

**FACTORS INFLUENCING THE ENROLLMENT OF MALE  
STUDENTS IN EARLY CHILDHOOD EDUCATION TRAINING  
COLLEGES IN NAIROBI COUNTY, KENYA**

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS  
IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI.**

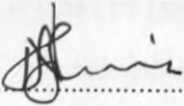
**2012**

## DECLARATION

This research project report is my original work and has not been submitted to any other institution for the purpose of earning an academic qualification.

Felix Nyakundi Mudegu

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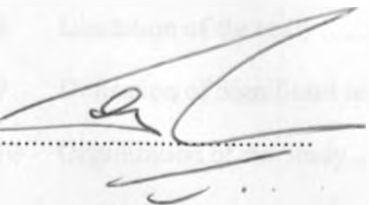
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This research project report has been submitted with my approval as the university supervisor

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Date.....16/11/2012

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## ABSTRACT

There has been a big shift in society toward men playing a greater role in the lives of young children as fathers and male caregivers. However, it is not an easy choice for a man to decide to become a teacher in today's world. The decision becomes even more difficult for a man to commit to a career in early childhood education, which for many years has been considered the domain of women. This study was conducted to explore factors influencing the enrollment of male students in early childhood education training colleges in Nairobi County. Objectives that will guided this study include: to establish the influence of family related factors on male students to enrollment in early childhood education training colleges in Nairobi County, to explore the influence of socioeconomic factors on male students to enrollment in early childhood education training colleges in Nairobi County, to describe the influence of individual factors on male students to enrollment in early childhood education training colleges in Nairobi County and to determine the influence of personality factors on male students to enrollment in early childhood education training colleges in Nairobi County. The benefits of this research findings include revealed insights of male students participating in early childhood education programme and therefore provide useful information to government agencies to lobby men into the programme, serve as an encouragement to other male teachers in early childhood education programme by shading light on some positive experiences of being a male teacher in early childhood education and also provide essential information to decrease current deficiencies in the body of research by contributing to the existing base of knowledge in this area, this study will also help inform school administrators to provide an additional resource to encourage men who are considering a career in early childhood education. The study used descriptive survey and focused on male students pursuing a career in early childhood education teaching profession in Nairobi County. For triangulation and hence validity and reliability, data was collected through questionnaires and semi structured interviews, to establish factors influencing the enrollment of male students in early childhood education training colleges in Nairobi County. Data analysis was facilitated by use of Statistical Package for Social Science (SPSS) software. The study used both quantitative and qualitative analysis. Quantitative data included use of frequency tables and percentages to present and summarize the information obtained while qualitative data included responses from open ended question items analyzed in narrative form. Of the 45 questionnaires disseminated, 40 questionnaires were duly filled and returned. In conclusion of factors influencing enrollment of male students in early childhood education training colleges, family responsiveness, family encouragement, provision of family information, family role models and family commitment have the greatest influence. On socioeconomic factors, there is a great influence of opportunity to earn better salary and opportunity for job promotion in early childhood education field. On individual factors, love for children, becoming role models to the boy child, prior experience with children and opportunity to further their professional skills are of greatest influence on career choice of male students in early childhood education. On personality factors, attitude towards teaching is of great influence on career decision, while mental abilities, special skills in teaching, self image and sex were found to have a slight influence on career decision of male students in early childhood education.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

Career development, for most people, is a lifelong process of engaging the work world through choosing among employment opportunities made available to them. Each individual undertaking the process is influenced by many factors, including the context in which they live, their personal aptitudes, and educational attainment (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001). The field of early childhood education is seen today by society as primarily a female occupation. However, this feminization of the field has come as a result of a change from a male dominated field for many years. Many of our foundations in the area of early childhood are directly related to men who have contributed significantly throughout the centuries.

Educational leaders such as Plato, Comenius, Rousseau, Pestalozzi, Froebel, Owen, and Dewey saw the importance of the early childhood period and its relation to later development. These men studied, developed and wrote on the practice for years prior to the female leadership we see in today's early childhood education (Jordan, 2011). Low pay, low social status and scrutiny are the main reasons why there are very few male teachers in the field of early childhood education. It can be, then, assumed that increasing wages, and educating society in terms of the advantages of having male teacher in early childhood settings may bring more men in to the profession and help retaining the ones already in the profession. The reasons why some men still choose teaching young children as a career path despite the current circumstances is still a mystery (Yilmaz and Şahin 2010). Family involvement is the extent to which the parents or any family members are involved in the career plans of their children. This is through giving or providing information to their children on the type of job they want to pursue. It includes the extent to which the parents give encouragement, responsiveness, approval and financial support in matters concerned with the career plans of their children (Salami, 2002).

A review of the literature by Cameron (2001) concluded that men who work in early childhood, as with other non-traditional occupations, import normative male expectations, earn a better salary than women and are more likely to move into better paid and more senior positions or

occupations. Men who enter the profession of early childhood education often enter from other fields and thus are older than their female counterparts. They express that they are more likely to be assigned children with discipline problems and asked to do manual labor based on their gender. Ghorbani's (2008) survey found that participants held impractical expectations towards their projected salaries during their first year of teaching. It was noted that the majority of participants expected to earn approximately \$30,000, while the starting salary was much closer to \$24,000. Since these men placed a strong emphasis on the importance of money in determining their job satisfaction, Ghorbani suggested that administrator's salaries will tempt them from the classroom and into managerial positions, or possibly leaving education altogether.

Male elementary teachers name several appealing conditions about their occupation, some of which confirm anticipated benefits that led them to enter the profession. In general, they like their jobs (Ranson 1997), and they have a love for children. They also want to "do some good in the world" and believe they can make a great impact with younger, compared to older, students. Some teachers believe the elementary setting allows them to explore new pedagogy and teach more holistically (Ranson 1997). Russo and Feder (2006) study concluded that it seemed that males tended to enter early childhood education by default, unless they had already obtained experience of working with children elsewhere and were determined to commence the degree. Secondary schools did not appear to provide any information on early childhood education to males, possibly because it was an area that was regarded in the community as traditionally feminine. Consequently males tended to apply for other areas of teaching if they wanted to work with children. Upon commencing the award in early childhood education however, they tried to transfer to another area of teaching, left abruptly, without following due process or continued to complete the award.

Craig d'Arcy (2008) contends that many of the reasons for men entering the profession are the same as their female colleagues, but a lot of men who choose this non-traditional career often have further experiences and skills that they wish to contribute. One of the participants in his study, a teacher in a long day care service said that he became motivated after having children of his own and wanting to show others, including fathers, that a man can take on caring and

nurturing roles. From their findings Yilmaz and Şahin (2010) study revealed that parenthood is another important factor in male early childhood teachers' career decisions. Six out of seven participants in their study had children and majority of them reported that being a parent influenced their career decision at some level. Fathers are also more likely to expose to the early childhood culture than single males since they involve with their children's schools.

According to Marshall (2010), personality factors such as interest, values and temperament influence career choice. Most students say that they would like an 'interesting' job. Interests are of course, very personal, and two people may be interested in the same activity for quite different reasons. Your scale of values is based on your attitudes and beliefs about what is important in life. If your values match closely those of your work or colleagues you are likely to feel a sense of pride in what you are doing and be happy to devote time and energy to your job. Value systems do change over time - so what is right for you now may not be so appropriate in 5 or 10 years time. Values do become more important as we get older. Temperament is the aspects of your personality expressed by the style in which you deal with people or approach tasks.

## **1.2 Statement of the problem**

There has been a big shift in society toward men playing a greater role in the lives of young children as fathers and male caregivers. Low pay, low social status and scrutiny are the main reasons why there are very few male teachers in the field of early childhood education. The reasons why some men still choose teaching young children as a career path despite the current circumstances is still a mystery. It is not an easy choice for a man to decide to become a teacher in today's world. The decision becomes even more difficult for a man to commit to a career in early childhood education, which for many years has been considered the domain of women. Statistics by the Ministry of Education indicated that male students formed only 15% of the total 600 number of student teachers enrolled in early childhood education in middle level colleges in Nairobi County. This research project was to explore factors influencing male students' enrollment in early childhood education training college in Nairobi County.

### **1.3 Purpose of the study**

This study was to explore factors influencing the enrollment of male students in early childhood education training colleges in Nairobi County, Kenya.

### **1.4 Objectives of the study**

This research was guided by the following objectives:

1. To establish the influence of family factors on male students' enrollment in early childhood education training colleges in Nairobi County.
2. To explore the influence of socioeconomic factors on male students' enrollment in early childhood education training colleges in Nairobi County.
3. To establish the influence of individual factors on male students' enrollment in early childhood education training colleges in Nairobi County.
4. To determine the influence of personality factors on male students' enrollment in early childhood education training colleges in Nairobi County.

### **1.5 Research questions**

This study was guided by the following research questions:

1. To what extent family factors influence male students' enrollment in early childhood education training colleges in Nairobi County?
2. To what extent socioeconomic factors influence male students' enrollment in early childhood education training colleges in Nairobi County?
3. To what extent individual factors influence male students' enrollment in early childhood education training colleges in Nairobi County?
4. To what extent personality factors influence male students' enrollment in early childhood education training colleges in Nairobi County?

## **1.6 Significance of the study**

The following will be the significance of this research study:

### **1.6.1 To the Government agencies**

This study revealed insights of male students participating in early childhood education programme and therefore provide useful information to government agencies such as the Ministry of Education (MOE) and Ministry of Gender to strategize lobbying of men into this programme.

### **1.6.2 To male teachers in Early Childhood Education**

This study will also serve as an encouragement to other male teachers in early childhood education programme by shading light on some positive experiences of being a male teacher in early childhood education. Men should gain insights from the interviews of other male teachers of early childhood education and what led them to this career choice and what keeps them there. Men should gain insights from the interviews of these eight teachers of early childhood education and what led them to this career choice and what keeps them there.

### **1.6.3 To researchers interested in Early Childhood Education**

Male students' career experiences in early childhood are crucial if educators want to understand the factors that often lead men to early childhood the classroom. This study will provide essential information to decrease current deficiencies in the body of research by contributing to the existing base of knowledge in this area. More studies must be done to gain an insight into why men choose this career and what factors keep them in the classroom.

### **1.6.4 To education administrators**

This study will also help inform school administrators to provide an additional resource to encourage men who are considering a career in early childhood education. It will serve as a starting place for the aforementioned to draft men into the early childhood teaching ranks. This study may also inform school administrators who wish to hire and retain more male teachers within their schools.

### **1.7 Delimitation of the study**

The research has a strong background in early childhood education having studied the course at undergraduate level and accumulated extensive experience in training early childhood education programme. This provided a broad and technical insight into the research project.

### **1.8 Limitation of the study**

Limitations that this researcher sees for this particular proposed study are:

1. This study will be conducted while male student teachers under investigation will still be at college and therefore they may not sufficiently participate in the proposed study.
2. Accessibility to male early childhood students may also add to the limitations of the proposed research project and hence expending the researcher longer time
3. This research project was also limited by with literature for review. There are very few (barely any in Kenya) past and recent studies that have been done specifically concerning male teachers in early childhood education and hence lack of adequate body of knowledge to support the this investigation

### **1.9 Definition of significant terms**

Career- an occupation in early childhood education that a male student if pursuing in college

Gendered- predominance of female teachers in early childhood education

Early Childhood Education- specialization in teaching very young children before they enter primary schooling

Early childhood male students- students of male gender who are pursuing a career in early childhood education.

Family factors- include forces from within the family that influence the career of a person

Individual factors- expectations individuals have about themselves that influence their career choice



Personality factors- a wide range of inborn characteristics that influence the career path of an individual

Socioeconomic factors- society's economy and environment that influence career choices

### **1.10 Organization of the Study**

The purpose of Chapter One is to provide the reader a brief background, statement of the problem, the purpose and significance of the study, and specific research questions. A section defining unfamiliar terms and limitations are included in this section. Chapter Two provides a review of literature which is organized in topics by the objectives this proposed research project. It begins the influence of family factors on male students to enroll in early childhood education, and then explores the influence of socio-economic status, which is followed by the influence of individual factors and finally the influence of personality factors on male students' decision to enroll in early childhood education. The conceptual framework is constructed at the close of this chapter. Finally, chapter two depicts the conceptual framework that will guide the proposed research project. Chapter Three focuses on the research methodology to be used for the proposed study. Data collection methods, validity and reliability, data collection procedure and data analysis and lastly ethical considerations follow. Chapter four presents data analysis, findings, interpretation and presentation of the study. Chapter five is a documentation of the study summary of findings, conclusions made from the findings and culminates into the researcher's informed recommendations for action and further research.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

This section of the research describes past studies consistent with the proposed research project. The review of literature is consistent with the research topic on factors that influence male students to enter career early childhood education teaching profession. The section is organized in sub-topics by the objectives of proposed research project. It begins with describing familial factors, followed by socioeconomic factors, then individual factors and finally personality factors influencing male students to enter career early childhood education teaching profession.

#### **2.2 Family factors influencing enrollment of male students in early childhood education**

Cushman (2005) explored how personal relationships may influence a man's decision to enter the classroom. A common theme that the 17 men expressed was their family's reactions to their decisions to teach ranged from being supportive to being amused or concerned. Many of the participants also stated that they feared others' reactions due to the perception that teaching is a woman's job and that their masculinity would be under question. Many of the participants discussed that their decision to teach primary school elicited the response that they would be better off teaching secondary school, which was perceived as having a better image than primary teaching. However, Carter (2008) found that men who received encouragement and support from their family and friends were more likely to teach. The support and approval they received played a considerable role with their desire to teach.

Salami (2002) contends that family involvement is the extent to which the parents or any family members are involved in the career plans of their children. This is through giving or providing information to their children on the type of job they want to pursue. It includes the extent to which the parents give encouragement, responsiveness, approval and financial support in matters concerned with the career plans of their children. Research reports have shown that familial factors play important parts in Asian Americans academic achievement and career aspirations. For example, it has been reported that Asian Americans may not choose a career based on their own interests or intentions but on the whole family's decision (Leong, 1993).

The younger generation owes it a duty to carry on family tradition and accomplish the wishes of the older generation. A number of other researchers have shown that family interactions were significantly related to career decision making commitment to career choice process and career aspirations. Reasons cited for men choose the career of early childhood education or elementary education: interest in working with children, previous positive experience with children, teacher role models, family influences, and intrinsic reward, personal satisfaction and/ or relationship-oriented (DeCorse and Vogtle, 1997).

In an ethnographic study Shaham (1991) interviewed five male teachers who worked with children two to five years. Each male teacher came to the field of early childhood education in different ways. One was told by a "total stranger" that he should get trained in Montessori's method (Shaham, 1991). Another often took his younger sisters to their day care center. The director was so impressed with his interactions with his younger sisters that she offered him a position as an assistant teacher. A third male teacher made his decision to work with young children as he negotiated a life crisis. A fourth teacher, a musician, looked to teaching as a way to supplement his income. The fifth teacher worked with a program that took care of families "with a history of substance abuse or child abuse" (Shaham, 1991). He was responsible for caring for a group of children on a rotating basis and when he left that position, he went to work at a day care center.

A number of studies have attested to the significant influence of family socio-economic status on the students' career choice. For example, it has been pointed out that lower levels of parent education can retard adolescents' career development (DeRidder, 1990). Studies on the influence of socio-economic status on aspirations to enter higher education revealed that a very strong relationship exists between family socio-economic status and occupational choice (Fergusson & Woodward, 2000).

Participants in Cooney and Bittner's (2001) study determined that the category of low salaries was generated through two general themes. They found that teaching is viewed as undemanding,

particularly in relation to summer vacations. The participants also espoused that the need to be their family's breadwinner was particularly challenging and many were concerned about adequately providing for their family. The category of family and other influences on entering the field was based in the level of support that the participants' experienced from their family. Many of the participants reported that their mothers encouraged their decision to teach, while their fathers attempted to sway them towards another career. Furthermore, few of the participants had male teachers themselves and those who did, reported that their experiences had little to do with their decision to teach. If having male teachers did not influence their decisions to teach, then this assertion sits in direct opposition to the call for more male teachers. Yet, recent studies argue for male teachers in every grade level.

### **2.3 Socioeconomic factors influencing enrollment of male students in early childhood education**

A review of the literature by Cameron (2001) concluded that men who work in early childhood, as with other non-traditional occupations, import normative male expectations, earn a better salary than women and are more likely to move into better paid and more senior positions or occupations. Men who enter the profession of early childhood education often enter from other fields and thus are older than their female counterparts. They express that they are more likely to be assigned children with discipline problems and asked to do manual labor based on their gender.

Ghorbani's (2008) survey found that participants held impractical expectations towards their projected salaries during their first year of teaching. It was noted that the majority of participants expected to earn approximately \$30,000, while the starting salary was much closer to \$24,000. Since these men placed a strong emphasis on the importance of money in determining their job satisfaction, Ghorbani suggested that administrator's salaries will tempt them from the classroom and into managerial positions, or possibly leaving education altogether. Yet, it may be argued that the image of financially struggling teachers, especially neophyte teachers, is common knowledge. Therefore, it is anticipated that there were other experiences in their pre-service preparation that encouraged them to enter the classroom.

Opportunities in career choice would include academic settings, technical schools, entry-level job openings, job shadowing, vocational guidance, job placement, and industry contacts. Super (Super, 1957) stated, surprisingly enough, that intelligence has little to do with getting entry-level positions; rather, maturity, as in physical size and manner, is valued more by the employer than intelligence. An academic background that closely meets the desired qualifications for a job is a critical factor. The loss of any opportunity, for whatever reasons, will result in the student not building the successful history needed to realize goals. There has been research dealing with the student's inability to focus their career choosing abilities.

Worthy's (2005) longitudinal study following a single male participant's experiences in his first to fifth year of teaching in an urban Texas school centered on the participant's perceptions of his early years of teaching. Worthy's examination identified a growth in the participant's confidence, experience, and competence as he progressed through each year of teaching. She concluded that teacher turnover threatens school reform and even teachers who remain in the profession can experience continuing negative effects if they undergo difficulties in their early professional years. While the participant in the study experienced challenges in his early years of teaching, he was able to successfully meet them and grow to become a skilled educator. Worthy (2005) asserted: "When we don't ease the way for new teachers, it is a sign that they are not valued. Ultimately the students suffer the consequences due to the lack of support for beginning teachers." This apparent general lack of support for beginning teachers has the potential to result in significant consequences relating to their retention in the profession.

Cooney and Bittner (2001) identified a considerable amount of findings in the participant's views of gender-fair learning environments. The male participants discussed feeling isolated and uncomfortable speaking with their female colleagues about their classroom issues. Despite the internal motivations these men reported, external social forces appear to be a factor that impacts the presence of male teachers in elementary school.

Throughout a career, an individual seeks to accommodate the environment with one's goals, while at the same time being incorporated into the environment (Kroll et al., 1970). Career development is the balancing of recognizing and meeting needs of the individual while at the same time responding to the outer forces and realities of life. Career decision factors involve two sets of input: the self and the world of work. The individual in a career has constantly balanced one's aspirations and how they have fitted into the reality of the workplace. "Man's occupation determines the kind of person he becomes since, through his waking hours, his cognitions about himself, his wants and goals, and his interpersonal response traits are molded" (Kroll et al., 1970). (Kroll et al., 1970) went on to say that much of the informal and formal knowledge provided through our society and our environment has focused on the acquisition, retention, and utilization of information pertaining to the world. Environment plays a significant role in the career position the student attains in many ways. The environment that is spoken about here is a factor that is used to nurture decisions in career choice. Gender, for example has played a significant role in this environment.

#### **2.4 Individual factors influencing enrollment of male students in early childhood education**

Male elementary teachers name several appealing conditions about their occupation, some of which confirm anticipated benefits that led them to enter the profession. In general, they like their jobs (Ranson 1997), and they have a love for children. They also want to "do some good in the world" and believe they can make a great impact with younger, compared to older, students (Shaham 1991). Some teachers believe the elementary setting allows them to explore new pedagogy and teach more holistically (Ranson 1997).

To serve as an adult male figure for fatherless children and a "model male" for children in general is a goal repeatedly articulated by male elementary teachers. Some research suggests that male teachers can model a father figure in nurturing roles with young children as well as model appropriate behavior for boys, which could help minimize discipline problems. Participants in Shaham's (1991) study said they wanted to show children that men could be warm, sensitive,

and nurturing. Increasingly parents, too, want their children to see males modeling nurturing roles (Galley, 2000).

From findings in their study Yilmaz and Şahin (2010) revealed that parenthood is an important factor in male early childhood teachers' career decisions. Six out of seven participants in their study had children and majority of them reported that being a parent influenced their career decision at some level. Fathers are also more likely to expose to the early childhood culture than single males since they involve with their children's schools.

The perceptions of contributions to education can encompass both intrinsic and extrinsic rewards, which can influence African-American males' decisions to enter and remain in the teaching profession. "Black men see teaching as an opportunity to correct social, political, and even economic barriers" (Lynn, 2006). College educated black males are few; therefore, African-American male teachers are needed throughout the educational pipeline to function as firm disciplinarians, to help improve African-American students' test scores, and to illustrate "real" role models (Lewis, 2006).

Increasing support of research suggests that career development is a lifelong process that begins in childhood (Magnuson & Starr, 2000). Career-related decisions that children make during their elementary school years have been regarded as particularly important. Seligman, Weinstock, and Heflin (1991) found that half of a group of children aged 9-10 believed that they had already made decisions relating to their adult careers.

Trice and McClellan (1994) found that approximately 23% of adults aged 40-55 believed that they had made decisions to enter their current professions as children. An important conclusion made by Helwig (2001) is that elementary-aged children often hold career goals that are typically unattainable for the generable population, such as becoming a professional athlete. Such career-related beliefs of elementary-aged children imply that they may be inadvertently and needlessly restricting their future career options (Gottfredson, 1981). The American School Councilor Association (ASCA) (2003) argues that career development efforts within elementary schools

should develop the children's knowledge of a range of potential career options. Students should also be encouraged from making precipitate decisions or eliminations of potential careers. ASCA describes that this is particularly necessary for those careers that may be viewed as inappropriate for their gender, but may be a good future match for them.

Cushman (2005) explored the debate concerning both the need for more male primary schoolteachers and the causes of their minority status in New Zealand schools. In this study, all 17 participants stated that their desire to work with children was the major reason for choosing the teaching profession. Additionally, most of the participants reported that enjoyment of their own school experience was a strong factor in being drawn to teaching. Yet Carter's (2008) interviews with male elementary school teachers found that they shared an authentic inclination to improve the lives of children. Each held the ideal that teaching would allow them to help children through devoted teaching, which Carter attributed to their inner desire to play a role in the greater good. Carter's work suggests that a man's personal experience as a youth in school could steer or deter him from teaching and men who do teach must have an authentic desire to do so. Carter also found that the men who participated in his study had opportunities to teach and work with children. These positive experiences led them to feel satisfied about their work. Furthermore, these men found that teaching in an elementary setting would be a means in which they could realize the benefits of their working with children. However, while some men feel an internal impetus to teach, there are social forces that often hinder their motivation.

Yilmaz and Şahin (2010) conducted an exploratory study that was aimed to investigate the factors which motivate men to enter and remain as teachers in early education field, and to encourage male involvement in early education by sharing the collective wisdom of experienced male teachers. Their research also aimed to inform childcare center directors and recruiters about the advantages of having males as teachers in order to bring real diversity and equality into the early childhood education. A descriptive case study method was employed in the study to gain in-depth understanding of the issue. Using purposive sampling seven male teachers were selected to participate in the study. The data was collected through semi-structured interviews. The results revealed that prior experience with children, being parent, wanted to help children, relationship



with the co-worker, and the workplace environment are the main categories that affected males to enter and stay in the profession.

Craig d'Arcy (2008) argues that men have something to offer which is different to what females offer young children. When men and women are working together in teams, children's experiences are enhanced. Traditional arguments for increased male involvement centre on: 1) the developmental needs of children 2) the positive ways that male staff can model relationships 3) the possible benefits to fathers 4) men adding their voices in calling for better working conditions and wages in children's services.

Craig d'Arcy (2008) contends that many of the reasons for men entering the profession are the same as their female colleagues, but a lot of men who choose this non-traditional career often have further experiences and skills that they wish to contribute. One of the participants in his study, a teacher in a long day care service said that he became motivated after having children of his own and wanting to show others, including fathers, that men can take on caring and nurturing roles.

Russo and Feder (2006) study concluded that it seemed that males tended to enter early childhood education by default, unless they had already obtained experience of working with children elsewhere and were determined to commence the degree. Secondary schools did not appear to provide any information on early childhood education to males, possibly because it was an area that was regarded in the community as traditionally feminine. Consequently males tended to apply for other areas of teaching if they wanted to work with children. Upon commencing the award in early childhood education however, they either tried to transfer to another area of teaching, left abruptly, without following due process or continued to completed the award.

From their findings Yilmaz and Şahin (2010) study revealed that parenthood is another important factor in male early childhood teachers' career decisions. Six out of seven participants in their study had children and majority of them reported that being a parent influenced their career

decision at some level. Fathers are also more likely to expose to the early childhood culture than single males since they involve with their children's schools.

Another important factor from Yilmaz and Şahin (2010) study which affects male teachers in terms of both entering and staying in the profession is their altruistic feelings about young children. Their findings indicated that the desire to be being a good role model for children is one of the important factors that motivate men to enter the field of early childhood education.

Participants in Yilmaz and Şahin (2010) study reported that the rewarding experience of being able to positively influence children's lives one of the most important factors that keep them in the profession. Finally, they found out that working environment has a significant effect on male teachers particularly in terms of staying in the profession. Factors like salaries, relationship with colleagues, support from parents and policies, and conditions in the workplace may dramatically affect their plans for continuation of teaching.

When men choose an occupation which is in a predominantly female field, there are several issues which arise and must be dealt with. Men in the area of early childhood education are certainly no different. Many times the male teacher may find himself working under the supervision of a female administrator. His relationship with her is usually different than the relationship his female coworkers have with a female principal. The male teacher will also be required to deal with issues regarding male and female personalities in general. Finally, the male teacher may somehow become accepted as a member of the faculty, i.e. a team player. This is generally to his benefit (Jordan, 2011)

Willey (2011) exploratory study on the lived experiences of men who teach in elementary special education found out that although a number of unique dynamics and distinctions influenced the participants' decisions to become elementary level special education teachers, four themes surfaced as a result of the research process: (1) a desire to improve the lives of children with special needs, (2) a desire to improve the social milieu of elementary schools for special education, (3) the importance of entering the field with a strong sense of self-confidence in one's

maleness to be an effective elementary special education teacher, and (4) the importance of growth and advancement in one's career.

In the study of the lived experiences of selected African-American male elementary teachers in Georgia, Brady (2008) noted common themes and patterns within the African-American males' lived experiences. Features that attracted African-American male elementary teachers to elementary education included: (1) service as role models, (2) opportunity to change careers, (3) the influence of family/friends/programs, and (4) the ability to make an early impact in students' lives.

### **2.5 Personality factors influencing enrollment of male students in early childhood education**

Splaver (1977) stated that it is important for students to have a good understanding of themselves, their personality, if they are to make intelligent career plans. What they would like to be, and what they are like, are determining factors in their career. The personality factors to be considered include their mental abilities, special abilities, and interests. Splaver (1977) considered factors of mental abilities to be "verbal comprehension, word fluency ability, spatial ability, numerical ability, reasoning ability, and memory." Splaver matched careers with abilities in backing up her reasoning. She urged students to become familiar with their personality in order to guide their career choice.

Personality, the need for the student to have left a favorable impression, is an important issue during the interview process, prior to being offered a career position. Personality has been a tough quality for parents and teachers to mold into the individual especially if the career in question is not in agreement with the student. In addition contacts are a major job seeking method. The student's personality must match the criteria for their chosen career.

It is helpful to consider the attitudes people hold about themselves when choosing a career (Kroll et al., 1970). Attitudes about personality have been organized into consistent modes of thinking, feeling and reacting to evaluation of our environment. Personality is defined as the collection or impressions in the appearance of the student's body and the impressions believed to have been

made on others, good or bad. These impressions form the cognition or the understanding in dealing with persons and things. What makes up the cognitive map or personality may never be fully known.

Everyone shares some factors or constructs. These constructs are personality traits that become valuable when choosing a career. What are personal determinants? Personal determinants include the entire cluster of our biological and psychological attributes, as well as behavioral and physical features with genetic origins. The genetic determinants include sex, physical structures, neurological and endocrine systems and, to some extent, intellectual and nonintellectual abilities and aptitudes. Physical appearance such as height, weight, body proportions, structure of the face, etc. exert influences on others' reactions toward us and in turn on our self-evaluations. Rate of maturity is also a determinant (Kroll et al., 1970).

Berne, as described by Weiler (1977) stated that there are "coherent systems of thought and feelings manifested by corresponding patterns of behavior." Berne went on to identify three ego states that individuals exhibit. The first, called the 'Parent' ego, derives from parental figures, figures of authority. The second state, the 'Adult' ego, appraises the environment objectively and then calculates possibilities and probabilities on the basis of experience. And third, each individual carries within a little boy or girl who feels, acts, talks, and responds just the way he or she did when a child of a certain age. This ego state is called the 'child.' Individuals always operate in one of the three ego states during any time of the day. Each of the ego states has its importance.

When one moves up in the socioeconomic world today, it is only human to expect others to value that which one values. Our parents feel their career goals worthy, and in most cases will expect their children to follow suit. Thus a student, who has no value in education, in order to raise themselves above their parent's level, will likely be viewed as ungrateful by their parents. In those cases the student needs to have found a job/career that started where their parent's level of ability has left off. When education, skill, abilities, and interests have not lead to the same level of income producing jobs, the discrepancy between aspiration and achievement has become a

sore issue (Super, 1957). Paul, Lavelly, and Taylor (2002) argue that: “Images of self are critical to the process of becoming a teacher because they constitute the personal context within which new information will be interpreted, and are the stuff of which teaching persona is created (McLean, 1999)”

Gosse et al. (2008) investigated the experiences of male pre-service teacher candidates at a university in Northern Ontario. Their research focused on the experiences of candidates who did not complete their education degree. Gosse et al. (2008) explained that the participants were attempting to enter the teaching profession, which regularly expects caring and compassion as normal teacher attributes. However, teacher attributes vary for a multitude of reasons. Teachers vary in gender, race, age, values, and personal life experiences. These differences are brought with them to the classroom and invariably influence their teaching (Paul et al., 2002).

Perhaps male and female elementary school teachers share a set of similar professional experiences. Or perhaps men who enter elementary education share experiences that are unique to their gender.

According to Marshall (2010), personality factors such as interest, values and temperament influence career choice. Most students say that they would like an ‘interesting’ job. Interests are of course, very personal, and two people may be interested in the same activity for quite different reasons. A chess player might relish the company, the intellectual challenge, the competition, the elements of psychological warfare. Your scale of values is based on your attitudes and beliefs about what is important in life. If your values match closely those of your work or colleagues you are likely to feel a sense of pride in what you are doing and be happy to devote time and energy to your job. Value systems do change over time - so what is right for you now may not be so appropriate in 5 or 10 years time. Values do become more important as we get older.

Temperament is the aspects of your personality expressed by the style in which you deal with people or approach tasks. It also influences your feelings and emotions and determines how you react in various situations.

## 2.6 Conceptual framework

The following is a conceptual framework useful for understanding the relationship between the dependent and independent variables in this study.

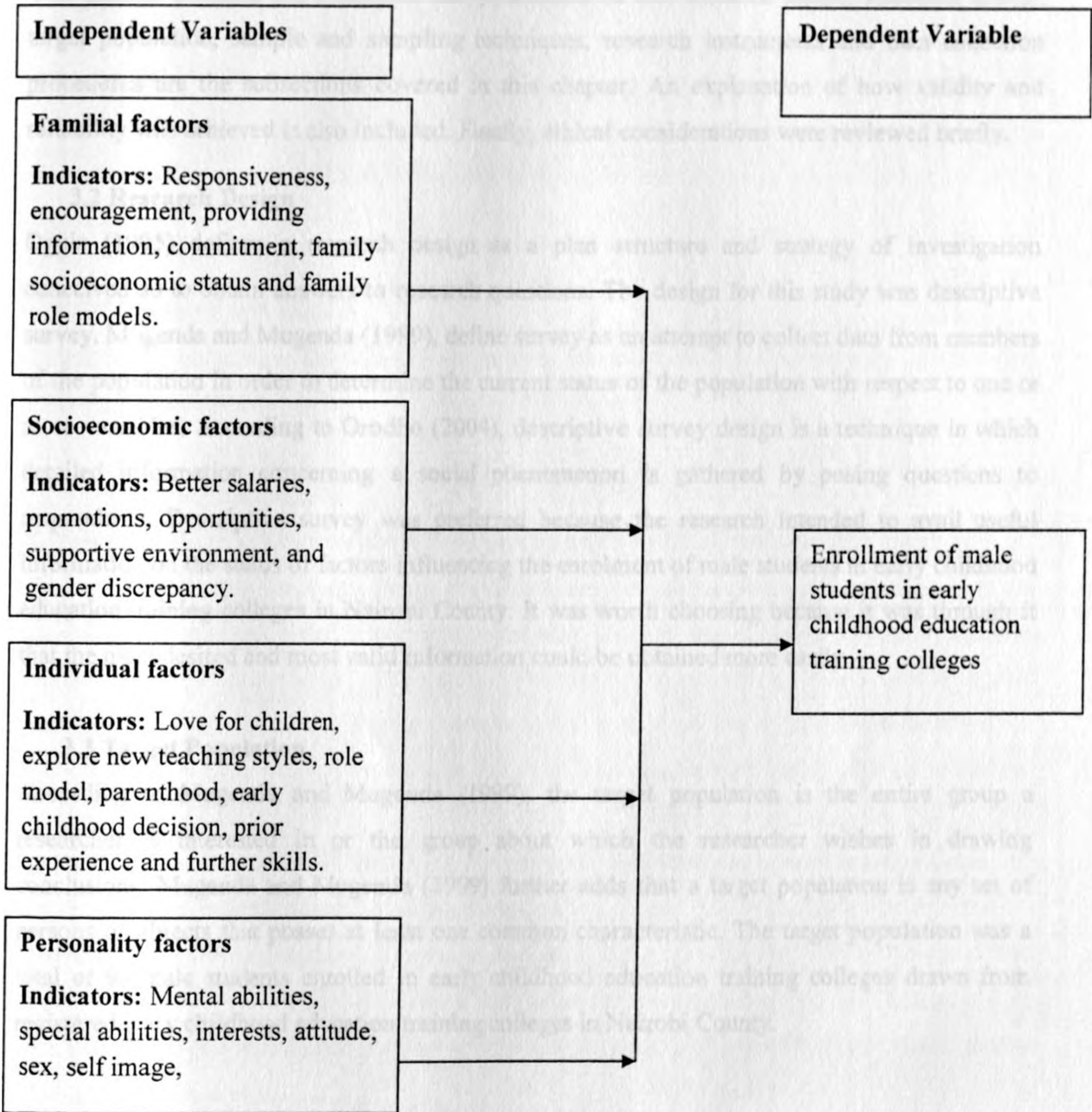


Figure 1: Conceptual framework

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section explores the principles and procedures in this research report. Research design, target population, sample and sampling techniques, research instruments and data collection procedures are the subsections covered in this chapter. An explanation of how validity and reliability was achieved is also included. Finally, ethical considerations were reviewed briefly.

#### **3.2 Research Design**

Ogula (1995) defines a research design as a plan structure and strategy of investigation conceived so to obtain answers to research questions. The design for this study was descriptive survey. Mugenda and Mugenda (1999), define survey as an attempt to collect data from members of the population in order to determine the current status of the population with respect to one or more variables. According to Orodho (2004), descriptive survey design is a technique in which detailed information concerning a social phenomenon is gathered by posing questions to respondents. Descriptive survey was preferred because the research intended to avail useful information on the status of factors influencing the enrolment of male students in early childhood education training colleges in Nairobi County. It was worth choosing because it was through it that the most desired and most valid information could be obtained more easily.

#### **3.3 Target Population**

According to Mugenda and Mugenda (1999), the target population is the entire group a researcher is interested in or the group about which the researcher wishes in drawing conclusions. Mugenda and Mugenda (1999) further adds that a target population is any set of persons or objects that possess at least one common characteristic. The target population was a total of 90 male students enrolled in early childhood education training colleges drawn from registered early childhood education training colleges in Nairobi County.

### **3.4 Sample and Sampling Procedure**

A sample is a subset of the total population that is used to give the general views (Robert, 2003). A survey research is based on sampling which involves getting information from only some members of the population. A sample of 45 respondents was drawn from 90 units, representing 50% of the total population. This is in agreement with Orodho (2003), who recommends a sample size of between 30% to 50%, where the target population is small. Simple random sampling technique was used for this research. This method was ideal because each individual was given an equal probability of being selected and the sample being generalized to the larger population.

### **3.5 Research Instruments**

Research instruments are the data collection tools that were used in the study. A questionnaire and an interview schedule were mainly used in this study.

#### **3.5.1 Questionnaire**

A questionnaire is a list of standard questions prepared to fit a certain inquiry (Mugenda and Mugenda, 1999). The questions asked were structured, non-disguised questions i.e. questions listed in a pre-arranged order. The respondents were asked to select from a fixed list of replies and the respondent selected any of the options given or multiple options. This method facilitated coding and helped in quantifying the answers to the questions. The questionnaire was used to collect data from male students enrolled in early childhood education training colleges in Nairobi County.

The questionnaire was divided into two main parts: the first part was to seek information on the demographic representation of the respondents and the second part was to provide information related to the research questions. The researcher opted for a questionnaire because it was found suitable for a survey design like this. It also provides enough time for the respondents to carefully consider their answers before giving their responses. A structured questionnaire was used to eliminate biasness.



### **3.5.2 Interview Schedule**

According to Orodho (2004), interview schedule is a set of questions that an interviewer asks when interviewing respondents. Interview provides reliable, valid and theoretical satisfactory results. Interviews were designed for 10 male students enrolled in early childhood training colleges in Nairobi County. The information gathered using the interview guide was basically to supplement data collected from questionnaire items for reliability of results.

### **3.6 Pilot Testing**

This is the smaller version of the larger study that is conducted to prepare for the study or field testing the survey to provide a rationale for the design (Orodho, 2003). The pilot study involved pre-testing of the instruments to determine their validity and reliability. The researcher pre-tested the research questions with colleagues in the field of early childhood education. After piloting, some questions were restructured to make them clear and simple for the respondents to answer.

### **3.7 Validity of the Instruments**

Validity is the accuracy and meaningfulness of inferences which are based on the research results (Mugenda and Mugenda, 1999). It is the degree to which results obtained from the analysis of data actually represents the phenomenon under investigation (Orodho, 2004). Validity of research instruments was ensured through pilot testing to help refine the instruments and therefore the respondents understood the questions and answered them appropriately. The pilot study helped the researcher to identify items in the instruments which were ambiguous and very difficult. The instruments were then modified to improve the quality of the instruments and its validity. Suggestions sort from experts and peers also enabled the researcher to make necessary amendments of the instruments to improve its validity.

### **3.8 Reliability of Research Instruments**

Reliability is a measure of the degree to which a research instruments yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). Reliability of the study results was assured through methodological triangulation. According to Ogula (1998), methodological triangulation is applied when the researcher uses more than one data collection instrument to

measure variables. Data collected using questionnaire was confirmed through use of interview schedule which had related questions.

### **Data Collection Procedure**

Data collection began after the proposal was finally accepted and approved by the department. The researcher then recruited and trained two research assistants to collect data. The questionnaires were administered in person. Early childhood training colleges were informed on the set dates to administer the questionnaires and filled questionnaires were collected on agreed day. During administration of the questions, the researcher was accompanied by an early childhood trainer in colleges investigated, who introduced the researcher and research assistants to the respondents.

### **3.9 Data Analysis**

Data collected through the using the research instruments were coded first to enable analysis to be done. Descriptive statistics was used to analyze data from which answers to the research questions were found. Descriptive statistics according to Gay (1992) are methods used to derive from raw data certain indices that characterize or summarize the entire set of data. Data analysis was facilitated by use of Statistical Package for Social Science (SPSS) software. The study used both quantitative and qualitative analysis. Quantitative data included use of frequency tables and percentages to present and summarize the information obtained while qualitative data included responses from open ended question items analyzed in narrative form.

### **3.10 Ethical Considerations**

There are several ethical issues which must be dealt with when conducting a research study. The American Psychological Association (APA) has developed guidelines for the ethical practices of conducting research. These guidelines include but are not limited to: discussing the limits of confidentiality, maintaining confidentiality, maintenance of records, disclosures, use of confidential information, approval by authority to carry out the research, informed consent, sharing data, providing participants with information about the study, reporting results, plagiarism, and several other areas.

### 3.1 Operationalization of Variables

The measurement variables were done as shown on Table 3.1 shown below:

**Table 3.1: Operationalization of Variables**

Objective	Variable	Indicators	Measurement	Measurement Scale	Data Collection	Data analysis
To establish the influence of family factors on male students' enrolment in early childhood education training colleges in Nairobi County	<b>Dependent.</b> Influence of the family factors.	Responsiveness	State	Nominal	Survey	Descriptiv
		Encouragement	State	Ordinal		
	<b>Independent</b> Male students' enrolment in early childhood education training colleges.	Providing information	Amount	Ordinal		
		Commitment	State	Nominal		
		Family socioeconomic status	Level	Ordinal		
		Family role models.	State	Ordinal		
To explore the influence of socioeconomic factors on male students' enrolment in early childhood education training colleges.	<b>Dependent.</b> Influence of socioeconomic factors.	Better salaries,	Amount	Ratio	Survey	Descriptiv
		Promotions,	State	Ratio		
	<b>Independent</b> Male students' enrolment in early childhood education training colleges.	Opportunities,	Amount	Ratio		
		Supportive environment,	Amount	Nominal		
		Gender discrepancy	Level	Nominal		
To establish the influence of individual factors	<b>Dependent.</b> Influence of individual	Love for children,	Level	Nominal	Survey	Descriptiv

<p>on male students' enrolment in early childhood education training colleges individual.</p>	<p>factors. <b>Independent</b> Male students' enrolment in early childhood education training colleges.</p>	<p>Explore new teaching styles, Role model, Parenthood, Early childhood decision, Prior experience Further skills.</p>	<p>State  Level Status Level  Level Level</p>	<p>Ordinal  Nominal Ordinal Nominal  Nominal Ordinal</p>		
<p>To determine the influence of personality factors on male students' enrolment in early childhood education training colleges</p>	<p><b>Dependent.</b> Influence of personality factors. <b>Independent</b> Male students' enrolment in early childhood education training colleges.</p>	<p>Mental abilities, Special abilities, Interests, Attitude, Sex, Self image,</p>	<p>Level Level Level Type Type Level</p>	<p>Ratio Ratio Ordinal Nominal Nominal Nominal</p>	<p>Survey</p>	<p>Descriptiv</p>

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter is a documentation of the results on the research that sort to investigate factors influencing the enrolment of male students in early childhood education training colleges in Nairobi County. Data was analyzed using descriptive tools, findings interpreted with frequencies and percentages while presentation was done using tables. Data findings were then linked with the researcher's opinion as well as the existing body of knowledge for an elaborate interpretation and discussion. The chapter is organized in sections beginning with presentation of demographic information and subsequent sections have been organized following the research objectives.

#### **4.2 Response Return Rate**

In order to accomplish the collection of data that would be analyzed to answer research questions, 45 questionnaires were administered to male students enrolled in middle level training colleges in Nairobi County. In response, 40 questionnaires representing 88.9% return rate were duly filled and returned for analysis.

#### **4.3 Demographic Information**

This subsection describes the basic statistical characteristics of the respondents studied. This included the age of the respondents, marital status, previous highest level of education, average previous academic grade, current employment status, approximate time researching career, the level of education respondents started thinking about career, whether they have definitely made career decision and previous experience teaching young children as shown in Tables 4.1, Table 4.2, Table 4.3, Table 4.4, Table 4.5, Table 4.6, Table 4.7, Table 4.8, Table 4.9.

**Table 4.1: Age range of the respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
19 and below	3	7.5	7.5	7.5
20-24	20	50.0	50.0	57.5
25-29	12	30.0	30.0	87.5
30-34	1	2.5	2.5	90.0
35 and above	4	10.0	10.0	100.0
Total	40	100.0	100.0	

The results from Table 4.1 show that half of respondents represented by 20 (50%) were ranging between ages 20-24 years. Ages 25-29 years were fairly represented by 12 (30%) in number and few between the age bracket of 19 years and below (7.5%) and 35 years and above (10%) and only one representing between age bracket 30-34 (2.5%). This result shows that majority of male students enrolled in middle level colleges in Nairobi County are those who have finished secondary school education.

**Table 4.2: Marital Status of respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	28	70.0	70.0	70.0
Married	12	30.0	30.0	100.0
Total	40	100.0	100.0	

On the question whether the respondents were single, married, divorced/separated or widowed, a very high majority of the respondents represented by 28 (70%) in number were still single young men. 12 (30%) of the respondents were married and non of the respondents fell in the category of divorced/separated or widowed as shown on Table 4.2. This result revealed that majority of male students enrolled in middle level colleges in Nairobi County are young men who are not yet married.

**Table 4.3: Previous highest education level**

	Frequency	Percent	Valid Percent	Cumulative Percent
High school	29	72.5	72.5	72.5
College/University	11	27.5	27.5	100.0
Total	40	100.0	100.0	

Asked about whether their highest previous level of education was primary school, secondary school or college/university, the results on Table 4.3 shows that many of the respondents represented by 29 (72.5%) in number were high school leavers and few represented by 11 (27.5%) in number had previous college/university education. None responded to have previous highest educational level in primary.

**Table 4.4: Average previous grade of the respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
B	3	7.5	7.5	7.5
C	19	47.5	47.5	55.0
D	18	45.0	45.0	100.0
Total	40	100.0	100.0	

Respondents were asked to indicate whether their previous academic grade was an A, B, C, D or E and results on Table 4.4 show that majority of the respondents 19 (47.5%) and 18 (45%) scored grade C and D. Just a few of them, 3 (7.5%) in number had a previous academic grade of B. This revealed that majority of male students in early childhood education have average secondary school grades and hence some may have been limited to options in choosing their careers given their academic qualifications.

**Table 4.5: Current employment status of respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	13	32.5	32.5	32.5
No	27	67.5	67.5	100.0
Total	40	100.0	100.0	

Asked about their current employment status, results from Table 4.5 show that majority of the respondents represented by 27 (67.5%) in total were not in employment and only 13 (32.5%) of them were currently employed. This shows that majority of male students in early childhood education are pursuing the course to kick start their careers.

**Table 4.6: Approximate time researching career choices in years**

	Frequency	Percent	Valid Percent	Cumulative Percent
4 and below	11	27.5	27.5	27.5
5-9	20	50.0	50.0	77.5
10 and above	9	22.5	22.5	100.0
Total	40	100.0	100.0	

Asked on the approximate period of time they took researching about their careers, half (50%) of the respondents indicated that it took them between 5-9 years to research on their careers. A total of 11 (27.5%) respondents indicated that it took them not more than four years to make a choice on their careers and 9 (22.5) in total of the respondents reported to have taken over 10 years to make a decision about their careers as shown on Table 4.6.

**Table 4.7: The level of education respondents started thinking about career choice**

	Frequency	Percent	Valid Percent	Cumulative Percent
Pre-school	4	10.0	10.0	10.0
Primary school	15	37.5	37.5	47.5
High School	13	32.5	32.5	80.0
Post secondary	8	20.0	20.0	100.0
Total	40	100.0	100.0	



Table 4.7 shows that the highest number of the respondents represented by 15 (37.5%) in total started thinking about their careers in primary school. A good number of them, 13 (32.5%) in total started thinking about their careers in high school. 8 (20%) of the respondents started thinking about their careers after secondary education and very few, 4 (10%) in total had an idea about their careers at pre-school level.

**Table 4.8: Respondents definitely made their decision about their careers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	7	17.5	17.5	17.5
No	17	42.5	42.5	60.0
Not sure	16	40.0	40.0	100.0
Total	40	100.0	100.0	

Responding to the question on whether they have definitely made their decision about their careers, majority of the respondents, 17 (42.5%) in total had not yet definitely made a decision about their careers. Also most of them, 16 (%) in total were not sure about their definite career choice decision. Only 7 (17.5%) respondents in total, reported to have definitely made a decision about their careers.

**Table 4.9: Respondents with some previous experience teaching children age 2-8 years**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	27	67.5	67.5	67.5
No	13	32.5	32.5	100.0
Total	40	100.0	100.0	

The results as in Table 4.9 indicated that the highest number of the respondents, 27 (67.5%) in total had some previous experience teaching children age 2-8 years. Just 13 (32.5%) of the respondents did not have some previous experience teaching children age 2-8 years.

**4.4 Family factors influencing enrolment of male student respondents in early childhood education middle level colleges in Nairobi County**

This subsection summarizes the influence of the family on enrolment of male student respondents in early childhood education training colleges in Nairobi County as shown in Table 4.10, Table 4.11, Table 4.12, Table 4.13, Table 4.14 and Table 4.15

**Table 4.10: Influence of family responsiveness on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	22	55.0	55.0	55.0
Mildly Agree	12	30.0	30.0	85.0
Disagree Mildly	4	10.0	10.0	95.0
Strongly Disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

The results on Table 4.10 shows that majority, represented by 22 (55%) male students strongly agree on the influence of family responsiveness on their enrolment in early childhood education training colleges. 12 (30%) mildly agree and very few, 4 (10%) disagree mildly and 2 (5%) strongly disagree on the influence of family responsiveness on their enrolment in early childhood training colleges.

**Table 4.11: Influence of family encouragement on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	37.5	37.5	37.5
Mildly Agree	19	47.5	47.5	85.0
Disagree Mildly	5	12.5	12.5	97.5
Strongly Disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Data collected as shown in Table 4.11 above indicates that highest, 19 (47.5%) in number of male students mildly agree on the influence of family encouragement on their decision to enroll

in early childhood education training colleges. A good number of them, 15 (37.5%) strongly agree and few, 5 (12.5%) in number disagree mildly and only 1 (2.5%) strongly disagree on the influence of family encouragement on their decision to enroll in early childhood education training colleges.

**Table 4.12: Influence of provision of family information on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	42.5	42.5	42.5
Mildly Agree	17	42.5	42.5	85.0
Disagree Mildly	4	10.0	10.0	95.0
Strongly Disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

Results on Table 4.13 indicates that majority male student respondents strongly agree and mildly agree on the influence provision of family information on their decision to enroll in early childhood education training colleges, 34 (83%) in total. Few of them disagree mildly and strongly disagree on the influence provision of family information, 4 (10%) respondents and 2 (5%) respondents respectively.

**Table 4.13: Influence of family socio-economic status on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	12.5	12.5	12.5
Mildly Agree	6	15.0	15.0	27.5
Disagree Mildly	12	30.0	30.0	57.5
Strongly Disagree	17	42.5	42.5	100.0
Total	40	100.0	100.0	

Table 4.13 above shows that from data collected, many of the male student respondents, 17 (42.5%) in total strongly disagreed on the influence of family socio-economic status on their decision to enroll in early childhood education training colleges. 12 (30%) of them disagreed

mildly and few of them strongly agreed and mildly agreed on the influence of family socio-economic status, 5 (12%) and 6 (15%) in total number respectively.

**Table 4.14: Influence of family role-models on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	35.0	35.0	35.0
Mildly Agree	14	35.0	35.0	70.0
Disagree Mildly	7	17.5	17.5	87.5
Strongly Disagree	5	12.5	12.5	100.0
Total	40	100.0	100.0	

Findings from the study as shown on Table 4.14 above revealed that majority on male student respondents equally strongly agreed and mildly agreed on the influence of family role-models on their decision to enroll in early childhood education training colleges. 28 (70%) in total number respectively. 7 (17%) of them disagreed mildly and few of them, 5 (12.5%) in total number strongly disagreed on the influence of family role-models on their decision to enroll in early childhood education training colleges.

**Table 4.15: Influence of family commitment on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	62.5	62.5	62.5
Mildly Agree	10	25.0	25.0	87.5
Disagree Mildly	4	10.0	10.0	97.5
Strongly Disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Findings of the study as shown on table 4.15 clearly indicates that a very high majority, 25 (62.5%) of the male student respondents strongly agreed on the influence of family commitment on their decision to enroll in early childhood education training colleges. 10 (25%) of them mildly agreed on the influence of family commitment on their decision. 4 (10%) of them strongly

disagreed on the influence of family commitment and of 1 (2.5%) strongly disagreed on the influence of family commitment on their decision to enroll in early childhood education training colleges.

#### **4.5 Socioeconomic factors influencing enrolment of male student respondents in early childhood education middle level colleges in Nairobi County**

This subsection summarizes socioeconomic influence on enrolment of male student respondents in early childhood education training colleges in Nairobi County as shown in table 4.10 Table 4.11, Table 4.12, Table 4.13, Table 4.14, Table 4.15, Table 4.15, Table 4.16, Table 4.17 and Table 4.18.

**Table 4.16: Influence of opportunity to earn better salaries on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	25.0	25.0	25.0
Mildly Agree	19	47.5	47.5	72.5
Disagree Mildly	9	22.5	22.5	95.0
Strongly Disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

Research findings as shown in Table 4.16 revealed that most male student respondents, 19 (47.5%) mildly agreed that opportunity to earn better salaries influenced their decision to enroll in early childhood education training colleges. 10 (25%) and 9 (22.5%) of the respondents strongly agreed and disagreed mildly respectively. Just 2 (5%) respondents strongly disagreed on the influence of opportunity to earn better salaries on their decision to enroll in early childhood training colleges, Nairobi County.

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**Table 4.17: Influence of opportunity for job promotions on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	17.5	17.5	17.5
Mildly Agree	13	32.5	32.5	50.0
Disagree Mildly	16	40.0	40.0	90.0
Strongly Disagree	4	10.0	10.0	100.0
Total	40	100.0	100.0	

From the findings of the study, Table 4.17 indicate that majority, 16 (40%) of the respondents were those who disagreed mildly that opportunity for job promotions greatly influenced their decision to enroll in early childhood training colleges. 13 (32.5%) of the total respondents mildly agreed and 7 (17.5%) strongly agreed on the influence of job promotions. Only 4 (10%) of the respondents strongly disagreed on the influence of opportunity for job promotions on their decision to enroll in early childhood training colleges, Nairobi county.

**Table 4.18: Influence of supportive environment on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	15.0	15.0	15.0
Mildly Agree	14	35.0	35.0	50.0
Disagree Mildly	15	37.5	37.5	87.5
Strongly Disagree	5	12.5	12.5	100.0
Total	40	100.0	100.0	

Results from the study findings as shown on Table 4.18 were almost split equally between those who mildly agreed and disagreed mildly, 14 (35%) and 15 (37.5%) respectively, on the influence of having a supportive environment to enroll in early childhood training colleges. Also almost an equal number, 6 (15%) strongly agreed and 5 (12.5%) strongly disagreed on the influence of having a supportive environment to enroll in early childhood training colleges.

**Table 4.19: Influence of early childhood education gender discrepancy on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	12.5	12.5	12.5
Mildly Agree	9	22.5	22.5	35.0
Disagree Mildly	14	35.0	35.0	70.0
Strongly Disagree	12	30.0	30.0	100.0
Total	40	100.0	100.0	

Table 4.19 on the research findings revealed that many of the respondents, 14 (35%) in total number disagreed mildly that gender discrepancy in early childhood education played a role on their decision to enroll in early childhood training colleges. 12 (30%) of the respondents strongly disagreed on the influence of gender discrepancy in early childhood education on their decision. The remaining number of respondents strongly agreed and mildly agreed, 5 (12.5) and 9 (22.5%) respectively, on the influence of gender discrepancy in early childhood education on their decision to enroll in early childhood training colleges.

#### **4.6 Individual factors influencing enrolment of male student respondents in early childhood education middle level colleges in Nairobi County**

This subsection summarizes individual factors that influence on enrolment of male student respondents in early childhood education training colleges in Nairobi County as shown in Table 4.19, Table 4.20, Table 4.21, Table 4.22, Table 4.23, Table 4.24, and Table 4.25.

**Table 4.20: Influence of love for children on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	24	60.0	60.0	60.0
Agree Mildly	12	30.0	30.0	90.0
Disagree Mildly	3	7.5	7.5	97.5
Strongly Disagree	1	2.5	2.5	100.0
Total	40	100.0	100.0	

Results from the findings of the research as shown on Table 4.20 clearly reveals that majority of the male student responds agreed that their love for children was one of the greatest influences in their decision to enroll in early childhood education training colleges in Nairobi County. This was represented by a very big margin of 90% of the total, with 24 of the respondents strongly agreeing and 12 of them agreed mildly. Only 10% of the total respondents disagreed on the influence of love for the children, with 3 of them disagreeing mildly and only 1 respondent strongly disagreed that love for children was one of the greatest influences in their decision to enroll in early childhood education training colleges in Nairobi County.

**Table 4.21: Influence of opportunity to explore new teaching style on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	20.0	20.0	20.0
Agree Mildly	7	17.5	17.5	37.5
Disagree Mildly	18	45.0	45.0	82.5
Strongly Disagree	7	17.5	17.5	100.0
Total	40	100.0	100.0	

As shown on table 4.20, the findings indicated that a bigger proportion (62.5%) of the respondents disagreed that opportunity to explore new teaching style influenced their decision to enroll in early childhood education training colleges in Nairobi County. Out of the total respondents 18 of them disagreed mildly and 7 respondents strongly disagreed. Those who agreed were 37.5% of total number of respondents, with 8 of them strongly agreeing and just 7 respondents agreed mildly that opportunity to explore new teaching style influenced their decision to enroll in early childhood education training colleges in Nairobi County.



**Table 4.22: Influence of becoming role model on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	19	47.5	47.5	47.5
Agree Mildly	12	30.0	30.0	77.5
Disagree Mildly	6	15.0	15.0	92.5
Strongly Disagree	3	7.5	7.5	100.0
Total	40	100.0	100.0	

Results as in Table 4.22 clearly revealed that many respondents agreed on the influence of becoming role models for young still developing boys to enroll in early childhood education training colleges in Nairobi County. This represented the larger proportion (77.5%) of the total, with 19 respondents strongly agreeing and 12 respondents agreeing mildly. On the other hand 6 respondents (15%) disagreed mildly and 3 (7.5%) strongly disagreed on the influence of becoming role models on their decision to enroll to enroll in early childhood education training colleges in Nairobi County.

**Table 4.23: Influence of parenthood on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	30.0	30.0	30.0
Agree Mildly	8	20.0	20.0	50.0
Disagree Mildly	15	37.5	37.5	87.5
Strongly Disagree	5	12.5	12.5	100.0
Total	40	100.0	100.0	

Findings of the study as shown on Table 4.23 revealed that the influence of parenthood on enrolling in early childhood training colleges in Nairobi County was equally split between those who agreed and those who disagreed. 12 (30%) respondents strongly agreed with 8 (20%) agreeing mildly future parenthood influences. For the other half that disagreed, 15 (37.5%) of them disagreed mildly with only 5 (12.5%) respondents of the total strongly agreeing that

becoming a parent influence their decision to enroll in early childhood training colleges in Nairobi County.

**Table 4.24: Influence of prior experience on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	8	20.0	20.0	20.0
Agree Mildly	17	42.5	42.5	62.5
Disagree Mildly	9	22.5	22.5	85.0
Strongly Disagree	6	15.0	15.0	100.0
Total	40	100.0	100.0	

It was revealed in the research findings as shown on Table 4.24 that many of the respondents (62.5%) agreed on the influence of prior experience with children on their decision to enroll in early childhood training colleges in Nairobi County. However, a bigger proportion of 17 (42.5) respondents just agreed mildly with 8 (20%) of the total respondents strongly agreeing. On the other hand 37.5% of the total respondents disagreed with the research question on whether prior experience play a role on enrollment in early childhood education training colleges, with 9 respondents disagreeing mildly and 6 respondents strongly disagreed.

**Table 4.25: Influence of opportunity to further skills on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	13	32.5	32.5	32.5
Agree Mildly	10	25.0	25.0	57.5
Disagree Mildly	10	25.0	25.0	82.5
Strongly Disagree	7	17.5	17.5	100.0
Total	40	100.0	100.0	

On the research question, whether opportunity to further ones skills influenced decision to enroll in early childhood education training colleges, findings as shown on Table 4.25 revealed that a slight majority of the respondents strongly agreed, represented by 13 (32.5%) of the total respondents. 20 (50%) of the respondents equally either mildly agreed or mildly disagreed on the

influence of opportunity to further skills. Only seven respondents strongly disagreed that opportunity to further ones skills influenced decision to enroll in early childhood education training colleges, Nairobi County.

**Table 4.26: Influence of early childhood decision on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	3	7.5	7.5	7.5
Agree Mildly	7	17.5	17.5	25.0
Disagree Mildly	13	32.5	32.5	57.5
Strongly Disagree	17	42.5	42.5	100.0
Total	40	100.0	100.0	

As shown on Table 4.26, a majority, three quarter (75%) of the respondents were not in agreement that the decision to enroll in early childhood education training colleges was made during their early years of life. Of this 75%, 17 (42.5%) of the total respondents strongly disagreed and 13 (32.5%) disagreed mildly. The remaining one quarter (25%) of the total respondents showed that, 7 (17.5%) of the respondents agreed mildly and just 3 (7.5%) of the respondents strongly agreed that the decision enroll in early childhood education training colleges was made during their early childhood years.

#### **4.7 Personality factors influencing enrolment of male student respondents in early childhood education middle level colleges in Nairobi County**

This subsection summarizes personality factors that influence on enrolment of male student respondents in early childhood education training colleges in Nairobi County as shown in Table 4.26, Table 4.27, Table 4.28, Table 4.29 and Table 4.30.

**Table 4.27: Influence of mental abilities on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	6	15.0	15.0	15.0
Mildly Agree	15	37.5	37.5	52.5
Disagree Mildly	14	35.0	35.0	87.5
Strongly Disagree	5	12.5	12.5	100.0
Total	40	100.0	100.0	

Findings as shown on table 4.27 revealed that majority of the respondents either mildly agreed or disagreed mildly on the influence of mental abilities to enroll in early enroll in early childhood training colleges. This was almost of equal numbers, with 15 (37.5%) mildly agreeing and 14 (35%) of the total disagreeing mildly. 6 (15%) of the respondents strongly agreed to the research question, while 5 (12.5%) of the total respondents strongly disagreed that their mental abilities influenced their decision to enroll in early childhood training college in Nairobi County.

**Table 4.28: Influence of special skills in teaching on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	4	10.0	10.0	10.0
Mildly Agree	21	52.5	52.5	62.5
Disagree Mildly	12	30.0	30.0	92.5
Strongly Disagree	3	7.5	7.5	100.0
Total	40	100.0	100.0	

Table 4.28 analyzed research question on whether male students thought they were influenced to enroll in early childhood education training colleges by their special skills in teaching. It was revealed though mildly, majority of the respondents represented by 21 (52.5) of the total agreed on the influence of their special skills. A total of 12 (30%) respondents disagreed mildly on the influence of special skills in teaching. Few respondents strongly agreed or strongly disagreed on the influence of special skills, 4 (10%) and 3 (7.5%) respectively.

**Table 4.29: Influence of attitude on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	50.0	50.0	50.0
Mildly Agree	13	32.5	32.5	82.5
Disagree Mildly	5	12.5	12.5	95.0
Strongly Disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

Results on Table 4.29 undoubtedly revealed that attitude towards teaching strongly played a role on male students' decision towards teaching. This was evident with half (50%) of the respondents strongly agreeing and, while 13 (32.5%) of the total respondents mildly agreeing that their attitude played a significant role on their decision to enroll in early childhood teaching training colleges. 5 (12.5%) respondents disagreed mildly and only 2 (5%) of the respondents strongly disagreed that attitude played a part in their decision to enroll in early childhood education training colleges in Nairobi County.

**Table 4.30: Influence of sex on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	2	5.0	5.0	5.0
Mildly Agree	19	47.5	47.5	52.5
Disagree Mildly	14	35.0	35.0	87.5
Strongly Disagree	5	12.5	12.5	100.0
Total	40	100.0	100.0	

As shown on Table 4.30, it was not clear whether male students were influenced to enroll in early childhood teaching profession by their masculinity. This was evident with findings almost split between those who agreed and those who disagreed on the influence of masculinity. Majority of 19 (47.5%) of the total respondents mildly agreed on the influence of masculinity while only 2 (5%) of the respondents strongly agreed on masculinity influence. Also a good number of 14 (35%) respondents disagreed mildly and just 5 (12.5%) of the total respondents

strongly disagreed that masculinity played a role in their decision to enroll in early childhood training colleges in Nairobi County.

**Table 4.31: Influence of self image on enrolment of male student respondents in early childhood education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	12.5	12.5	12.5
Mildly Agree	20	50.0	50.0	62.5
Disagree Mildly	13	32.5	32.5	95.0
Strongly Disagree	2	5.0	5.0	100.0
Total	40	100.0	100.0	

Findings as shown on Table 4.31 revealed majority of the respondents agreeing on the influence of one's self image in their decision to enroll in early childhood training colleges in Nairobi County. A larger proportion of 20 (50%) of the total respondents mildly agreed and 5 (12.5%) strongly agreed that self image played a role in their decision to enroll in early childhood training colleges. On the other hand a total of respondents 15 (37.5%) disagreed on the influence of self image. Of these, 13 (32.5%) of the respondents disagreed mildly, while only 2 (5%) respondents strongly disagreed that self image was important when deciding to enroll in early childhood training colleges in Nairobi County.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATION

#### **5.1 Introduction**

This chapter is a documentation of the study summary of finding, discussion of findings, conclusions made from the findings and culminates into the researcher's recommendations for action and further research.

#### **5.2 Summary of Findings**

This study was conducted to explore factors influencing the enrollment of male students in early childhood education training colleges in Nairobi County. Objectives that will guided this study include: to establish the influence of family related factors on male students to enrollment in early childhood education training colleges in Nairobi County, to explore the influence of socioeconomic factors on male students to enrollment in early childhood education training colleges in Nairobi County, to describe the influence of individual factors on male students to enrollment in early childhood education training colleges in Nairobi County and to determine the influence of personality factors on male students to enrollment in early childhood education training colleges in Nairobi County.

From the study, it was found that majority of male students enrolled in early childhood education training colleges in Nairobi County were in their early adulthood years of the age 20-24 years, representing half of the subjects studied. Most of the respondents were not yet married, representing 70% of the total respondents. Secondary school education was found to be highest previous level of education, representing a total of 72.5% and most of them reported to have an average previous academic grade to be C and D. The respondents were also not in any form of employment in their current status, representing 67.5% of the total respondents.

The investigation also found that majority of the respondents either not sure or not made a definite decision about their careers, representing a total of 82.5% of the respondents. It was revealed that many respondents had some previous experience teaching children between age 2-8years, representing 67.5% of the total respondents.

On family factors influencing enrollment of male students in early childhood education training colleges in Nairobi County, family responsiveness, family encouragement, provision of family information, family role models and family commitment were factors having greatest influence, with many of either strongly or mildly agreeing about their influence. However, family's socioeconomic status was not found to have the greatest influence on career choice of the respondents, with only 27.5% of the respondents agreeing on its influence and a bigger proportion of 72.5% disagreed on its influence on their career choice.

On socioeconomic factors influencing enrollment of male students in early childhood education training colleges in Nairobi County, many of them mildly agreed on the influence of opportunity to earn better salary and opportunity for job promotion in early childhood education field. However, a good proportion of the respondents mildly disagreed on the influence of having a supportive environment and discrepancy in early childhood education teaching profession on their career choice.

On individual factors influencing enrollment of male students in early childhood education training colleges in Nairobi County, many of the respondents strongly agreed that love for children, becoming role models to the boy child, prior experience with children and opportunity to further their professional skills were of greatest influence on their career choice. On the other hand, many of the respondents mildly agreed on the influence of opportunity to explore new teaching styles, and future parenthood. Early childhood decision was found to have the least of influences on career choice of the respondents.

On personality factors influencing enrollment of male students in early childhood education training colleges in Nairobi County, attitude towards teaching was found to have a great influence on career decision, with as many as half (50%) of the respondents strongly agreeing on its influence. Mental abilities, special skills in teaching, self image and musculity of the respondents were found to have a slight influence on respondents career decision, with majority of them agreeing mildly.



### 5.3 Discussions of Findings

This study was conducted to explore factors influencing the enrollment of male students in early childhood education training colleges in Nairobi County. Objectives that will guided this study include: to establish the influence of family related factors on male students to enrollment in early childhood education training colleges in Nairobi County, to explore the influence of socioeconomic factors on male students to enrollment in early childhood education training colleges in Nairobi County, to describe the influence of individual factors on male students to enrollment in early childhood education training colleges in Nairobi County and to determine the influence of personality factors on male students to enrollment in early childhood education training colleges in Nairobi County.

From the study, it was found that majority of male students enrolled in early childhood education training colleges in Nairobi County were in their early adulthood years of the age 20-24 years, representing half of the subjects studied. Most of the respondents were not yet married, representing 70% of the total respondents. Secondary school education was found to be highest previous level of education, representing a total of 72.5% and most of them reported to have an average previous academic grade to be C and D. The respondents were also not in any form of employment in their current status, representing 67.5% of the total respondents.

The investigation also found that majority of the respondents either not sure or not made a definite decision about their careers, representing a total of 82.5% of the respondents. It was revealed that many respondents had some previous experience teaching children between age 2-8years, representing 67.5% of the total respondents.

Family influences are reported in the literature to be important for men pursuing a teaching career in early childhood education. On family factors influencing enrollment of male students in early childhood education training colleges in Nairobi County, family responsiveness, family encouragement, provision of family information, family role models and family commitment were factors having greatest influence, with many of either strongly or mildly agreeing about their influence. This is relates to Carter (2008) study in the literature review which found that men who received encouragement and support from their family and friends were more likely to

teach. The support and approval they received played a considerable role with their desire to teach.

Salami (2002) also asserted that family involvement is the extent to which the parents or any family members are involved in the career plans of their children. This is through giving or providing information to their children on the type of job they want to pursue. It includes the extent to which the parents give encouragement, responsiveness, approval and financial support in matters concerned with the career plans of their children.

However, the study also revealed that that family's socioeconomic status does not greatly influence career decision in early childhood education. This contrasts reported literature as in studies on the influence of socio-economic status on aspirations to enter higher education that revealed a very strong relationship exists between family socio-economic status and occupational choice (Fergusson & Woodward, 2000).

On socioeconomic factors influencing enrollment of male students in early childhood education training colleges in Nairobi County, many of them mildly agreed on the influence of opportunity to earn better salary and opportunity for job promotion in early childhood education field. One participant said that the field of early childhood education presents better opportunities in the competitive job market nowadays. Another noted that a friend of his informed him to stick to early childhood education because many other programmes are already saturated in the job market and hence fewer opportunities. However, a good proportion of the respondents mildly disagreed on the influence of having a supportive environment and discrepancy in early childhood education teaching profession on their career choice.

This is in line with a review of the literature by Cameron (2001) which concluded that men who work in early childhood, as with other non-traditional occupations, import normative male expectations, earn a better salary than women and are more likely to move into better paid and more senior positions or occupations. In addition (Kroll et al., 1970), found that throughout a career, an individual seeks to accommodate the environment with one's goals, while at the same time being incorporated into the environment. Career development is the balancing of recognizing and meeting needs of the individual while at the same time responding to the outer forces and realities of life.

On individual factors influencing enrollment of male students in early childhood education training colleges in Nairobi County, many of the respondents strongly agreed that love for children, becoming role models to the boy child, prior experience with children and opportunity to further their professional skills were of greatest influence on their career choice. One participant recalls experiences he had during his childhood years and his interaction with children to have a great effect in choosing a career in early childhood education. These findings reflect reported literature as participants in Shaham (1991) study who said they wanted to show children that men could be warm, sensitive, and nurturing. Increasingly parents, too, want their children to see males modeling nurturing roles (Galley, 2000). From findings in their study, Yilmaz and Şahin (2010) revealed that parenthood is an important factor in male early childhood teachers' career decisions.

On personality factors influencing enrollment of male students in early childhood education training colleges in Nairobi County, attitude towards teaching was found to have a great influence on career decision, with as many as half (50%) of the respondents strongly agreeing on its influence. Mental abilities, special skills in teaching, self image and musculity of the respondents were found to have a slight influence on respondents career decision, with majority of them agreeing mildly. These findings are consistent with Splaver (1977) literature which stated that it is important for students to have a good understanding of themselves, their personality, if they are to make intelligent career plans. It is helpful to consider the attitudes people hold about themselves when choosing a career (Kroll et al., 1970). Paul, Lavelly, and Taylor (2002) argue that: "Images of self are critical to the process of becoming a teacher because they constitute the personal context within which new information will be interpreted, and are the stuff of which teaching persona is created (McLean, 1999)." Marshall (2010) also confirms that personality factors such as interest, values and temperament influence career choice. Most students say that they would like an 'interesting' job. Interests are of course, very personal, and two people may be interested in the same activity for quite different reasons.

#### 5.4 Conclusions

Firstly, it can be concluded that majority of male students enrolled in early childhood education training colleges in Nairobi County are in their early adulthood years of the age 20-24 years, representing half of the subjects studied. They are not yet married, representing 70% of the total population. Secondary school education is the highest previous level of education, representing a total of 72.5% and most of them have an average previous academic grade to be C and D. They are also not in any form of employment in their current status, representing 67.5% of the total respondents.

Furthermore, the investigation also found that majority of the male students enrolled in early childhood education are either not sure or not made a definite decision about their careers, representing a total of 82.5% of the population. This category has previous experience teaching children between age 2-8years, representing 67.5% of the total respondents.

Secondly, family influences are important for men pursuing a teaching career in early childhood education. On family factors influencing enrollment of male students in early childhood education training colleges in Nairobi County, family responsiveness, family encouragement, provision of family information, family role models and family commitment are factors having greatest influence, with many of either strongly or mildly agreeing about their influence.

Thirdly, on socioeconomic factors influencing enrollment of male students in early childhood education training colleges in Nairobi County, many of them agree on the influence of opportunity to earn better salary and opportunity for job promotion in early childhood education field. However, a good proportion them disagreed on the influence of having a supportive environment and discrepancy in early childhood education teaching profession on their career choice.

More ever, men who work in early childhood, as with other non-traditional occupations, import normative male expectations, earn a better salary than women and are more likely to move into better paid and more senior positions or occupations. In addition it was found that throughout a career, an individual seeks to accommodate the environment with one's goals, while at the same time being incorporated into the environment. Career development is the balancing of

recognizing and meeting needs of the individual while at the same time responding to the outer forces and realities of life.

Fourthly, on individual factors influencing enrollment of male students in early childhood education training colleges in Nairobi County, they strongly agree that love for children, becoming role models to the boy child, prior experience with children and opportunity to further their professional skills were of greatest influence on their career choice.

Lastly, on personality factors influencing enrollment of male students in early childhood education training colleges in Nairobi County, attitude towards teaching was found to have a great influence on career decision, with as many as half (50%) strongly agreeing on its influence. Mental abilities, special skills in teaching, self image and musculity were found to have a slight influence on respondents career decision, with majority of them agreeing mildly.

### **5.5 Recommendations**

This researcher is suggesting the following to make early childhood education programs male friendly include:

- i. The Ministry of Education through the mass media should print training materials—books, videos, etc.—that include men routinely caring for children.
- ii. The government should revise all policies and procedures that produce informally and formally different working conditions for men and women. Directly address any informal hidden agendas in the program that communicate a lack of welcome for men and unequal treatment.
- iii. Policy makers must emphasize the importance of male workers in early childhood policy documents. Most men working in early childhood have chosen this as a rethought career. Therefore, adult/teacher education stands the best chance of getting more men in the sector.
- iv. Government agencies should provide appropriate career information for young males is also necessary. The recruitment methods have to focus more on men that have worked with children as volunteers in child, youth or sports clubs.

- v. Organizations should create Networks for men working in early childhood services. These networks can attract new men and can avoid high turnover of male trainees and men working in the sector.
- vi. Early childhood education stakeholders should develop a mentoring program where those who have been working in child care facilities would be paired with those just entering the child care work force. This type of mentoring program may include specific training relating to such issues as how to respond to parents and coworkers who are uncomfortable with a male working with young children or how to avoid suspicions of child abuse. Or the mentoring program may simply be a place where the male can share joys and frustrations with someone who may be more empathetic to the situation.
- vii. The government and donors should initiate scholarship incentives, loan- forgiveness programs, pre-set job interviews, and other incentives should be set in place to encourage men to pursue early childhood education. Without incentives or swift resolutions, male teachers will continue to be the minority in early childhood education.

#### **5.6 Recommendations for Further Research**

The research is recommending the following areas for further research in the field of early childhood education:

- i. Further investigation on the barriers of being a male teacher in early childhood education.
- ii. Further investigation on attitude of male teachers in early childhood education towards their career.
- iii. Further investigation on strategies for recruiting and retaining men in early childhood education programme.

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## APPENDICES

### APPENDIX 1: LETTER OF TRANSMITTAL

Felix Nyakundi Mudegu,

University of Nairobi

Department of Extra Mural Studies

P.o Box 30197

**Nairobi**

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Dear Respondent,

#### **Ref: Participation in the Research**

I am a post graduate student at the University of Nairobi at the Department of Extra Mural Studies. I am currently carrying out a research on factors influencing enrollment of male students in early childhood training colleges in Nairobi County. You are kindly requested to take part in the study. In order to ensure utmost confidentiality do not write your name anywhere in this questionnaire.

Thank you for your co-operation.

Yours faithfully

Felix Nyakundi Mudegu

L50/65514/2010

## APPENDIX 2: QUESTIONNAIRE

This questionnaire is intended to gather information on the factors influencing enrollment of male students in early childhood training colleges in Nairobi County. Information you will provide will ONLY be used for the purpose of the research, but identity will be strictly confidential. Please **do not** write your name anywhere. Kindly indicate a tick mark/circle your correct answer from the choices provided.

### PART A: DEMOGRAPHIC INFORMATION

Please tick mark/circle ONE for each

1. Age (in completed years)  
 19 and below     20- 24     25-29     30-34     35 and above
2. Marital status  
 Single     Married     Separated/Divorced     Widowed
3. Highest previous level of education:  
 High School     finished college/university
4. Approximate time researching career choices in years:  
 4 and below     5- 9     10 and above
5. The education level that I started thinking about career choices:  
 pre-school     primary school     secondary school     post secondary
6. My grade average has been:  
 A     B     C     D     E
7. I am currently employed.  Yes     No
8. I have definitely made a career choice  Yes     No     Not sure
9. Do you have some previous experience teaching children age 2-8 years  Yes     No

**PART B: MAIN ISSUES**

On a scale of one to four, please circle ONE answer that best describes your response

1= Strongly agree 2= Agree Mildly 3= disagree mildly 4= Strongly Disagree

	SA	AM	DM	SD
10. My family responsiveness greatly influenced my career choice	1	2	3	4
11. My family encouragement greatly influenced my career choice	1	2	3	4
12. My family provision of information greatly influenced my career choice	1	2	3	4
13. My family commitment greatly influenced my career choice	1	2	3	4
14. My family socio-economic status greatly influenced my career choice	1	2	3	4
15. Family role models greatly influenced my career choice	1	2	3	4
16. Opportunity to earn better salaries greatly influenced my career choice	1	2	3	4
17. Opportunity for job promotions greatly influenced my career choice	1	2	3	4
18. A supportive environment greatly influenced my career choice	1	2	3	4
19. Gender discrepancy in early childhood field greatly influenced my career choice	1	2	3	4

20. My love for children greatly influenced my career choice	1	2	3	4
21. Opportunity to explore new teaching styles greatly influenced my career choice	1	2	3	4
22. Opportunity to becoming a role model to children greatly influenced my career choice	1	2	3	4
23. Thinking of future parenthood greatly influenced my career choice	1	2	3	4
24. I was greatly influenced to choose my career By my childhood decision	1	2	3	4
25. My prior experience with children greatly influenced my career choice	1	2	3	4
26. Opportunity to further my skills greatly influenced my career choice	1	2	3	4
27. My mental abilities greatly influenced my career choice	1	2	3	4
28. My special skills in teaching greatly influenced my career choice	1	2	3	4
29. I was greatly influenced to teaching children by my attitude	1	2	3	4
30. My sex played a role in choosing my career	1	2	3	4
31. My personal self image greatly influenced my career choice	1	2	3	4

**APPENDIX 3: INTERVIEW CONSENT FORM**

Interviewer's Name: \_\_\_\_\_

This interview is being conducted as part of my Master of Arts (Project Planning and Management). You will be asked a number of questions about your experiences as a male student teacher in early childhood education related to that factors that influenced your decision to enter the profession. Specifically you will be asked questions on: 1) family factors 2) socioeconomic factors 3) individual factors and 4) personality factors that influenced your decision to enroll in early childhood education teaching profession. This interview will be transcribed and it is possible that this interview could:

- i. Become part of a booklet for distribution to libraries, schools, and the general public;
- iii. Be featured as part of a newspaper story;
- v. Become part of a publicly accessible archive in which the audio tape is made available for listening;
- vii. Become part of an Internet web page.

If you are willing to participate in this interview and allow your interview and photograph to be used as stated above, please sign and date the form below.

I have read the above information and give my consent to participate in this project.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### APPENDIX 4: INTERVIEW INSTRUMENT

Time of Interview: \_\_\_\_\_

Date: \_\_\_\_\_

Place: \_\_\_\_\_

Interviewee: \_\_\_\_\_

1. Tell me a bit about where you are from and your family upbringing.
2. At what point in your life did you decide you wanted to become a teacher?
3. Was teaching your first career choice?
4. Do you intend to teach when you graduate from college?
5. Tell me when you decided you wanted to become an early childhood education teacher.  
Why?
6. Did anyone in your family influence you to become an early childhood education teacher?
7. Did anyone outside of your family influence you to become an early childhood education teacher?
8. Were there any factors, other than people, that influenced you to become an early childhood education teacher?
9. What are some factors within you, personality traits, feelings, interests, or abilities that may have caused you to choose early childhood education teaching as a career?
10. Was money a factor in your choosing early childhood teaching as a career?
11. How did you being a male influence your decision to become an early childhood education teacher?
12. Is there anything else you would like to share about this topic?