

Men studying ECE: From inside and outside the box

**8th National Summit
Men In Early Childcare and Teaching
7TH TO 8TH MARCH 2014, WELLINGTON, NZ**
"Lifting the Lid on Gender Issues in Early Childhood Education"

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Background of researchers:

ICL Training programmes: ECE and Non-ECE

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<ul style="list-style-type: none"> Principal Investigator ECE lecturer Biography 	<ul style="list-style-type: none"> ECE lecturer Co-researcher Voluntary participation 	<ul style="list-style-type: none"> Non-ECE lecturer Co-researcher Voluntary participation



Background of the research ?

Teachers in Licensed Teacher-Led Early Childhood Services by Type of Service & Gender at 1 July 2010

Type of Service	Gender		TOTAL
	Male	Female	
Casual Education & Care	1	126	127
Kindergarten	44	2,420	2,464
Hospital-based		18	18
Education & Care Service	303	16,504	16,807
Home-based Service	1	466	467
Correspondence School		18	18
TOTAL	349	19,552	19,901

Source: ECE Analysis Team, Ministry of Education





Why did we choose it as a research topic?

Since April 2007 only 11 out of 458 ECE students at ICL have been males.



Earlier research and presentation

"Males as minority in Early Childhood Education (ECE)"

Oceanic Conference on International Studies,
July 18-20, 2012, University of Sydney



I continued.



What about perceptions?! Perceptions is deep-rooted.

An electrician and a plumber has been waiting at the door. One of them is the father of another's son. How is this possible?

A mind trap quiz !

Current research: Objective

To analyse public perception
and
to compare ECE and non-ECE groups



ECE Lecturers (ECEL)

ECE Centre Staff (ECECS)

ECE Male students (ECEMS)

ECE Female students (ECEFS)

ECE Parents -males (ECEMP)

ECE parents-females(ECEFP)

Non-ECE male lecturers (NECML)

Non-ECE female lecturers (NECFL)

Non-ECE male students (NECMS)

Non-ECE Female students (NECFS)

Other Professionals- males (OMP)

Other professional-Females (OPF)

Research Methodology

- .Ethics approval: ICL Ethics Committee
- .Nature of the research: Mixed method
- .Sampling method: Purposive (by convenience)
- .Sample size : $3 \times 12 = 36$
- .Sample trends: Mixed age, mixed ethnic groups, mixed gender, all at or completed tertiary level of studies
- .Research tool: 6 item open-ended questionnaire and informal interviews
- .Data analysis: Open coding, theme coding, tally, frequency, and percentage
- .Findings validation: Internal seminar, MeNZ summit

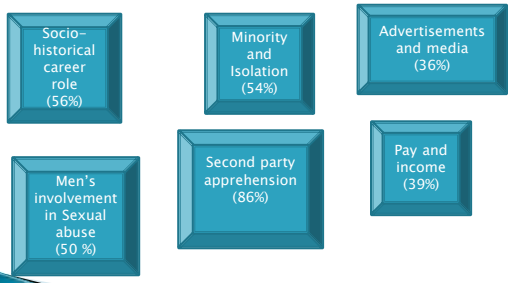


Questionnaire items

- › Reasons for low male participation
- › Ways to increase
- › Perception of male ECE students
- › Barriers in the classroom
- › Barriers in the workplace
- › Difference between male and female Early Childhood (EC) educators

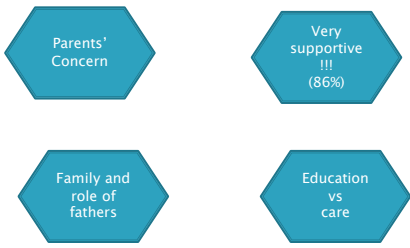


Findings: Common issues raised (perceived, not experienced)



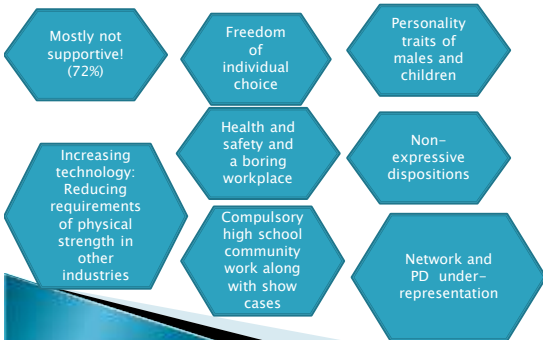


Findings: ECE group specific

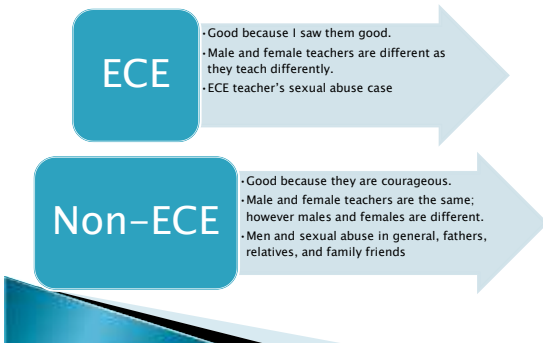




Non-ECE group specific



Other differences



Policy and research implications:

- ▶ Start from secondary. Offer, do not impose.
- ▶ Eliminate possible discrimination. Ask for equity and diversity, not men in ECE.
- ▶ Look at what males can get from ECE, not only what the sector can get from males.
- ▶ Look at other profession too!



We need more men in ECE (Farquhar et al, 2006).

- ▶ Young children do not get much male contact in total as they spend a lot of time in female dominated ECE environment.
- ▶ The ECE service encourages children to practice non-sexist play, but they see a contradictory picture around them in reality.

For children

- ▶ The role of men in the family has changed over time, but ECE policy has failed to incorporate this change.
- ▶ If women are more concentrated in any particular job, their opportunity to contribute to other sectors of the economy is reduced.

For society

For men?

Some highlights

"I felt it wasn't allowed. I wanted to teach the children about the rules of football but the female teachers did not know about it at all." ECMS 3

"Female staff may put them down by thinking they have more knowledge." ECECS 2, Sarah

"Male teachers have been discriminated by the wider society based on a wrong perception. I'd love to see more male participation in ECE, but it will take a very long time to find a way to break through the perception of parents." ECECS 3

"Introduce ECE in secondary schools in a way that male students would feel positive about it" ECEL 3,



"Traditionally females play more roles in childcare than males. Changes took place, yet more to take place". Non-ECEL3

"Men are afraid because of what has been going around for years (paedophile); they don't want others thinking that way towards them."EFS 2



"They (male educators) are rougher and like to engage in sport and rough games." EFS 3

" Male students may struggle to speak in public, shy to talk. They are more likely not socialising in the classroom but being alone. They (males as educators) also may find it difficult as children always talk." NECSM 3



“As a mother of two young girls, I would want to get to know the male teacher, e.g. background, previous employment etc before I left my children in their care.” PF2



“Initiatives for changes need to be taken at all levels through the Government, the media, training organisations, employers, parents and educators.” Non-ECE L 1



“Advertise with males who look ‘blokey’ ...is important to increase male participation in ECE. Non-ECE L 2



“The job is not suitable for males. Why will they do it? I have no objection as such, but I feel they should do something else.” PM 3



“The males are already tired with own children, let alone caring for others’ children in ECE.”
NonECE3

“ Do females really want male ECE educators?’ Non-ECE3



“If they are young and could earn more in the other industries, I would feel it’s quite weird. But if they like the job, then I guess it’s OK.”
OPM 2



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THANKS