lower grades. The participants also saw it as fit for every preschool or school to have a recruitment policy that speaks of gender equity, but getting it off ground and to be implemented was their concern. Almost every literature source reviewed agrees with the need to get men involved in the lives of young children, as solutions to this dilemma are few and far between (Mukuna & Mutsotso, 2011).

5.3.5 Strategies for attracting men into the early childhood profession

Research findings indicated three strategies as solutions to the recruitment and retention of male preschool teachers in the East London Education district.

Awareness programmes with parents and community

All the participants were in agreement and strongly believed that raising awareness programs in the community and with parents was a good and effective strategy in the recruitment and retention of male preschool educators. Literature seems to be in support of these findings. The awareness of the importance of ECCE, as well as the need for qualified male early childhood educators, should be continuously raised by the Department of Education (Fourie, 2014). In addition, Walshe (2011) proposed that developing a nationwide awareness of the positive benefits that men can bring to childcare services through their increased involvement in the profession and promoting the positives of the childcare profession to potential male employees across the country is essential.

The reason why society, parents, community and women educators seem to be hostile towards male educators is because of lack of education and information with regards to the benefits and importance of having male educators in the ECCE.

Improvement in salary, working conditions and status of ecce

Improvement or increasing the salaries of preschool educators was a contentious issue; 70 percent of the respondents were for the idea, arguing that it can help improve or assist the recruitment and retention of male preschool educators. The findings of the

study concur with literature. The duty of the Department of Education is, therefore, to develop attractive reward and remuneration practices that will retain a talented pool of school teachers (Armstrong, 2009; SACE, 2010). Yilmaz and Sahin (2010) support this notion by stating that increasing wages and educating society in terms of the advantages of having male teachers in early childhood settings may bring more men in to the profession and help in retaining the ones already in the profession.

However, 30 percent seemed to disapprove the idea of increasing salaries as a strategy to recruit and retain male educators in preschools. Their arguments were stemming from the angle that it is not fair to talk of increasing salaries now simply because of males. Drudy (2008) is in support of their sentiments by stating that if women's dominance in a profession is really associated with the low status and the low salaries of this profession, this infers that society is characterized by social and economic inequality toward women. This practically shows why these female educators felt salary increase was not a fair strategy.

Bursaries for males to train as preschool educators

There was consensus about a strategy of giving bursaries to males to recruit and retain male preschool educators. The arguments and views of participants are well supported in literature. A recent study (Petersen, 2014) concluded that what is needed as a strategy to recruit and retain male educators in preschools are more positive stories of male teachers serving as exemplary teacher models. She further argues that this will help to counter the many negative images in the minds of young people in universities and communities. In addition to the above, scholarships for training could be offered to

all men, regardless of income or ethnicity as a strategy to recruit and retain male educators within the ECCE sector (Jordan, 2009).

5.3.6 Conclusions

The study investigated the recruitment and retention of male preschool teachers in the East London Education District. In conjunction with the main research question, the objectives were to assess the recruitment and retention of male educators in preschools; identify the reasons for the low representation of male educators in preschools; and understand how preschools recruit and retain male educators in their schools. The objectives further sought to establish the challenges facing preschools in the recruitment and retention of male educators and understanding views of male educators concerning working in preschools. The findings revealed that there are no male preschool educators in the East London Education District. There is a preschool association of East London but apparently, they have no record of a male preschool educator or of a preschool that employs or has employed a male preschool educator. The respondents were quite clear that culture, fear, stigma and prejudice, low status of ECCE and low wages and Training providers were the reasons contributing to low numbers and absence of preschool educators.

In addition, the study also unearthed the benefits of having male educators in preschools. The participants highlighted that male educators can be beneficial to the ECCE sector as they can act as role models and father figures. This is essential in South Africa where there is high rate of absent fathers, the nuclear family is fast disintegrating and there is a high rate of abuse and rape in families and community (Drudy, 2008; Petersen & Pekter, 2011; White paper, 2013; Mathwasá & Okeke, 2016).

However, the ills of the nation made some participants, particularly female educators and principals, to question the issue or aspect of role models and male educators as father figures. They felt that the issue of role models and father figures was actually subject to debate and controversial. Their sentiments are also supported and have the backing of literature. Rentzou and Ziganitidou (2009) argued that talking about men who work in ECCE as 'role models' can often be problematic, unrealistic and challenging.

This study also established the views of male educators with regards to working in the ECCE sector and why they are few. A hostile working environment from female colleagues, community and parents and lack of policies aimed at recruiting male educators featured prominently.

The study also revealed that awareness programs with parents and community, improvement in salary, working conditions and status of ECCE and bursaries for males to train as preschool educators are some of the strategies that can be implemented to recruit and retain male educators in preschools in the East London Education District.

5.3.7 Implications of the study

The results of this study have revealed that there are no male preschool teachers in the East London Education District. The Department of Education has a big role to play in order to address this gap. The Department has to put in measures to ensure male educators are recruited and accepted as role players in ECCE.

The study found that the main role players, namely: educators, principals and preschool owners, are not aware and have no knowledge of the New Integrated ECD policy of

2015. The Department Education has a responsibility to ensure that all role players in the education system are aware of the current ECD policy or any other relevant policies.

5.3.8 Limitations of the study

The researcher wants to draw the attention of the reader to these few limitations that he encountered during the course of this study:

- The interviews had to be done after hours and at the end of the day when the participants were not busy and no longer occupied with teaching and caring of children. This required much time than what the researcher had planned for, and the researcher had to adapt to the times given by the participant.
- The study was limited to the East London Education district only. Therefore, future research could include more districts.

5.3.9 Recommendations

- The recommendations of the National ECD audit report of 2014 must be implemented. The national audit report under human resources recommended that strategies must be put in place to recruit male preschool educators. The report found that all ECD centres audited nationally are female dominated, with over 90 % being females.
- The government, through the Departments of Education and Social Development, should embark on a nationwide awareness campaign to educate all concerned role players in the ECCE about the new Integrated ECD Policy.

- The government, through the Departments of Education and Social Development, should embark on a nationwide awareness campaign to educate parents and the community at large on the need and importance of having male preschool educators.
- District Education Officials must be more visible and visit preschools to empower and educate preschool owners and principals on recruitment issues.
- The government must give and provide more funding to all registered preschools to enable them to recruit and retain male educators through better salary payments.
- The Department of Education should provide bursaries to males who are keen and capable to pursue studies in foundation phase degrees or preschool teaching qualifications.
- Training providers like Universities and Further Education and Training Colleges must employ male lecturers and instructors to teach in ECCE related courses.
- Advertisements must be done on television, radios, magazines and newspapers with male images of preschool teachers.
- The government must drive a campaign and set a national target of how many male teachers should be recruited by a certain year, for instance, to train and recruit at least 5000 male preschool teachers by the year 2020.

5.3.10 Areas for further studies

- To investigate parents' views on the recruitment of male preschool teachers

- To further investigate to what extent the National Integrated ECD policy of 2015 has been implemented since the study found out that some educators, principals and preschool owners are not even aware of it.
- To investigate why the recommendations of National ECD Audit of 2014 were not implemented in the National Integrated ECD policy of 2015. The National Audit report of 2014 discovered that all preschools in South Africa are female dominated at 90 percent. Their recommendation was that under human resources, males must be recruited in preschools.

5.4 Overall Conclusion of the Study



- Undertaking this study has been an amazing and wonderful experience, and the researcher learnt quite a lot with regards to conducting research, especially on how to collect data and handling participants during an interview. This has been a great experience and eye opener with regards to how male educators can be of paramount importance in the ECCE sector. I thank my supervisor for guidance throughout this journey.

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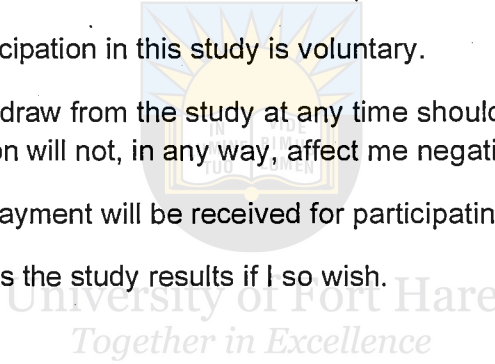
University of Fort Hare
Together in Excellence

LIST OF APPENDICES

APPENDIX A: INFORMED CONSENT FORM

I hereby confirm that:

- I agree to participate in research regarding the recruitment and retention of male preschool teachers in one education district in the Eastern Cape Province.
- I have understood the information provided regarding the study.
- I am aware that a tape recorder will be used to capture data during this study.
- I understand that participation in this study is voluntary.
- I have the right to withdraw from the study at any time should I not want to continue and that this decision will not, in any way, affect me negatively.
- I understand that no payment will be received for participating in this study.
- I have a right to access the study results if I so wish.



I hereby confirm that I fully understand the conditions of this study and what my rights and responsibilities as a participant are. I am, therefore, willing to participate in this study.

.....

Signature of participant

.....

Date

I hereby agree to the tape recording of my participation in the study

.....

Signature of participant

.....

Date

APPENDIX B: APPLICATION LETTER THE PROVINCIAL EDUCATION

Y22 Mahlatini Close
Belgravia valley
East London
5201
Date 2017/01/29

The Chairperson
University Research Ethics Committee
Faculty Research Ethics Committee



Dear Sir/Madam

RE: APPLICATION COVER LETTER

I hereby apply for ethical clearance to enable the researcher to conduct research with officials from the Department of Education, principals of preschool centres, owners of preschool centres, male preschool educators and female preschool educators in the East London District.

The title for the study is "the recruitment and retention of male educators in preschool centres in one education district in the Eastern Cape Province"

All necessary documents in support of this application have been attached forthwith.

Thanks

Yours faithfully,

Nyanhoto

.....
Nyanhoto E. (Med)

APPENDIX C: APPLICATION LETTER THE EAST LONDON DISTRICT DIRECTOR

Y22 Mahlatini Close

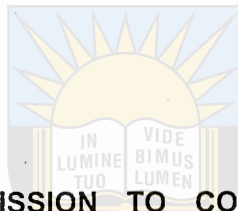
Belgravia valley

East London

5201

Date 2017/04/24

The District Director
Department of Education
East London



Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH ON THE RECRUITMENT AND RETENTION OF MALE EDUCATORS IN PRESCHOOL CENTRES IN ONE EDUCATION DISTRICT IN THE EASTERN CAPE PROVINCE

I hereby request for permission, from your office, to conduct research on the recruitment and retention of male educators in preschool centres in one education district in the Eastern Cape Province. I am a Masters student at the University of Fort Hare carrying out a research towards enlightening stakeholders on participation in the early childhood development and the importance on having male educators in the preschool as teachers.

The title of the study is **“THE RECRUITMENT AND RETENTION OF MALE EDUCATORS IN PRESCHOOL CENTRES IN ONE EDUCATION DISTRICT IN THE EASTERN CAPE PROVINCE”**

I believe that this study will be of benefit not only to me but to the preschools, district and province as well, by providing answers to some questions surrounding the recruitment and retention of male preschool educators with particular reference to the East London Education District.

I promise that all information obtained from the study will be treated with strict confidentiality and will only be used for academic purpose of this study.

I promise that all information obtained from the study will be treated with strict confidentiality and will only be used for academic purposes of this study.

Yours faithfully,

Nyankhote

NYANHOTO (MEd)



University of Fort Hare
Together in Excellence

APPENDIX D: INTERVIEW QUESTIONS FOR DISTRICT EDUCATION OFFICIALS

INTERVIEW SCHEDULE

My name is Nyanhoto Enock, a Masters Student at the University of Fort Hare. I am doing research on the recruitment and retention of male educators in preschool centres in one education district in the Eastern Cape Province. I want to assure you of strict confidentiality that everything discussed here will not be repeated to anyone. Your name and the name of your department will not be mentioned anywhere in my research. Should you feel uncomfortable at any juncture of this interview, feel free to end the interview. I would like to record this interview on tape in order to ensure I do not misquote you. Thank you for your willingness to share in this study.

A: Background information.

Thank you for accepting to participate in this academic research. Tell me about yourself.

Respondent: Department of Education Official

Date of the interview: _____ / _____ / _____

Time: _____

Venue: _____

Interviewer: Nyanhoto Enock

- 1. Your age range
- 2. Marital status.....
- 3. Your highest academic qualification.....
- 4. Occupation.....
- 5 Number of children.....

QUESTIONS

1 These questions are designed to explore the recruitment and retention of male preschool educators in one education district in the Eastern Cape.

1.1 What is your view about Early Childhood Care and Education in South Africa?

1.2 What is your understanding of the concept of having male Preschool teachers in Preschool Centres?

1.3 What does the ECD policy say with regards to male educators within the ECD area?

1.4 How would you describe your role as an education official in the recruitment of male teachers in preschools?

1.5 Do you feel that you can be more involved? How?

1.6 Express how you participate in the life of your child.

1.7 Does your child attend school in ECCE Centre? How would you feel if you hear that his or her teacher is a male?

1.8 Are there any programmes that the department has lined up specifically to attract, recruit and retain male teachers in preschools?

Elaborate? If not, are there any future plans towards it?

1.9 It is perceived that mothers are more involved with their 0-6 year children.

Do you agree? Elaborate.

1.10 What are your experiences as an education official in dealing with issues of male teachers' prejudice and absence in the ECCE?

1.11 Do you think that the Department of Education can do more to involve men as teachers in early childhood care and education?

1.12 Do you have any ideas of programmes that can be adopted to enhance male teacher recruitment and retention in the early childhood care and education?

1.13 In your own view, what are the reasons for the low representation of male teachers in preschools?

1.14 What are the advantages and disadvantages to a male educator to operate within this sector?

1.15 How do children react to male educators within the pre-school centres?

Thank you for your participation. God Bless

APPENDIX E: INTERVIEW QUESTIONS FOR MALE EDUCATOR

INTERVIEW SCHEDULE

My name is Nyanhoto Enock, a Masters Student at the University of Fort Hare. I am doing research on the recruitment and retention of male educators in preschool centres to grade 3 in one education district in the Eastern Cape Province. I want to assure you of strict confidentiality, that everything discussed here will not be repeated to anyone. The name of your preschool and yours will not be mentioned anywhere in my research findings. Should you feel uncomfortable at any juncture of this interview, feel free to end the interview. I would like to record this interview on tape in order to ensure I do not misquote you. Thank you for your willingness to share in this study.

A: Background information

Thank you for accepting to participate in this academic research. Tell me about yourself.

Respondent:

Male Educator

Date of the interview:

University of Fort Hare
Together in Excellence

Time:

Venue:

Interviewer:

Nyanhoto Enock

1. Your age range
2. Gender.....
3. Your highest academic qualification.....
4. Experience.....

QUESTIONS

1 These questions are designed to explore your perspectives as an educator on the recruitment of male teachers in the early childhood care and education.

- 1.1 What is your understanding of the concept of male preschool teacher/ Grade R-3 in the early childhood care and education?

1.2 In your opinion, should men be involved in the early childhood care education?

1.3 What programmes are there in your centre/ school that involve fathers in the Early Childhood Care and education?

1.4 How would you describe the role of a male teacher in the development of children in the Early Childhood Care and education?

1.5 How are male preschool teachers invited to participate in school activities?

1.6 How do you influence fathers to participate in academic development of their children?

1.7 It is perceived that mothers are more involved with their 0-6 year children.

Do you agree? Elaborate.

1.8 What is the level of men's involvement in your preschool/ school?

1.9 Are there any strategies used by Early Childhood Care and Educators to involve men in their programmes?

1.10 What challenges do you face as a male teacher in the foundation phase?

1.11 In your experience, what keeps male teachers away from being involved in Early Childhood Care Education?

1.12 Who do you think can make men more involved as teachers in early childhood care and education?

1.13 Do you have any ideas of programmes that could be adopted to entice men to be more involved and join ECCE, Grade R, and Grade 1-3 as educators?

1.14 What can be done to improve and increase the number of male preschool, grade R, and Grade 1-3 teachers?

1.15 In your own view, what are the reasons for the low representation of male teachers in preschools?

1.16 What are the advantages and disadvantages to a male educator to operate within this sector?

1.17 How do children react to male educators within the pre-school centres or in Grade R or in Grades 1-3?

Thank you for your participation. God Bless

APPENDIX F: INTERVIEW QUESTIONS FOR FEMALE EDUCATOR

INTERVIEW SCHEDULE

My name is Nyanhoto Enock, a Masters Student at the University of Fort Hare. I am doing research on the recruitment and retention of male educators in preschool centres to grade 3 in one education district in the Eastern Cape Province. I want to assure you of strict confidentiality, that everything discussed here will not be repeated to anyone. The name of your preschool and yours will not be mentioned anywhere in my research findings. Should you feel uncomfortable at any juncture of this interview, feel free to end the interview. I would like to record this interview on tape in order to ensure I do not misquote you. Thank you for your willingness to share in this study.

A: Background information

Thank you for accepting to participate in this academic research. Tell me about yourself.

Respondent:

Female Educator

Date of the interview:

University of Fort Hare
Together in Excellence

Time:

Venue:

Interviewer:

Nyanhoto Enock

1. Your age range
2. Gender.....
3. Your highest academic qualification.....
4. Experience.....

QUESTIONS

1 These questions are designed to explore your perspectives as an educator on the recruitment of male teachers in the early childhood care and education.

- 1.1 What is your understanding of the concept of male preschool teacher/ Grade R-3 in the early childhood care and education?

1.2 In your opinion, should men be involved in the early childhood care education?

1.3 What programmes are there in your centre/ school that involve fathers in the Early Childhood Care and education?

1.4 How would you describe the role of a male teacher in the development of children in the Early Childhood Care and education?

1.5 How are male preschool teachers invited to participate in school activities?

1.6 How do you influence fathers to participate in academic development of their children?

1.7 It is perceived that mothers are more involved with their 0-6 year children.

Do you agree? Elaborate.

1.8 What is the level of men's involvement in your preschool?

1.9 Are there any strategies used by Early Childhood Care and Educators to involve men in their programmes?

1.10 What challenges do you face when working with a male teacher as a colleague in the foundation phase?

1.11 In your experience, what keeps male teachers away from being involved in Early childhood care education.

1.12 Who do you think can make men more involved as teachers in early childhood care and education?

1.13 Do you have any ideas of programmes that could be adopted to entice men to be more involved and join ECCE as educators?

1.14 What can be done to improve and increase the number of male preschool teachers?

1.15 In your own view, what are the reasons for the low representation of male teachers in preschools?

1.16 What are the advantages and disadvantages to a male educator to operate within this sector?

1.17 How do children react to male educators within the pre-school centres?

Thank you for your participation. God Bless



University of Fort Hare
Together in Excellence

APPENDIX G: INTERVIEW QUESTIONS FOR PRINCIPALS AND PRESCHOOL OWNERS

INTERVIEW SCHEDULE

My name is Nyanhoto Enock, a Masters Student at the University of Fort Hare. I am doing research on the recruitment and retention of male educators in preschool centres to grade 3 in one education district in the Eastern Cape Province. I want to assure you of strict confidentiality, that everything discussed here will not be repeated to anyone. The name of your preschool and yours will not be mentioned anywhere in my research findings. Should you feel uncomfortable at any juncture of this interview, feel free to end the interview. I would like to record this interview on tape in order to ensure I do not misquote you. Thank you for your willingness to share in this study.

A: Background information.

Thank you for accepting to participate in this academic research. Tell me about yourself.

Respondent:

Principal and ECCE Centre Owners

Date of the interview:

University of Fort Hare
Together in Excellence

Time:

Venue:

Interviewer:

Nyanhoto Enock

1. Your age range
2. Marital status.....
3. Your highest academic qualification.....
4. Occupation.....
- 5 Number of children.....

Questions

- 1.1 What are your experiences in recruiting preschool teachers, especially male teachers?
- 1.2 When recruiting teachers would you prefer a male or female? Why?
- 1.3 What does the ECD policy say with regards to male educators within the ECD area?

1.4 Can you explain your recruitment policy and its relationship to gender balance?

1.5 What strategies do you use to maintain and retain both male and female preschool teachers?

1.6 In your own view, what are the reasons for the low representation of male teachers in preschools?

1.7 What challenges do preschools face in the recruitment and retention of male preschool teachers?

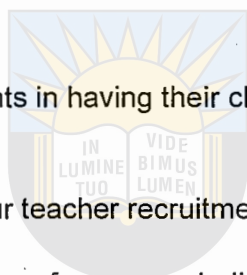
1.8 What are the views of the parents in having their children taught by males?

1.9 Do parents' views influence your teacher recruitment?

1.10 Do you see any difference in performance, dedication and results between male and female teachers?

1.11 What are the advantages and disadvantages for a male educator to operate within this sector?

1.12 How do children react to male educators within the pre-school centres?



University of Fort Hare
Together in Excellence

APPENDIX H: LETTER FROM THE DEPARTMENT OF EDUCATION



STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Yekile Tshwete Complex • Zone B • Zwelitsha • Eastern Cape
Private Bag 30032 • Bisho • 6005 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 608 4773/4035/4537 • Fax: +27 (0)40 808 4574 • Website: www.ecedoe.gov.za

Enquiries: B Pamla

Email: bushaba.pamla@ecedoe.gov.za

Date: 05 April 2017

Mr. Enock Nyanhoto
22 Mahlatini Close
Belgravia Valley
East London
5201




Dear Mr. Nyanhoto

PERMISSION TO UNDERTAKE A MASTERS THESIS: THE RECRUITMENT AND RETENTION OF MALE EDUCATORS IN PRESCHOOL CENTRES ON ONE EDUCATION DISTRICT IN THE EASTERN CAPE

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research involving preschool educators under the jurisdiction of Buffalo City District of the Eastern Cape Department of Education (ECDoE) is hereby approved based on the following conditions:
 - a. Approval is only for access to educators and you will seek permission for the privately owned ECD sites from private persons and Social Development for those under their jurisdiction.
 - b. There will be no financial implications for the Department.
 - c. Institutions and respondents must not be identifiable in any way from the results of the investigation.
 - d. You present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the District Director before any research is undertaken at any institutions within that particular district.
 - e. You will make all the arrangements concerning your research.
 - f. The research may not be conducted during official contact time.



-
- g. Your research will be limited to those institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
 - h. You present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.
 - i. You present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.
 - j. You are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
 - k. You comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - l. You comply with your ethical undertaking (commitment form).
 - m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation
3. The Department reserves a right to withdraw the permission should there not be compliance with the approval letter and contract signed in the terms and conditions to conduct research in the ECDoE.
 4. The Department will publish the completed Research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Director, Ms. NY Kanjana on the numbers indicated in the letterhead or email nykanjana@five.co.za should you need any assistance.


NY KANJANA
DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH & SECRETARIAT SERVICES
FOR SUPERINTENDENT-GENERAL: EDUCATION



APPENDIX I: LETTER FROM THE DISTRICT DIRECTOR



Province of the
EASTERN CAPE
EDUCATION

BUFFALO CITY METRO DISTRICT

OFFICE OF THE DISTRICT DIRECTOR
DR WB Rubusana Building, NJ 1 Mdantsane, East London, 5200 SOUTH AFRICA Tel: 043 708 6218 Fax: 043 708 6545,
Website: www.ecdoe.gov.za Email: welekazi.dantile@ecdoe.gov.za

DATE: 02 MAY 2017

Mr E. Nyanhoto

Y22 Mahfatini Close

Belgravia Valley

EAST LONDON

5201

University of Fort Hare

Together in Excellence

Dear Mr Nyanhoto

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS IN THE EAST LONDON DISTRICT

Approval is hereby granted for you, Mr Nyanhoto, to conduct research, with the topic "*The recruitment and retention of male educators in preschool centres on one Education District in the Eastern Cape*", as part of your study towards the M.Ed qualification at the University of Fort Hare.

This permission is granted provided that you make proper arrangements with the affected school principals and to ensure that tuition time is not disrupted.

We wishing you well in your endeavours.

Yours faithfully

E. KLAASEN – DISTRICT DIRECTOR

Building blocks for growth



APPENDIX J: ETHICAL CLEARANCE CERTIFICATE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: OKE101SNYA01

Project title: The recruitment and retention of male educators in preschool centres in one Education District in the Eastern Cape Province.

Nature of Project: Masters in Education

Principal Researcher: Enock Nyanhoto

Supervisor: Prof C.I.O Okeke
Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

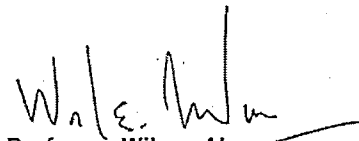
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely



Professor Wilson Akpan
Acting Dean of Research

10 March 2017

23 Elfin Glen Road, Nahoon Valley Heights, East London, 5200

Professional
EDITORS
Group

To whom it may concern:

This document certifies that the dissertation whose title appears below has been edited for proper English language, grammar, punctuation, spelling, and overall style by Rose Masha, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.

**THE RECRUITMENT AND RETENTION OF MALE EDUCATORS IN
PRESCHOOL CENTRES IN ONE EDUCATION DISTRICT IN THE
EASTERN CAPE PROVINCE**

University of Port Elizabeth
Together in Excellence

Author

NYANHOTO ENOCK

Date edited

03 June 2017

Signed



Dr. Rose Masha

23 Elfin Glen Road, Nahoon Valley Heights, East London, 5200

Professional
EDITORS
Group

To whom it may concern:

This document certifies that the dissertation whose title appears below has been edited for proper English language, grammar, punctuation, spelling, and overall style by Rose Masha, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.

**THE RECRUITMENT AND RETENTION OF MALE EDUCATORS IN
PRESCHOOL CENTRES IN ONE EDUCATION DISTRICT IN THE
EASTERN CAPE PROVINCE**

University of Fort Hare
Together in Excellence
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Signed



Dr. Rose Masha