ASSESSMENT OF GENDER IMBALANCES ON ENROLMENT OF TEACHER TRAINEES IN ECDE COLLEGES IN KEIYO NORTH AND SOUTH SUB-COUNTIES, ELGEYO MARAKWET COUNTY, KENYA

BY

KOECH J. WILFRIDA

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DECLARATION

Declaration by Candidate

This thesis is my original work and has not been submitted for any academic award in any institution; and shall not be reproduced in part or full, or in any format without prior written permission from the author and/or University of Eldoret.

……………………………….. Date ………………………………..

Koech J. Wilfrida

EDU/PGEPE/002/14

Declaration by Supervisors

This thesis has been submitted with our approval as university supervisors:

……………………………… Date …………………………….

Dr. Richard Ochieng'

Department of Humanities Education

University of Eldoret, Kenya

……………………………… Date …………………………….

Dr. Agnes M. Oseko

Department of Educational Psychology

University of Eldoret, Kenya

DEDICATION

I dedicate this thesis to my parents Mr. William Sawe and Mrs. Rebecca Sawe, my husband Mr. David Kimutai and children Tabitha Jeruto and Ryan Kipchumba for your love and moral support.

ABSTRACT

Attainment of gender equity and equality in education is a core development issue and a goal in its own right. In Kenya today, there is an increase in the number of men enrolling in ECDE diploma and certificate programs in Kenya. Majority of these men are interested in ECDE as administrators, and not as child care givers. This study's main purpose is to investigate gender imbalances on enrolment of teacher trainees in ECDE colleges in Keiyo North and Keiyo South Sub-Counties, Elgeyo Marakwet County, Kenya. The following objectives guided the study: to determine the enrolment trends of teacher trainees in ECDE colleges in Keiyo North and South sub-Counties; to establish the effects of gender imbalances in education on enrolment of teacher trainees in ECDE colleges in Keiyo North and South sub-Counties; to evaluate the role of culture on enrolment of teacher trainees in ECDE colleges in Keiyo North and South Sub-Counties and to determine enabling conditions useful in influencing gender balance on enrolment of teacher trainees in ECDE. The study adopted general systems theory and employed a descriptive research design. The study targeted nine training colleges in the two Sub-Counties of Keiyo North and South and five hundred and thirteen trainees and nine Principals of the said colleges. The sample size was 513. The study adopted a stratified and purposive sampling. The researcher utilized two instruments to obtain data from the respondents. Questionnaire was used to obtain information from trainees and document analysis for the principals. Data collection instruments were piloted upon approval from the supervisors. Validity was sought through the assistance from the experts in the school of Education. The study collected quantitative data and SPSS version 25 was utilized for data analysis. In order to answer the study questions, the respondents perceptions on subjects mentioned in the questionnaire were interpreted using frequencies and percentages. The data was presented inform of tables and graphs. The study findings revealed that, out of the eight colleges, five colleges exhibited an upward trend while only three colleges exhibited a downward trend in general students' enrolment across the study period. Most colleges registered the highest enrolments in the year 2018 and lowest in the year 2008. Male trainees in ECDE constitute the lowest number of teachers in teacher training colleges in Kenya. The study established that low proportion of male youth educators in ECDE is due to; social convictions and biases and low status and low pay of the occupation. In conclusion, virtual learning in colleges in Keiyo North and South sub-Counties improved student enrolment in 37.5% of the colleges as it catered for working students. In light of the findings, the study recommends that teacher educators should improve their efforts to educate career counselors and guidance professionals on ECDE, men should be recruited in sufficient numbers to constitute a critical mass in ECDE initiatives, teacher educators should review the setting of their courses, career instructors should be introduced for young care givers working with young children, male teachers in ECDE programs should be welcomed by preschool directors, Men should be encouraged to apply for pre-school teaching roles because of the profession's low standing and gender issues in the workplace.

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ABBREVIATIONS AND ACRONYMS

DICECE	District Centre for Early Childhood Education
DOL	Department of Labor
ECDE	Early Childhood Development and Education
ECE	Early Childhood Education
ECEC	Early Childhood Education Centre
EFA	Education for All
FAWE-K	Forum for African Women Educationalists
GCN	Girl Child Network
HRW	Human Rights Watch
KESSP	Kenya Education Sector Support Programme
KNBS	Kenya National Bureau of Statistics
MOE	Ministry of Education
NACECE	National Centre for Early Childhood Education
NACOSTI	National Commission for Science and Technology
NAEYC	National Association for the Education of Young Children
NEAET	National Education Association for Elementary Teachers
OAU	Organization of Africa Unity
OECD	Organization for Economic Co-operation and Development
RoK	Republic of Kenya
SAGAs	Semi-Autonomous Government Agencies
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Science

TTCs	Teacher Training Colleges
UNESCO	United Nations of Education Scientific and Cultural Organization
UNHCR	United Nation Convention on the Rights of the Child
USA	United States of America
USAID	United States Agency for International Development

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter gives an insight into the study by discussing: background, statement of the problem, purpose, objectives, research questions, Significance, scope, limitations, assumptions, theoretical framework, conceptual framework and operational definition of terms.

1.2 Background to the Study

Achievement of gender equity and equality in education is a core development issue and a goal in its own right. Towards the accomplishment of this goal, in 2007 the Ministry of Education together with development partners particularly United States Agency for International Development (USAID), Girl Child Network (GCN), Forum for African Women Educationalists (FAWE-K) among others, initiated the Gender Policy in Education which provides a detailed framework for pursuing the required concepts and actions for gender justice and equality (Chisamya, DeJaeghere, Kendall, & Khan, 2012). It also acknowledged ongoing initiatives in bridging the gender gaps in the provision of education, and identified special measures that the government and other education stakeholders should take to address the identified gender inequities and inequalities (Republic of Kenya, 2017). The Kenyan Government is working to ensure that men and women have equal rights and opportunities. Both the Kenyan constitution and the sessional paper on African Socialism and its application in Kenya (1965) prohibited sex discrimination and

emphasized social fairness and equal access to education where every kid has the right to education, according to the 2011 children's Act.

The act intends to ensure that every young woman is fully included in basic education. Different uneven characters' reports try to standardize sexual orientation in all parts of the country and promised to implement lopsided characteristics of equivalent chances, laid accentuation on the training of young women, and stipulated measures for mainstreaming sex in the instruction division (Bradley, 2015).

Men's inclusion in youth programs has raised considerable concerns over the years due to three connected patterns; a lack of men in the lives of many young children, insufficient number of men in the department of Early Childhood Education (ECE) and a growing interest in parent involvement in youth programs (Barodia, 2015). While nearly everyone agrees that fathers should be more engaged in the lives of young children, this remains a challenge yet to be unearthed. In kindergarten, women make up the majority of the workforce, according to the National Association for the Education of Young Children (NAEYC), "women constitute 97 percent of pre-kindergarten teachers". Also, according to the National Education Association for Elementary Instructors (NEAET), men make about 13 percent of primary school teachers, with the majority of them teaching in grades 5 and 6 (Cunningham & Dorsey, 2014).

When men enroll in youth programs and are engaged to work with young children, they (men) enter a zone of distinction. Men may have a sense of differentiation and detachment as a result of this social clash. Early childhood teaching is majorly a female-dominated field (Sanders, 2014). Many people in the youth industry firmly hold that women are in nature disposed to think about small children, whereas men are not (Cunningham &

Dorsey, 2014; Neugebauer, 2018; Sanders, 2014). This conviction is on the ground that in many societies, including Kenya, women are given the obligation of bringing up children, both in the home and in the respective work place (Stevens, 2014). Women bring more play, dynamic development, and amusement to the manner in which they connect with their individual youngsters and the manner in which they communicate with children in a niche (Black, 2020). While female instructors are additionally exceptionally dynamic and physical in this area, men are not (Lawrence, 2018). Pressure among people exists in programs for children and adolescents, due to large number of single-handed parents in the society who are not assisted by their own children's fathers (Mukuna, 2018). Unmistakably, a few women educators experience difficulty identifying with fathers than to mothers and to male partners as opposed to female associates (Neugebaurer, 2018; Mukuna, 2018).

In order to achieve social ability, the school must provide a conducive environment for the child's whole development. Pre-school teachers educate young children and represent authority, quality, and safety. There is an unusual gender discrepancy in the pre-school calling as a result of feminization, causing concerns and appeals for male engagement (Tong, 2018). One of the most notable changes in ECDE has been the genderization of the teacher workforce, as women receive less pay than males due to the fact that they have less job openings (Johnson, 2018).

Female teachers earn respect to teach in pre-schools than male. Most female teachers are accommodating, loyal and faithful specialists as opposed to male teachers (Johnson, 2018). Bradley, Jeong & Cho (2015) views education of children as a characteristic piece of parenthood. The Ministry of Education's provisions on child's right are access to value,

quality, and gender in education. This is a noteworthy advancement as it gives the structure to the arranging and programming of sexual orientation and responsive instruction at all ranks through the gender awkward nature in training as referred to in Wango, Musomi & Akinyi (2012).

Kenya has gained momentous ground towards the acknowledgment of the Education For All (EFA) objectives. For instance, more ECDE educators' preparations have taken place compared to the situation prior to the dispatch of the Kenya Education Sector Support Program (KESSP) in 2005. Additional young women and young men are currently in school and the sexual orientation gap has been limited (Braun & Kvasnicka, 2013). The quantity of prepared ECDE educators has been increasing. For instance, the numbers increased from 71,500 in 2009, to 83,900 in 2013 with a variation of 15% male and 85% female. This increase is due to the extension of instructor preparing establishments in the nation. The quantity of undeveloped educators has decrease from 21,903 in 2009 to 17,200 in 2013 (RoK, 2014).

The education sector faces a myriad of constraints during the procedure of adopting the supreme law and progress in achieving "education for all" and "Sustainable Development Goals" (SDGs). Ministry of Education (MOE) in Kenya has put in much of financial resources in the infrastructure of schools, despite these efforts; there is still a huge gap in the gender parity in the enrolment of teacher trainee in ECDE colleges. This study evaluated the gender imbalances in the enrolment of early childhood development and education in colleges in Keiyo North and South sub Counties, Elgeyo Marakwet County.

1.3 Statement of the Problem

The number of males pursuing diploma or degree programs in ECDE in Kenya is increasing. Studies have shown that these men are more interested in administrative positions than in child care since gender roles are sociologically, culturally, politically and economically oriented. According to study findings, only male pre-school educators who aggressively oppose traditional dominant gender establishments are more likely to challenge kid's gender roles.

It is estimated that data from various ECDE institutions display extreme gender imbalance in enrolment, a problem that studies are yet to unravel. Though some of the factors that may be attributed to the current scenario of gender imbalance in ECDE institutions include, gender policy, culture, insecurity, gender roles, and new trends, their sphere of influence is yet to be quantified, an objective that the present study seeks to achieve.

1.4 Purpose of the Study

The major goal of this study was to investigate gender imbalances on enrolment of teacher trainees in ECDE colleges in Keiyo North and South sub-Counties, Elgeyo Marakwet County, Kenya.

1.5 Study Objectives

1.5.1 Major Research Objectives

The study aims to evaluate gender imbalances in enrolment of teacher trainees in Early Childhood Development and Education Colleges in Keiyo North and South, Sub-Counties.

1.5.2 Specific Research Objective

The study particular goals were as follows:

1. To determine the enrolment trends of teacher trainees in ECDE colleges in Keiyo North and Keiyo South sub-Counties from 2008 to 2018.

2. To establish the effects of gender imbalances in education on enrolment of teacher trainees in ECDE colleges in Keiyo North and Keiyo South sub-Counties.

3. To evaluate the role of culture on enrolment of teacher trainees in ECDE colleges in Keiyo North and Keiyo South sub-Counties.

4. To determine enabling conditions useful in influencing gender balance on enrolment of teacher trainees in ECDE colleges in Keiyo North and Keiyo South sub-Counties.

1 .6 Research Questions

The study research questions were:

1. What are the enrolment trends of teacher trainees in ECDE colleges in Keiyo North and Keiyo South sub-Counties from 2008 to 2018?

2. What are the effects of gender imbalances in education on enrolment of teacher trainees in ECDE colleges in Keiyo North and Keiyo South sub-Counties?

3. To what extent does culture influence enrolment of teacher trainees in ECDE colleges in Keiyo North and Keiyo South sub-Counties?

4. What are the enabling conditions useful in influencing gender balance on enrolment of teacher trainees in ECDE colleges in Keiyo North and Keiyo South sub-counties?

1.7 Significance of the Study

The findings from the undertaking provided valuable knowledge in development of government policies and other stakeholders in the education sector, notably a policy framework capable of addressing a wide range of challenges that ECDE colleges face. The findings will also institute a basis for further research in the area of enrolment of ECDE colleges in Keiyo North and Keiyo South sub-Counties, which was beneficial to scholars and academicians interested in the study.

1.8 Scope of the Study

The research was acted upon to investigate assessment of gender imbalances on enrolment of teacher trainees in ECDE colleges in Keiyo North and South sub-Counties, Elgeyo Marakwet County, Kenya. The study investigated variables on enrolment trend, gender imbalances, culture and enabling conditions. The study targeted a population of 513 trainees of colleges in Keiyo North and South sub Counties and 9 principals of the respective colleges. The study took place during the months of May 2020 and April 2021.

1.9 Limitations of the Study

The investigator anticipated documentation setback in terms of putting together the available information because the literature on the study area is scanty. To overcome this limitation, the researcher visited ECDE colleges to get primary information influencing enrolment in ECE colleges. The researcher anticipated that some respondents would not be willing to give information or may give inaccurate information because of confidentiality

concerns. To mitigate this challenge, the researcher kept the identity of the respondents with utmost confidentiality.

1.10 Assumptions of the Study

An assumption is something we believe without realizing we think it. In the research, it was assumed that participants had prior experience and would be available and willing to give accurate information about the area under study. Equally, the study assumed that all public primary schools in the area under study are affiliated or adjacent to ECDE centers.

1.11 Theoretical Framework

The theory of top-down and bottom-up approach was developed by psychologist Richard Gregory in the year 1970. It entails two pertinent schools of thought in imbalances implementation. These schools of thought are: top-down and bottom-up. Top-down advocates for views on imbalances as the main actors and gives an ear to factors that can be adjusted at the top level; while bottom-up supporters emphasize target groups and service deliverers. In view of the top-down approach imbalance creators can put into perspective imbalances goals and that implementation can be carried out successfully by setting up certain mechanisms. This perspective is imbalances-centered and represents the view of the imbalances in ECDE enrolment.

The step wise design also known as top down approach exhibits a strong desire for generalizing imbalances advice. It requires finding balanced patterns in behavior across different imbalances areas (Matland, 1995). Furthermore, the top-down method significantly promotes formal steering of problems and elements, which are simple to

manage and leads to centralization and control. Concerns such as funding formulas, formal organizational structures and authority relationship between administrative units, rules and administrative controls will be of particular interest.

The bottom-up approach focuses more on the formal and informal relationships that make up the imbalances sub-systems engaged in policy making and implementation (Howllet & Ramesh, 2014). This perspective of views has its origin in a societal issue. It concentrates on individuals and their actions. As such street-level bureaucrats are made the core in the political process. The street-level bureaucrats are believed to have a better knowledge of what customers need because they are directly linked with the public (May & Winter, 2009).

For the purposes of this study, the imbalances makers at the top include the national and county government leaders whose departments are tasked with direct responsibility for implementing or monitoring the imbalances. Concerning the gender disparities in Kenya's educational system, the 'bottom' includes grassroots imbalances implementers i.e. local staff responsible for the provision of services or programs related to the imbalances (May & Winter, 2009). This entails MOE, County Government Department of Education, NACECE, DlCECE and principals of the colleges. In a way, the training institutions were started as a grass root activity since almost all ECD training colleges in Kenya are community or privately owned. Most of the ECD training colleges are regulated by the MOE but operations are informal and controlled at the 'street' level with little involvement of the 'up'. Therefore, convergences of the two perspectives are essential and points to a close relationship between imbalances implementation and service delivery.

1.12 Conceptual Framework

Independent Variable	Intervening Variables	Dependent Variables

| **Gender Imbalance**
• Culture

• Gender roles

• Enrollment trends

• Enabling conditions | • Perceived prestige

• Chauvinism

• Remuneration | Enrolment of teacher trainees in ECDE colleges |
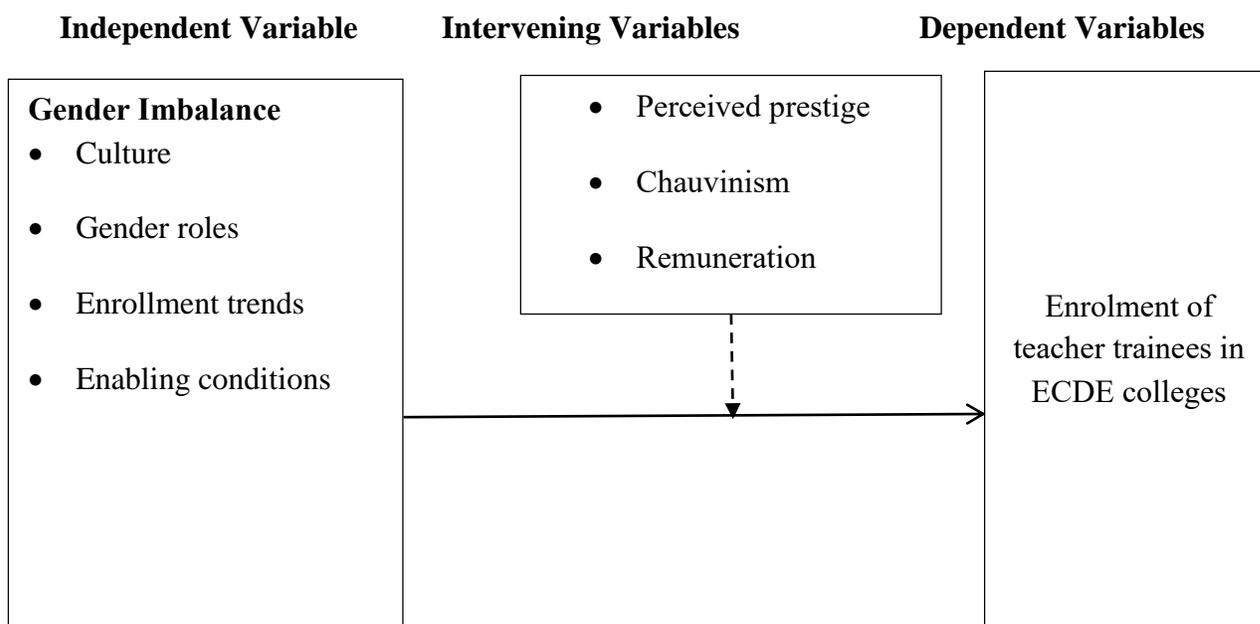
Figure 1.1: Relationship between the Independent, Intervening and dependent variables

Assessment of gender imbalances in enrolment of Early Childhood Development and Education enrolment of teacher trainees was influenced by intake of pre-service teacher trainees, recruitment based on gender parity and deployment of teachers and managers, gender sensitization and advocacy, insecurity, culture, gender roles and enrolment trends. The intervening variables include perceived prestige by the society, and remuneration and perception of the status of the profession. These interdependent variables determine the enrolment of teacher trainees in ECDE colleges. Thus, enrolment is influenced by enabling conditions, culture, gender roles and enrolment trends.

1.13 Operational Definition of Terms

Assessment: it is the varied methods or tools that instructors use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students, also defined as capability of the gender imbalances in producing the desired results of its objectives (Jones, 2009).

Culture: the way a school runs reflects its guiding ideals and values. The term also refers to all of the attitudes, anticipated behaviors, and beliefs that have an impact on how a school operates. In this study, it is the culture that has been inculcated in the society believing that teaching in ECDE is an all- female occupation, (Cobley, 2018)

Enrolment: The census of students officially registered at school and/or attending classes (Kleiner & Lewis, 2015).

Gender Advocacy: Awareness and acceptance of the reality of girls and women's diverse needs and abilities which leads to sex stereotyping and other forms of concealed discrimination (Krueger, 2010).

Gender Parity: It is a notion that refers to an equal proportion of girls and women, boys and men getting education in relation to their respective numbers in the population (Ansell, 2017).

Gender Sensitization: In relation to this study, it is the process of developing people's awareness, knowledge and skills on gender issues (Barodia, 2015).

Male Chauvinism: Kind of gender discrimination in the education system affecting both men and women during and after their training needs. (Miller & McReynolds, 2013)

Perception: It is the process of getting, interpreting, selecting and organizing information whereby people translate sensory impressions into a coherent and unified view of the world around them (Jung, 2012).

Remuneration: It is payment or compensation received for services or employment which includes the base salary and any other economic benefit obtained by an employee or executive while on the job. (Smith, 2012)

Stereotypes: It is the assigning of roles, tasks and responsibilities to men and women, boys and girls because of preconceived prejudices. (Kurylo, 2012)

Teacher Trainees: It is a person who is learning and practicing the skills of a teacher. In this case the teachers training to teach in ECDE (Guler & Altun, 2010)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section details the literature on gender imbalances on enrolment of teacher trainees in ECDE colleges, the parts covered in the study included, level of gender disparity, the role of culture on enrolment of teacher trainees and enabling conditions for reduction of extreme gender disparity in ECDE enrolment.

2.2 Gender imbalances in Education in Kenya

Kenya as a country has focused on sexual orientation balance in all spheres of advancement and in measures to address expanding imbalances. Among the Education for All (EFA) objectives and focuses, Jomtien in a conference and reaffirmed at the World Education Forum in Dakar, explained gender disparity as the disposal of sexual orientation differences and sex balance in teacher training to guarantee young ladies equal access to and accomplishment of fundamental instruction of good quality. Kenya has signed to a number of significant universal commitments and concessions in the areas of human rights and sexual orientation equality (Cech, 2013). In 2007, the gender lopsided characteristics in education formally propelled and scattered to the executing elements. The Imbalances perceive sex balance as integral to the accomplishment of EFA and proposes various procedures to address sexual orientation worries in instruction (Cobley, 2018).

The gender imbalance in education tends to result in sexual orientation worries. These include gender equality based enlistment and arrangement in the dynamic positions,

adjusting sex during admission of educator learners and in sending of instructors to schools and Teacher Training Colleges (TTCs) among different concerns. In any case, there has been checked advancement towards accomplishment of general essential training in the nation. Acknowledgment of the MDGs and EFA keep on encountering various difficulties, for example, insufficiency in-adjusting of instructors, financial and territorial variations, and maintenance (Wango *et al*., 2012).

In an undertaking to improve quality, value, maintenance and importance in the arrangement of training, the government is expected to utilize best practices. A portion of the intercession systems incorporate angles that influence sex. Furthermore, gender support and sharpening gain from one another to improve results (Wango *et al*., 2012). Male educators play a significant role in the lives of the youngsters, according to a recent research in the United States that investigated the influence of a tutoring intervention program aimed at encouraging and facilitating father/male participation in state funded prekindergarten programs (Rane, 2011), male ECE teachers are viewed as dads and mentors to the young children. During the foundation period, male teachers are also perceived as filling in for missing fathers in the lives of young children (Mukuna & Mutsoso, 2011). This means that men may be role models for the youngsters they educate; when they educate, they set a positive example, and may help young children succeed.

Several investigation have been done on the role of instructors in the lives of youngsters, as per Mukuna & Mutsoso (2011) and Janairo, Hom, Jordan & Wright (2010) there is gender teacher parity in the early childhood education. Male teachers seem to be minimal in the early childhood education. ECE profession is dominated by old female teachers who are perceived as the only person who can nurture, guide and mentor young children in the

ECE (Chabaya, Rembe & Wadesango 2009; Mukuna & Mutsoso, 2011). Mukuna & Mutsoso (2011) argue that mothers prefer that their children are instructed by female teachers who will 'mother 'them. They fear that male educators would need tolerance and be excessively cruel as taskmasters. They did not believe that a male instructor can be good enough to accompany their little children to the washroom or confide in them. (Creswell, 2014)

The low proportion of male to female youth educators is not attributable to a solitary reason (Jones, 2009) but to different reasons which include social convictions, biases, status, and pay (Benard, Kaufman, Jaser, Vaughman, Reynolds, Di Donato & Hernandez-Brereton, 2010). Research has shown that men stay away from professions such as youth educators because of low wages (Benard *et al*., 2010). Historically, youth training has been concerned with taking care of young children and therefore, keeps on being generally viewed as ladies' work (Mukuna & Mutsoso, 2011; Sumsion, 2010). The gender stereotyping of teaching force at the early years' phase is underpinned by the idea that teaching in the foundation phase is equated to child care (Sumsion, 2010). The society believes that female teachers provide motherly love and care and are naturally tender towards children compared to their male counterparts (Peterson & Wiens-Tuers, 2014). Having male teachers in early childhood can assist demolish the hegemonic forces that limit women's and men's occupational options in society as well as influence society's ideas of gender specific vocations (Mukuna & Mutsotso, 2011).

At tender ages of their school life, kids associate with items based on their gender. In a study done by Bernard et.al., (2010), at the age of three (3) years, a child can identify with toys that are initially associated with each gender, boys are liken to use of trucks while girls

for dolls. They know which activities are most associated with each gender and may tend to play with children of the same gender at these activities; boys may play with cars and guns, while girls play household activities. At the early school years, kids will tend to play and associate with children of their own gender and may express dislike or disgust with the opposite gender (Benard *et.al,* 2010)

Historically across ECDE, teaching call has been female dominated. Over the last decade, the number of female teachers has risen steadily, reaching 68% in 2014 across all levels of education combined (Ballantyne, 2016). As one's degree of education rises, the gap between men and women narrows. Women make up 97% of the teaching workforce in pre-primary education and 43% in tertiary education. Between 2005 and 2014, the gender gap increased at the primary and secondary level but decreased at the tertiary level (Ebrahim, 2010).

Remuneration plays a key role in determining teacher enrollment in ECDE; in basic school, male teachers receive 71% of the wages of other tertiary-educated professionals, rising to 81 percent in upper secondary education (Ballantyne, 2016). Female teachers, on the other hand earn at least 90% of the pay of other tertiary educated female workers at all levels of study. This significant compensation disparity may help to make teaching at ECDE more appealing to females (Ballantyne, 2016).

The largest proportion of female are found among the new generation of teachers (below the age of 30) raising concerns about the intensification of gender imbalances over time (Ebrahim, 2010). Majority of the teaching staff at lower education levels are made up of women. Men involvement as carers and teachers in early childhood and care (ECEC)

services is generally seen as very desirable in most industrialized nations. However, the share of males in the workforce has not risen to the point where it can successfully counteract the sectors lack of gender diversity. In terms of men in the ECEC workforce, Australia has a male workforce share of 2% (Schauer, 2017).

Greater male cohorts in ECEC, according to Rohrmann (2020), would eliminate the stigma of being the only male in a female team and provide more opportunities for outdoor and physical activities. This would aid in appreciating a wider range of kindergarten activities (Farquahar, 2016). ECEC institutions, should also accept the diversity of male worker's approaches to children.

In USA, men constitute about 2% of all teachers in preschool and kindergarten classrooms (Bureau of Labour Statistics, 2017). The death of male instructors has been a repeating issue in elementary grades (1) (2) (3) in the United States (Zhang, 2017; Sergeant 2015). Studies also reveal that the proportion of men working in ECDE has declined gradually over the past decade (Farquhar, 2016).

Male teachers often perceive different standards about conduct than their female colleagues (Sergeant, 2014). Even when males realize the importance of acceptable touch, they are afraid that they would be labeled as pedophiles (Zhang, 2017). These elements are frequently mentioned by male ECDE instructors when describing their perceptions of the implicit rules around touch in the classroom and how gender shapes the forms of touch that are appropriate with children (Sergeant, 2014).

According to Drudy (2008) the number of male pre-school instructors is thought to need to be raised since it would provide more diverse role models for young children and reduce

gender stereotypes in society. The presence of male teachers in the pre-school and primary setting has many merits for both the teachers and children such as the presence of male roles models for children attaining children's needs for teachers who would tutor beyond the basics and coming up with a balance to the field dominated by females only (Zhang, 2017).

According to Naughton & Newman (2011) male educators can introduce male child into masculinity and may assist those who don't have a male role model. At place of residence male educators provide children with chances to experience different approaches to play and interact and are able to model behaviors that break through male stereotypes. Moris (2012) argues that female educators are more likely to view unmanageable play as aggressive and have a negative impressive on more masculine behavior than male educators. Boys can therefore be disadvantaged and marginalized educationally within the current gender imbalances in early childhood setting (Sumsion, 2010(.

Most scholars accept that presence of more men in early childhood settings undertaking caring roles could help to counter children's sex-stereotyped view of gender roles, reduce sexism and generally advance gender equality (Farquhar, 2016). According to Morris (2012) standard male educators could build a male friendly atmosphere in ECE setting.

Jones (2009) agrees that fathers or grandfathers would be comfortable taking part in ECE settings if there were more male educators who could inspirec them. Farquhar (2016) established that male educators impart guardians with a greater choice of staff to approach and talk to, an approach that can build good association with fathers and provide friendship, especially to those that are lone parent.

Many male teachers interviewed by different researchers reported that salary is a very important factor in their decision to enter or stay in the profession (Zhang, 2017). By lending an hand to come up with a fair classroom environment providing a nurturing male figure in centers, and propelling for fair wages, male educators can contribute to overall early childhood program quality (Zhang, 2017). Although their knowledge and perspective about parenting and care giving varied according to differences in family structure and socio-economic status in their home countries, their experiences were similar in regard to gender-specific parental responsibilities & relationships with young children (Rubin & Chung, 2013). While the ELCC field promotes the value of including male child care educators (Mukuna & Mutsoso, 2011) the students in the program felt strongly that women, rather than men, should be caring for young children, particularly in the very early years of their schooling. Nomaguchi, Brown, & Leyman (2012) researched on the influence of dad's partaking lives of their young ones and concluded that fathers play an immesurable role through direct care, financially, and socially impacting the survival of their children health, social-emotional outcomes and social competence & education attainment.

2.3 Status of Gender Disparity in ECDE Enrolment

Gender imbalances in education framework advocated for developing modalities for eliminating gender disparities in the country's most difficult regions, with an emphasis on male instructors, and developing frameworks for expanding male teachers at the ECDE level in particular (ROK, 2017). The strategies included working with partners to produce gender-responsive ECDE balances guidelines and implementing affirmative action in admission of "We teachers" to ECDE teacher training institutes. (Fu & Li, 2010).

In Kenya, there is a continued rise of ECDE tutors from 71,500 in 2009, to 83,900 in 2013. This increase is attributable to the scaling up of teacher training colleges in the country. The proportion of non-formal teachers shows a decrease from 21,903 in 2009 to 17,200 in 2013. Table 2.1 indicates patterns on number of trained and untrained teachers from 2009 - 2013. The table further indicates that there is clear gender disparity of 85% female to 15% male (Fung, 2014).

Table 2.1: Numbers of Trained and Untrained Teachers in ECDE Centre's, 2009-2013

	UNTRAINED					TRAINED				
YEAR	FEMALE	%	MALE	%	TOTAL	FEMALE	%	MALE	%	TOTAL
2009	16,000	75	5,300	25	21,300	61,200	86	10,300	14	71,500
2010	16,100	75	5,400	25	21,500	62,500	85	10,600	15	73,100
2011	16,200	75	5,400	25	21,600	65,000	86	10,700	14	75,700
2012	15,000	78	4,300	22	19,300	67,100	83	13,500	17	80,600
2013	13,800	80	3,400	20	17,200	70,000	83	13,900	17	83,900
Average	**15,420**	**77**	**4,760**	**23**	**16,817**	**65,160**	**85**	**11,800**	**15**	**64,133**

Source: RoK (2014)

In comparison to males, the number of female in educational institutions is remarkably large (Cech, 2013; Fung, 2014). The rise of female trainees in formal training trainings has slowed their integration into the profession and resulted in sex isolation in the workplace (Noor, 2012). Research has demonstrated that the quantity of female alumni at the undergraduate level is high in the field of humanities, economy, business, and the executives contrasted with the quantity of male alumni in the field of building, design,

property the executives, town and provincial arranging (Noor, 2012). Along these lines, the number of male in a field like ECE is low compared to masculine occupations.

In excess of 25 years prior, the quantity of men educating in the field of ECE has not changed much nor have the reasons why men do not instruct (Nelson, 2012). Men make up 5.2% of what the United States of America (USA) Bureau of Labor Statistics, Department of Labor, in 2015, named youngster care laborers. In other industrialized nations, the shortage of male educators in youth and basic education is comparable. Mlaes, for example, make up 2.5% of adolescent parents in Sweden, and men constitutes only 6.1% of preschool programs (Zhang, 2017).

Preschool has long-term consequences that are definitely linked to betterment later in life. Pre-teachers also referred to as guardians at ECD centers should be expertly prepared and portray a diverse range of sexual orientations. They take on the responsibility of fathers (male instructors) and mothers (female educators) to give support, love, insight, and security to the children. While the female educators give the glow and delicate contacts of a mother or male instructors are images of power, quality and genuinely necessary security (Mynard, 2016). Overall, empowering sexual orientation equality and preparing of these educators is of fundamental significance.

Comprehensively, Early Childhood Care and Education (ECCE) have drawn monstrous consideration. Advancement of ECCE is among the forefront of the six Educations for All (EFA) objectives. Investigation has demonstrated that early years are critical for intellectual development and establishment of children (UNESCO, 2015). Educators and guardians are therefore responsible for laying proper foundation for the child's future

advancement. Studies have further shown that ECCE is a keen speculation, producing a variety of positive results in a nation's training, social and monetary advancement, and delicate to sexual orientation angles. They have in the same way indicated that ECCE benefits are perceptible among burdened youngsters and families. This has prodded acknowledgment of ECCE as a successful methodology for decreasing neediness and upgrading social and sexual orientation value tending to their causes from the beginning. When such children mature, they become a benefit to the community because they contribute financially to their family and the country. Shockingly, most world governments have not set ECCE as a major aspect of open lopsided characteristics and have restricted limit with respect to creating strategies and frameworks for it (Darmanin, 2012).

The world governments have kept on squeezing for such consideration that would prompt the all-encompassing improvement of the child (UNICEF, 2017). The "United Nations Convention on the Rights of the Child" (UNCRC) is the model desired. Article 29 1(a) advances an argument that the training of the youngster will be coordinated to the advancement of the kid character, psychosocial capacities to their fullest potential.

In response to UNCRC, African Countries under the Organization of African Unity (OAU) proposed that each kid receive training that promotes holistic progress in their character, mental and physical capacities. Both UNCRC and the African Charter lay accentuation on the job of the pre-teacher as that of improving the child's character. It is in this way dependent upon the world governments to give such sexual orientation portrayal inside the pre-school organizations in guaranteeing the accomplishment of the aforementioned (Altun, 2017).

The government of Kenya is always in front line in accepting both the above understandings on the side of Early Childhood Education (ECE). Right now, government perceives the significant contribution by pre-school instructors in shaping the lives of children as very important. In 1971, the Kenyan Government and Bernard Van Leer Foundation established a pre-school venture whose task included preparation of pre-teachers in specific areas where directing was occurring, that is, Kiambu, Muranga, Nairobi, Kilifi and Keiyo (Njoki, 2009). The state has in the same manner set up statutes on ECE that incorporates rules among them the preparation of staff under the district situated in-administration educator preparing. This would prepare the instructors to educate and care for the young children since the pre-school kid care giving practices are a continuation of the home.

As emphasized by Ndambuki & Catherine, (2010) children need the security and direction given by guardians and educators who detail and reliably apply sensible guidelines for conduct. In a perfect circumstance, children in pre-school ought to be under the consideration of both instructors. Sadly, the male instructors are not many in pre-schools, implying that the paternal job and administrations is deficiently given (Kangara, 2010).

2.4 Factors contributing to hinder disparity

Gender roles are enshrined in socio-cultural orientations and in political, and economic frameworks (Naughton & Newman, 2011). Men who choose to work with young children over higher-status and better-paying careers are anxious and distrusted in the community. They are referred to in society as males who do not know their gender (Yelland & Grieshaber, 2018). As a result, they are unlikely to be advocates for gender equality. More

males in ECDE, from this vantage point, would do very little to change current gender stereotypes.

Besides, other perspective holds that a higher male collaboration rate will be paramount to the youth calling, first by elevating its status and that of its members, and second, by increasing work environment aspects and staff connections (Jensen, 2016). This idea is investigated in light of the fact that men who enter fields dominated by women advance easily to more paid regulatory positions (Murray, 2016). Furthermore, the quality of male educators in ECDE efforts may help to compensate absence of men in many children's lives as a result of single parent family structures or excessive working hours (Jensen, 2016).

Young men are enlisted into manliness by masculine educators (Naughton & Newman, 2011). Furthermore, there are significant differences in sexual orientation between young males and young women. Male children educators relate better to young men because they share a fundamental manliness and an understanding of young men's perspectives and experiences (Saunders, 2014). Tsigra (2010) interviewed ten male kindergarten teachers on the Island of Crete to discover more about how they understand their work and how it influences children's gender construction. Male teachers believe their presence in the kindergarten generates a sense of balance in the classroom, both among teachers and among children. This equilibrium influences the development of children's' gender in two ways; directly, through the teaching methods used, and indirectly, through exposure of children to various interpretations of masculinity (Tsigra, 2008).

The appropriate responses and stories show how these male kindergarten educators see their job and how they influence children's sexual orientation development. Male instructors are viewed as a model of father, conventional man, an elective model of man and an elective educator model. Fu & Li (2010) in a similar research however discovered a distinctive outcome. In their research, three male pre-administration preschool instructors in Taiwan met and discussed their reasons for entering pre-school training. From their discussion it was gathered that men were not so enthusiastic about the subjects. As such, more venture into business. Fu and Li's research gathered that male preschool educators; questioned employments of males as preschool instructors, (Fu & Li, 2010).

Diren & Besnard (2010) attempted to depict the reality for male understudies in ECE (Early Childhood Education) and set out to separate the individual and natural components that can influence their contribution. Their study utilized both subjective and amounts strategy and involved people related to ECE. These people included: Secondary understudies, (conceivably future ECE understudies), ECE male understudy (seeking after the program or having left out), instructors in ECE and partners (later on work setting for program graduates). They discovered that the character of their adjustment was a deciding factor in their examination search. The investigation additionally revealed the difficulties that male educators in ECE face, among them. These difficulties included bias from guardians, overwhelming working condition, and distinctive framework in the preschool (Diren & Besnard, 2010). Njoki (2009) in a study titled 'factors affecting sexual orientation among female and male instructors in pre-school' argues that social impacts, educator compensation and age exceptionally affect sex uniqueness. Njoki (2009) discovered a

noteworthy connection between the adaptable work routine in preschool huge number of female educators.

According to Mudegu (2012) in an investigation on factors affecting the enrolment of male understudies in youth instructor preparing schools in Kenya, financial elements and individual elements affect the enrolment of male understudies in colleges. Children will profit by the cooperation of men in youth training if the men included can counter children sex-generalizations (Mudegu, 2012).

Educators' sexual orientation has been discussed for the last two centuries. The instructor's sexual orientation plays a significant role in how they describe their profession. Sex generalizations are social developments and most social orders promote specific exercises and attributes for males and females that are regarded as natural by the people involved. According to Pincus & Pincus (2011), sexual orientation is both a natural and social construct. It is socially created via the dedication of people who are included in correspondence. Because child care is typically regarded as realm for women, male educators in ECDE are considered a domain for women. Men in ECDE are taking on the role of women in this fashion.

According to Mukuna (2018), Culture and generalizations, guardians' views, inadequate compensation, low decency of the calling, fear of being blamed for misuse and poor status of the calling are all key predictors of gender inequality in Kenya. In the classroom, male instructors believe they are as capable as female educators. They believe that a child who is educated by both male and female educators is more socially prepared. They believe that their presence in schools promotes young men's manliness and prepares them to support

children in the future. Only 27% of pre-school guardians approved of male educators as parental figures for their children, while fifty percent of female instructors supported male educators in pre-school. It was also discovered that the majority of pre-school male educators accepted the employment if everything else failed or were concerned about regulatory requirements. In Kenya's pre-schools, sexual orientation is largely socially established, resulting in feminization and sex inequality.

According to Mukuna (2018), the low wages often offered to children instructors are the reason for this under-representation in ECE enrolment. In a number of countries, female preponderance has resulted in unfairly low compensation for children educators (Kilgallon, Maloney & Lock, 2018). Low pay becomes a barrier to enlisting and keeping exceptional instructors at that point. In the year 2015, the United Nations Educational, Scientific and Cultural Organization listed Institute for Statistics named Malaysia, along with Paraguay and the Philippines as the countries with the lowest pay rates in pre-essential and elementary schools with the former being lower than the latter (UNESCO, 2015).

Guardians at place of residence and at learning institution should be accessible for the youngsters to encounter their advancement over the different phases of life. The concern for legitimate child development during the early years of life stems from the recognition that children who do not have a positive experience at this time are socially and intellectually disadvantaged later in life (HRW, 2018). Quick visa viz regular unusual financial changes in the nation have added, to an enormous degree, to changes in the nature and structure of the family that looked after children. Individuals have relocated to urban territories, others have settled in squatter settlements that need fundamental comforts, good

and material help from the more distant family. These, together with a rise of single parent and women headed families and the cash economy, have prompted change (HRW, 2018).

2.5 Appropriate Strategies that Would Address the Effects of Gender Disparity

The presence of both male and female educators is valued by most students. Many youngsters, valued male teachers and welcomed them since males are supposed to bring something to preschools, according to study conducted in Sweden involving female and male students seeking to work in pre-schools. They also discovered that many younsters, admired male teachers and welcomed them because men are supposed to contribute to preschools. They also objected to the potential for gender division in gender-mixed workplaces (Hedlin & Aberg, 2011).

Classroom environment is affected by several factors; Rohaty (2013) difficulties and challenges in Malaysian preschool education, as well as the recommendations for improving quality. Rohaty (2013) curriculum, teacher training, equity, accessibility, assessment and monitoring of pre-school centers as among the difficulties he found. He stated firmly that a shortage of male teachers influenced the classroom climate, which, in turn, had a significant impact on the learning process. Many of the respondents questioned why males are not attracted to teach pre-school and recommended that males should be encouraged to do so (Kember & Kwan, 2010; Majzub, 2013).

Governments in other Westernized countries have responded to the shortfall in a variety of ways. New Zealand and Australia offer cash incentives and propose legislation to encourage more men in teaching profession. In the United Kingdom, men in childcare are given a sponsored annual conference, and Britain and Norway's governments fund offices

to recruit male teachers for teacher training programs (Zhang, 2017). In New Zealand, the Ministry of Education strategic plan for ECE does not specifically address the shortage of male educators and there is no existing government imbalance to increase the recruitment of men (Keefe, Marshall & Robeson, 2013).

Modest payment is important recipe that can make male teachers keep off teaching profession. According to Liang, Alvarez, Juang & Liang (2009) teachers earn less than their counterparts in other fields. Teachers in urban Bolivia were found to be underpaid by 35% relative to the control group. Neugebauer (2018) and Sergent (2015) found out that teachers receive inadequate pay and benefits, a situation that keeps them away from engaging in ECD programs. This was reflected on living standards that were too low for the tutors compared to other professions.

According to Stevens (2014), many individuals assume that the early childhood field's low status and poor benefits are due to the fact that it is a female-dominated field. Murname, Singer, Willet, Kemple, and Olsen (2009) unearthed that student who graduated from college but with higher intelligent quotient (IQ) scores are less likely to enter the teaching profession than those with lower scores since less paying jobs attracts those who are less qualified.

2.6 Summary of Literature Review

The contents of this section have been outlined and debated based on various literature reviewed related to gender imbalances in education and its implication on gender disparity in enrolment of ECDE trainees. The literature discussed in this chapter sets the background necessary to examine the assessment of gender imbalances in education and on enrolment

of ECDE college trainees. This chapter has further given an overview of related studies whose findings inform the present study. The literature reviewed focused on pertinent issues that influence male trainee enrolment. Gender roles are entrenched by socio-cultural orientations, political structures, and economic structures (Newman & Obed, 2015). Men who desire to work with young kids over higher status and better paying careers are regarded as men who haven't gotten their gender right in the community, and they are referred to as men who haven't gotten their gender right   (Yelland & Grieshaber, 2018).

2.7 Knowledge Gaps

Studies conducted in Europe and the USA have illustrated that ECCE is a wise investment that produces a slew of excellent consequences in a country's education, social and economic development, all while taking gender into account. They also discovered that the advantages of ECCE are felt more strongly by underprivileged children and families. This has motivated recognition of ECCE as an effective technique for reducing poverty, improving social and gender equity and tackling the roots of these issues from the outset.

Despite these advantages, male participation in ECCE remains low. For example, in the United States of America, men represent roughly 2% of all teachers in preschool and kindergarten classrooms (Bureau of Labour Statistics, 2017). The low number of male teachers has also been a recurring issue in early primary grades (1) (2) (3) in the United States (Zhang, 2017; Sergeant 2014). Studies also indicate that the number of men working in ECED has continued to decline over the past decade (Farquhar, 2016). In Australia, it is estimated that in the ECEC male workforce is 2% (Schauer, 2017). Many researchers agree that having more men in early childhood settings carrying out caring roles could help to

counter children's sex-stereotyped view of gender roles, reduce sexism and generally advance gender equality (Farquhar, 2016).

However, the situation of male participation in ECE in Kenya remains unclear, as there is scarcity of literature. There have been very few, if any, studies undertaken to examine the situation in Kenya. As a result, this study examines the enrolment trends of teacher trainees, the role of culture and insecurity on enrolment of teacher trainees and the enabling conditions useful in influencing gender balance on enrolment of teacher trainees in Keiyo North and Keiyo South sub-Counties in order to fill this gap.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on data collecting and analysis methods and procedures. It includes the research design, description of the study area, target population, sampling procedures and sample size, research tools, validity and reliability of the research instruments, data collection processes and ethical issues. Finally, it focuses on data analysis and presentation.

3.2 Research Design

This is a strategy of doing research study. Kombo & Tromp (2011) observed that a research design is the 'glue' that connects all the aspects of a research design together. It is the strategy, framework or plan for coming up with solutions to research problems. It is the fundamental structuring of conditions of data collecting and analysis conditions in a way that is relevant to the study objective. The descriptive research design was employed in this study. This research paradigm is varied and gives a holistic understanding of a research topic. The design chosen allowed for the collection of information regarding people's views and opinions on the subject. The survey was the researcher's purposeful endeavor to collect data from members of the population in order to determine the population status in regard to one or more variables (Mugenda & Mugenda, 2009). Information on the impact of gender disparities in education on enrolment of students in Early Childhood Development and Education Colleges was sought.

3.3 Study Area

The research area was Keiyo North and Keiyo South sub-Counties of Elgeyo Marakwet County, one of Kenya's 47 counties. Keiyo North and South Sub-Counties consists of nine ECD training colleges. The study area was chosen with care because no previous research on this topic has been done in this location. The researcher additionally chose this topic due to the seriousness of the problem in this research area. The total student enrolment in these colleges was 513 of which 63 were male while 450 were female. There was need to carry out research to ascertain why the number of male enrolling in ECDE teacher training courses were few in the two sub counties. The two sub-counties were chosen because they have the highest number of ECDE training colleges.

3.4 Target Population

Mugenda & Mugenda (2009) described population as a collective group of people, events or items who share similar trait. Similarly, Zikmund, Babin, Carr & Griffin (2010) defined population as any groupings of human being or of non-human items such as objects, educational institutions, time units, geographical region, wheat prices or individual incomes. Population can also be defined as a set of elements from which a sample can be drawn. This study targeted the nine training colleges in the two sub-counties of Keiyo North and Keiyo South. The researcher targeted 522 respondents from the 9 training colleges.

3.5 Sampling Techniques

A stratified sampling method was utilized in this investigation. This is a method where the researcher subdivides the members of the population into homogenous subgroups before sampling. The trainees were stratified according to program taken (i.e. Certificate and Diploma). The population was divided into two strata; certificate and diploma program and subjects from each stratum selected proportionally. Through this method the researcher obtained equitable representation from each subgroup.

3.5.1 Sample Size

Kombo & Tromp (2011) noted that sample is a defined proportion of statistical population that is researched to learn about the properties of the entire population. Kombo & Tromp (2011) also referred to 'element of the study plan that specifies how the researcher picked cases for observation. The researcher enumerated all the respondents from each stratum participating in the study. By enumerating all the respondents, the researcher obtained deeper insights into the study population. It also enabled the researcher to paint a much more complete picture and hence reduced the guesswork.

Table 3.1: Number of Trainees by category in Keiyo North and South Sub-Counties

Category	Male	Female	Total
Diploma	45	279	324
Certificate	18	171	189
Total	**63**	**450**	**513**

3.6 Data Collection Instruments

In order to gather information from respondents, the researcher used two research tools. To acquire primary data, the trainees were given a questionnaire, and the principals were given a document analysis.

3.6.1 Questionnaire for Trainees

The major tool for data collecting was the questionnaire. The questionnaire was created in both a closed and open ended format. According to Mugenda & Mugenda (2009) questionnaire is easy to administer since each item follow alternative answers. In Keiyo North and South Sub Counties, the questionnaires collected data on respondents' backgrounds, perspectives on gender imbalances, and the relevance of pursuing an ECDE career, male teachers' beliefs, and parents' perceptions of male teachers as caretakers. The questionnaire items were rated on a likert scale. Primary data for trainees were obtained by the use of questionnaire as it was able to reach many respondents and capture adequate details related to the current study.

3.6.2 Document Analysis Guide

The researcher used this guide as a source of primary data in the study. The guide captured the yearly enrolment of teacher trainees, according to the level of certification (Certificate or Diploma), by gender. The source documents included admission and class registers obtained from the college registry. This method was useful in getting information on gender enrolment and course level taken on admission.

3.6.3 Interview Schedule

It was used as technique to obtain qualitative data information from principals. In designing the interview schedule, the researcher obtained a big amount of information in a short period of time. Interviews often exclude certain sources of prejudice that other tools, such as observations, have. Furthermore, interviews aid in getting detailed information through probing. In a study done by Kvale & Brinkmann (2009), it was discovered that researchers using questionnaires and interviews usually collect qualitative data. Interviews, on the other hand, are thought to be more reliable in terms of generating qualitative data that helps researchers to dig deeper into people's opinions.

3.7 Validity and Reliability of Research Instruments

This refers to correctness and meaning of inferences drawn from study findings. According to Kumar, Muniandy & Yahaya (2011) the magnitude to which the data collection tools are employed to estimate what they were designed to measure is referred to as the instruments' validity. In research, validity is a crucial term. The methods, ideas, and techniques of the conceptual framework must have verifiable cohesiveness that truly measures the topics under examination (Gibbs, as cited in Creswell, 2014).

In this scenario, the relevant validity was content validity. The representativeness of the items in a data collection tool is referred to as content validity. To increase the studys study's content validity and face validity, the researcher researched a wide range of literature on the research topic to include all relevant items in the research instrument. Mertens (2010) suggests that what is valid in interview research is the degree to which it illuminates what it claims to inform. Creswell (2011) and McMillan (2012) stressed on the

reasons why it is important to recheck the data and the interpreted meanings as this contributes to validity of those evidences. Respondent feedback was considered as paramount proof on how well the interpretations fit their lived experience. This gives the research partakers a stronger voice in how they are presented.

3.7.1 Validity of Research Instruments

Kerlinger & Lee (2010), referred validity as the degree to which the instrument does a decent job of measuring what it's supposed to measure. The extent to which a measuring instrument adequately covers the topic under investigation is known as content validity. To achieve this form of validity, this research, ensured that the instrument contained a representative sample of the universe. Content validity was also attained by consulting experienced researchers in the School of Education, University of Eldoret on whether the measuring instrument meets the standards. Criterion-related validity can be refered to the ability to forecast an outcome or assess the existence of a current state. It also refers to the effectiveness of measures employed for empirical estimation. The criterion mentioned has the following qualities: freedom from bias, reliability and availability. Freedom from bias was attained by using probabilistic sampling method that gave each element in the universe an equal opportunity of selection. Reliability was achieved by ensuring that the criterion was stable or reproducible. The researcher worked closely with the supervisor in improving the research instruments before commencing on data collection.

3.7.2 Reliability of Research Instruments

Bajpai & Bajpai (2014) defined reliability as the consistency of measurement, or the amount to which a research tool estimates the same way every time it is utilized under the

same condition with the similar subjects. A measure is reliable if individual score on the same test given twice is the same. It is paramount to reflect that reliability is not measured it is estimated. While a scale may be measuring something regularly, it may not be measuring what it is supposed to be measuring; Cronbach's alpha (α) was utilized as the most commonly used internal constituency measure. It describes how well a set of test items captures one latent variable. As a cut-off for reliabilities, the recommended value of 0.7 was applied. The Kunder-Richardson (K-R) 20 is a broad form of Cronbach's alpha. The pilot test was conducted in Marakwet West. The filled questionnaires were returned back and analyzed. After a perod of 14 days, the questionnaires were issued for a second time. The results were again analyzed. The two results were correlated. Correlation coefficient (r) was calculated and consideration of whether it is high enough to be accepted as a reliable measure of internal consistency of questionnaire made.

3.8 Data Collection Procedures

Data gathering was done after clearance from the School of Education, University of Eldoret. The researcher then obtained research permit from the National Commission for Science and Technology and Innovation (NACOSTI) and thereafter approval sought from the Sub-County Director of Education in Keiyo Sub-County before visiting all colleges to request permission to conduct research. The dates that were convenient were set in liaison with the college administrators. In addition, the principal investigator informed the participants about the study aim through the college administration. The researcher involved a disclaimer on the assurance of confidentiality to the participants.

3.9 Data Analysis Procedures

The process involved in data analysis was categorizing, tabulating or otherwise recombining the evidence in order to answer the study initial hypothesis (Yin, 2009). This involved sorting, structuring and interpreting the massive amount of data gathered (Mugenda & Mugenda, 2009). Data from the two instruments were handled separately. The first step was to analyze and group the data according to it is relevance to the study objectives. In discovery of important themes and sub-themes, it required data editing, coding, classification, tabulation, and the use of percentages. The research gathered data that is quantitative. Data presentation was done through frequencies, tables, figures and percentages

3.10 Ethical Considerations

Ethical considerations entail the researcher ensuring ethical checks. These involved specific procedures to safeguard the respondents. The participants were issued with information on the purpose, relevance and usefulness of the study to the respondents (Sarantakos, 2013) with the importance of subject cooperation and the extent of privacy and confidentiality clearly specified on the cover letters for the questionnaires.

The privacy and secrecy of respondents and research venues were the study's ethical issues. As a result, respondent's identities were kept anonymous as feasible. They had a right to remain anonymous and the study made a point of highlighting their individual identities. The researcher achieved this by using numbers assigned to every questionnaire rather than using their names.

The researcher also sought for informed consent from every respondent used in the study and ensured they participate voluntarily (Best & Kahn, 2006). To minimize the intrusion on the flow of activities in the colleges, the researcher issued questionnaires during off-class sessions and after classes (Creswell, 2014).

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 Introduction

The researcher utilized descriptive statistics and inferential statistics to investigate field data obtained from sampled colleges. The study investigated the assessment of gender imbalances on enrolment of teacher trainees in ECDE colleges. The main aspects covered in the study include level of gender disparity, the role of culture on enrolment of teacher trainees and enabling conditions for reduction of extreme gender disparity in ECDE enrolment. Data findings and analysis was presented inform of percentages, tables and figures.

4.1 Reliability of the Tool and Response Rate Results

Five hundred and thirteen (513) questionnaires were distributed and the respondents successfully completed 412. The return rate for the questionnaire was 85% which was acceptable. According to Brick & Williams (2013) low response rate can lead to bias, hence in this investigation, a high response rate of 85 percent was related with strong data collection instrument dependability.

4.2. Socio-Economic Demographics of the Respondents

Socioeconomic characteristics of the respondents are presented in this section. Table 4.1 and 4.2 shows the gender and age distribution of the sampled respondents. These traits are crucial when it comes to making informed decisions on gender differences in ECDE.

4.2.1   Gender of Respondents

Table 4.1 Gender of Respondents

Category	Frequency	Percentage (%)
Female	359	87.1
Male	53	12.9
Total	**412**	**100.0**

The study established the sex disparity among the ECDE teachers. The findings provide relevant information for decision making in establishing approaches for eliminating or reducing gender disparities and encouraging male teachers to engage actively in ECDE activities.

The study established that 87.1% and 12.9% of the respondents were female and male respectively. The results concur with Wango *et al* (2012) who noted that Kenya is dedicated to gender equality in all spheres of development and is putting in place measures to address increasing inequalities. One of the Educations for All (EFA) goals and targets was to eradicate gender disparities, and ensure gender equality in education; educationist should focus to ensure that girls can fully have equal access to, and achievement of basic education of good quality (Sadler, 2017). Kenya is a signatory to major international conventions and agreements on human rights and gender equality.

In 2007, the Ministry of Education officially integrated and disseminated education policy on gender imbalance to the implementing entities. Stakeholders in education worked out various genders equality policies in conjunction with development partners. Wango, *et al.,*

(2012) acknowledged that the imbalances recognize gender equality as central to the achievement of EFA and proposed a number of strategies to address gender concerns in education.

4.2.2 Age of Respondents

The age of the teachers can determine the ability or experience in teaching in ECDE schools and therefore its significance in the present study. Table 4.2 shows the age distribution.

Table 4.2 Respondents age

Category	Frequency	%	Head teachers Frequency	%	ECDE Teachers Trainees Frequency	%	ECDE teachers Frequency	%
26-30	107	25.97	0	0	101	24.51	6	1.46
31-35	104	25.24	0	1.21	90	21.84	14	2.18
35-40	58	14.08	1	2.43	27	4.37	30	7.28
41-45	61	14.81	3	6.07	17	1.70	41	7.04
46-50	53	12.86	3	7.77	0	0	50	5.10
51-55	29	7.04	2	4.37	0	0	27	2.67
Total	**412**	**100**	**9**	**21.85**	**235**	**52.42**	**158**	**25.73**

As presented in table 4.2, 50% of the teachers were aged between 26-35 years. Respondents aged 35-40 were 58(14.08%), 41-45 were 61(14.81%), 46-50 were 53 (12.86%) and those aged 51-55 were 29 (7.04%).

In relation to the study findings, the vast majority of teachers 211 (51.21%) were aged between 26-35 years whereas a minority 29 (7.04%) were in the age category 51-55 years. The age of 26-35 years is instrumental to ECDE profession as they are active, energetic

and are able to work with learners for a longer period. They are able to convince parents to take their children to ECDE centers, since are mature people who have advanced communication skills and the right language for convincing parents. This was inconsistent with the findings of Noor (2012) who found out that respondent aged 41-45 were more interested in gender imbalances on enrolment of teacher trainees in ECDE colleges.

4.3 Enrolment trend of teacher trainees in ECDE colleges

The first objective of the study was to find out trend in teacher trainees enrolment in ECDE colleges. In this section, the researcher coded the colleges using e.g. College 01 to College 08 due to ethical consideration.

4.3.1 College 01

Table 4.3 Enrolment trend of teacher trainees in College 01, 2008-2018

Year	Diploma			Certificate			
	Male	Female	Sub-Total	Male	Female	Sub Total	Grand Total
2008	8	12	20	0	15	15	35
2009	2	24	26	1	20	21	47
2010	8	23	31	1	80	81	112
2011	14	46	60	1	29	30	90
2012	3	17	20	0	19	19	39
2013	3	12	15	0	13	13	28
2014	1	10	11	0	16	16	27
2015	2	7	9	2	27	27	36
2016	1	19	20	2	36	36	56
2017	0	7	7	0	17	17	24
2018	2	6	8	0	16	16	24
Total	**44**	**183**	**227**	**7**	**288**	**272**	**518**
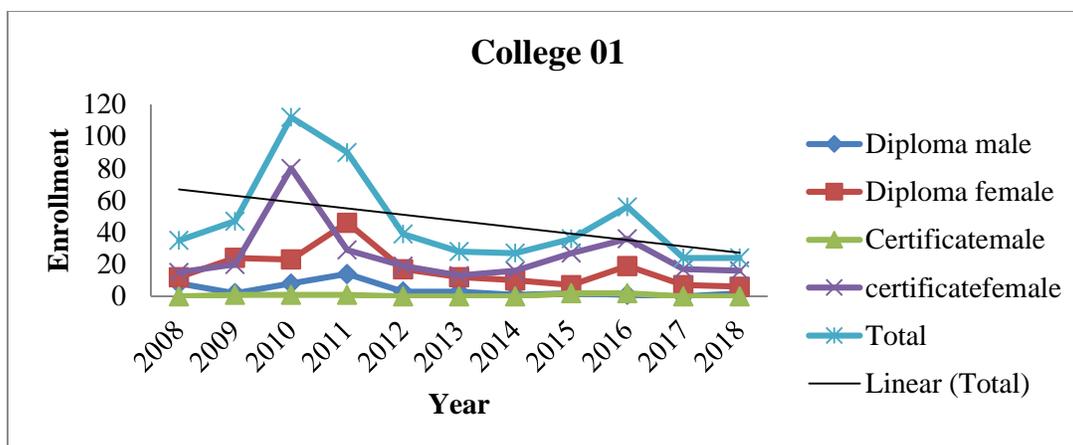
Figure 4.1: College 01

The figure indicates that in 2010, there was an upsurge in the total number of enrolment from 47 in 2009 to 112 in the year 2010. This represents 38% rise in the total number of enrolment. The rise can be linked to the college culture, which includes high academic expectations as well as formal and informal communication about college selection and transition. Another reason that attributable to this increase is the adoption of technology in the marketing of courses offered in the college through the social media and the print media as pointed out by (Wikstrom & Ellonen, 2012).

There was a steady decline in the total number of enrolment from 112 in the year 2010 to 27 in the year 2014. This represents 75% decline in the total number of enrolment. This is attributable to the fact that the college revised their entry grades. In the year 2017 to 2018 the enrolment remained constant at 24 for the two years. This is attributable to the college 01 not admitting more students or students not seeking admission in the college. According to Noor (2012), in the fields of humanities,business, education, and management, the number of female undergraduates is much higher than that of male undergraduates in engineering, architecture, property management, and spatial planning.

4.3.2 College 02

Table 4.4 Enrolment trend of teacher trainees in College 02

Year	Diploma				Certificate		
	Male	Female	Sub-Total	Male	Female	Sub Total	Grand Total
2008	10	15	25	7	20	27	52
2009	5	27	32	11	23	34	66
2010	10	28	38	8	27	35	73
2011	13	31	44	15	30	45	89
2012	15	32	47	9	32	41	88
2013	11	35	46	3	25	38	84
2014	18	30	48	10	31	41	89
2015	17	33	50	12	28	32	82
2016	15	37	52	15	37	55	107
2017	11	40	61	13	32	45	106
2018	25	43	68	15	40	55	123
Total	**150**	**351**	**511**	**118**	**325**	**448**	**959**
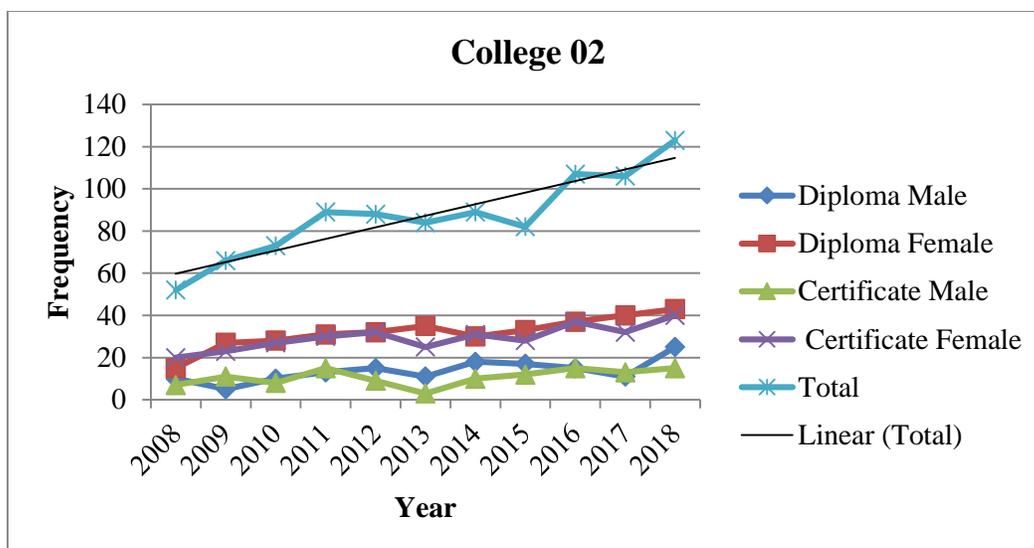
Figure 4.2: College 02

Figure 4.2 reveals that enrolment has been steadily rising from the year 2008 to 2018. One of the factors for the trend is due to subsidy of school fee by the college management, thus attracting more diploma and certificate students over the years. The interview findings also revealed that enrolment in teachers' colleges rose due to number of form four leavers who are unable to secure vacancies in other tertiary institutions, particularly those who do not receive a C+ or higher for University placement by KUCCPS. The findings were supported by the result from the interview schedule which showed the enrolment of colleges.

College 01 enrolment has been unsteady since 2008 to 2018 while college 02 has experienced a steady rise in enrolment from 2008 to 2018. This can be attributed to the quality of education in terms of teaching and learning materials in college 02, which are adequate to meet the need of the learners. College 02 is established in terms of infrastructure as compared to college 01. College 01 had an increase of 33% in the total enrolment from the year 2014 to 2015 while college 02 had a decline of 8% in the total enrolment. The increase in college 01 enrolment is attributable to the college

mainstreaming its activities by adoption of technology in marketing of its courses unlike the case in college 02.

4.3.3 College 03

Table 4.5 Enrolment trend of teacher trainees in College 03

Year	Diploma			Certificate			
	Male	Female	Sub-Total	Male	Female	Sub Total	Grand Total
2008	5	10	15	3	5	8	23
2009	8	12	23	1	8	10	33
2010	5	20	25	10	15	25	50
2011	10	15	25	12	18	30	55
2012	15	17	32	15	19	34	66
2013	13	20	33	12	25	45	78
2014	10	19	29	13	28	41	70
2015	15	16	31	18	30	48	79
2016	13	25	34	20	29	49	83
2017	19	23	42	23	29	57	99
2018	20	28	48	24	31	55	103
Total	**133**	**205**	**337**	**151**	**237**	**402**	**739**
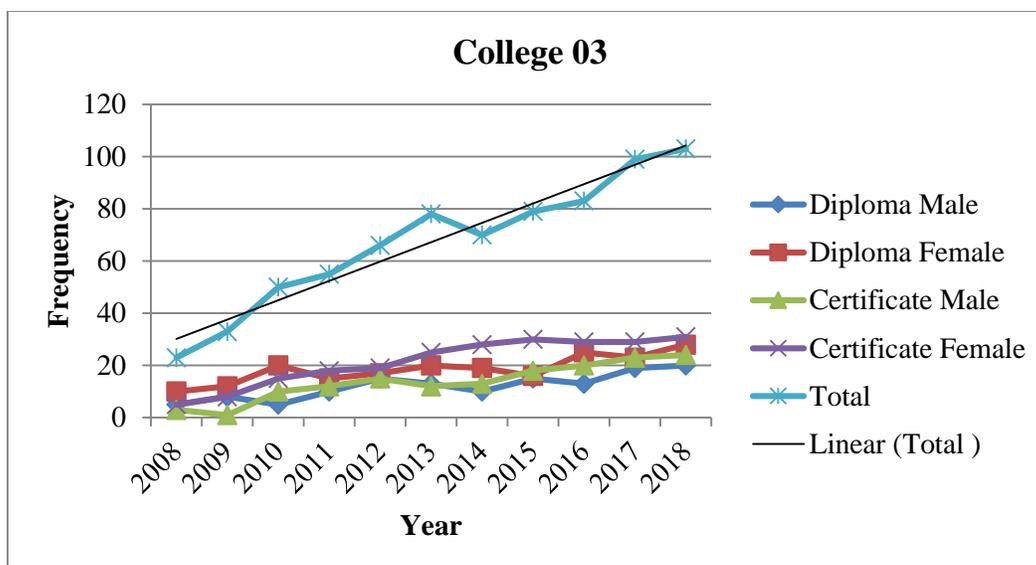
Figure 4.3: College 03

As shown in Figure 4.3, there was steady rise in total enrolment from 2008 to 2013 in college 03. The college management attributed this rise to the financial support received from the local and national government to construct more infrastructures in order support the growing number of students being admitted into the college, (Elgeyo Marakwet CDF report, 2010/2011).

In 2013 to 2014, the number of students enrolled in college 03 dropped by 10%. The college management attributed this decline to school dropouts due to factors such as pregnancy among the female students and early marriage among the male students. The year 2016 to 2017 experienced the highest rise in total enrolment at 19% since during these years the college lowered their tuition fees, attracting a higher number of students.

4.3.4 College 04

Table 4.6 Enrolment trend of teacher trainees in College 04

Year	Diploma				Certificate		
	Male	Female	Sub-Total	Male	Female	Sub Total	Grand Total
2008	0	14	14	0	10	10	24
2009	0	20	20	0	14	14	34
2010	4	19	23	0	19	19	42
2011	3	13	16	0	18	18	34
2012	0	12	12	0	16	16	28
2013	2	16	18	0	21	19	37
2014	5	15	20	1	20	21	41
2015	3	17	20	3	31	34	54
2016	6	18	24	3	35	38	62
2017	1	21	22	0	36	36	58
2018	1	20	21	0	40	40	61
Total	**25**	**185**	**210**	**7**	**260**	**265**	**475**
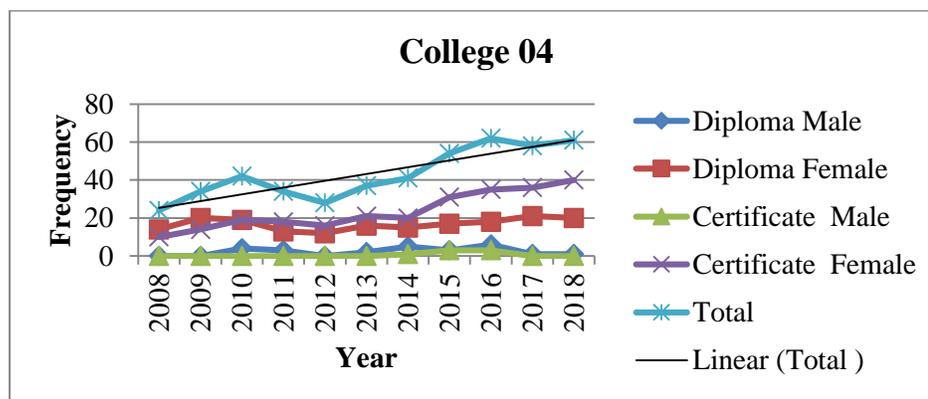
Figure 4.4: College 04

As illustrated in the Figure 4.4, college 04 enrolled the highest number of students in the year 2016 while the year 2008 it enrolled was the lowest among all the years. The number of female certificate and diploma students who enrolled in College 04 rose steadily from the year 2012 to the year 2018. The college experienced very low enrolment of male students, with some years recording zero enrolment of male students across the study period. The respondents revealed that women tended to pursue female-intensive occupations such as teaching. They therefore majored in education and often aimed at finding suitable careers after their graduation compared to men who majored in administrative jobs.

The findings concurred with the study done by Njoki (2009), on factors influencing gender imbalance among female and male tutors in pre-school. According to her study, cultural influences, teacher remuneration and age highly influence gender disparity. Men tend to pursue more administrative jobs compared to women who major in education. The study also discovered a link between preschool instructors' flexible schedules and the considerable proportion of female teachers.

4.3.5 College 05

Table 4.7 Enrolment trend of teacher trainees in College 05

Year	Diploma				Certificate		
	Male	Female	Sub-Total	Male	Female	Sub Total	Grand Total
2008	9	29	38	0	12	12	50
2009	8	22	30	0	14	14	44
2010	7	45	52	0	10	10	62
2011	7	40	47	1	8	9	56
2012	6	12	18	0	7	7	25
2013	4	17	21	0	10	10	31
2014	9	21	30	1	7	8	38
2015	12	30	42	0	13	13	55
2016	10	14	24	2	12	14	39
2017	2	20	22	1	13	14	36
2018	6	15	21	1	9	10	31
Total	**80**	**265**	**345**	**6**	**115**	**108**	**407**
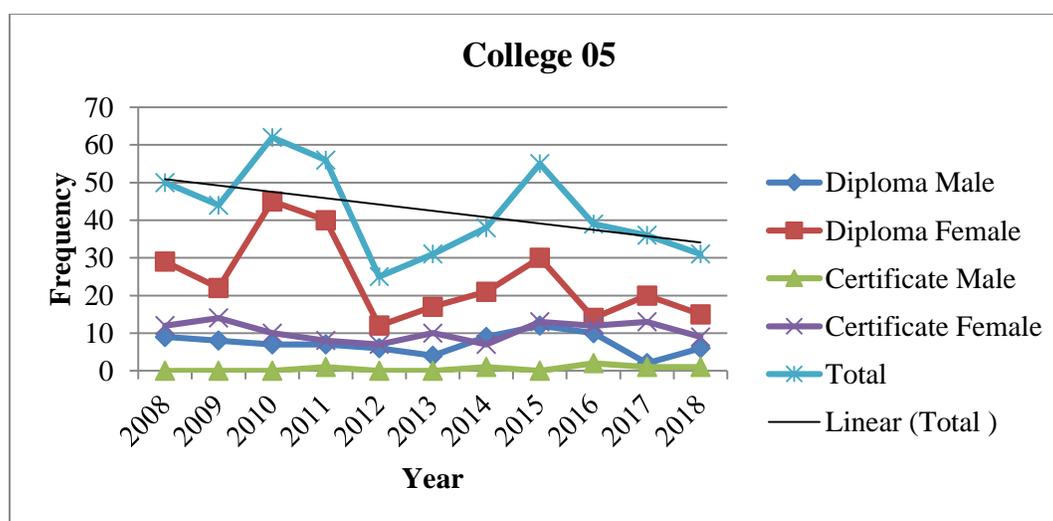
Figure 4.5: College 05

As illustrated in Figure 4.5, student enrolment in college 05 has been intermittent; there has been irregular trend with the lowest enrolment recorded in the year 2012 and the highest recorded in the year 2010. The college displays a downward moving trend across the study period. In the year 2008, a negative was registered. This was mainly influenced by underfunding by the donors, and the rising tuition cost (Accounts office records, 2019). Upsurge in enrolment in the year 2010 was due to downward revision of the fee structure by the school management in order to attract more students (Accounts office records, 2019).

In terms of female enrolment in college 05, the lowest numbers of diploma students were in the years 2012 and 2016 while the highest enrolment was in the year 2010. For the certificate program, the enrolment was constant with minimum enrolment recorded in the year 2014 and maximum number recorded in the year 2009. College 05 experienced the lowest number of male in certificate enrolment with the highest number being only two students in the year 2016. The diploma course drew a large number of students, with the largest number recorded in 2015 and the lowest number reported in 2017.

College 05 attracted high number of both female and male students taking diploma courses. The college principal attributed this to the fact that the college offers more diploma courses than certificate courses thus attracting diploma students. College 05 is distinguishable from other colleges in that it offers housing in the college for their students and has an outstanding performance in the diploma courses compared to certificate courses. This college exhibits similar trend to college 01.

4.3.6 College 06

Table 4.8 Enrolment trend of teacher trainees in College 06

Year	Diploma				Certificate		
	Male	Female	Sub-Total	Male	Female	Sub Total	Grand Total
2008	0	23	23	0	4	4	27
2009	1	19	20	0	23	23	43
2010	2	19	21	0	50	50	71
2011	11	14	15	1	39	40	55
2012	2	17	19	2	29	31	50
2013	1	21	22	2	33	35	57
2014	0	24	14	1	36	37	51
2015	3	27	30	1	40	41	71
2016	4	36	40	1	36	37	77
2017	5	38	45	3	24	27	72
2018	6	33	39	4	30	34	73
Total	**35**	**271**	**288**	**15**	**344**	**359**	**647**
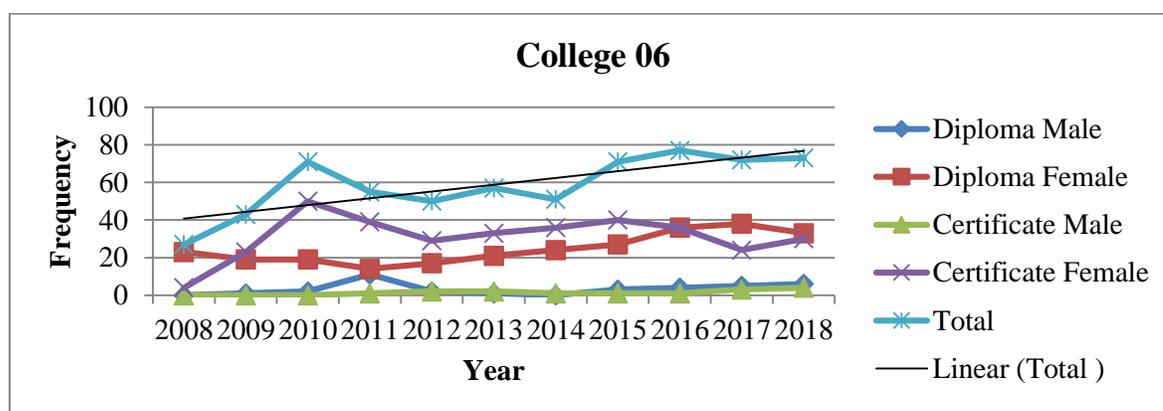
Figure 4.6: College 06

The figure indicates that student enrolment in College 06 rose steadily from the year 2008

to 2010 and 2014 to 2016. The highest student enrolment was noted in the year 2016 and

the lowest in 2008. Due to aggressive marketing in the year 2009 of the college and

programs offered, College 06 registered the highest rise (39.2%) in student enrolment from 43 in 2009 to 71 in the year 2010. The college enrolled the greatest number of certificate female students in the year 2010 and the lowest number in the year 2008. The college enrolled an equal number of both diploma and certificate female students in the year 2016 and 2018. Compared to other colleges, college 06 has similar characteristics with colleges such as college 04 and college 05 in terms total student enrolment. College 06 failed to attract many certificate courses due to huge cost of tuition fees charged in the college (Accounts office records, 2019).

4.3.7 College 07

Table 4.9 Enrolment Trend of teacher trainees in College 07

Year	Diploma			Certificate			
	Male	Female	Sub-Total	Male	Female	Sub Total	Grand Total
2008	8	39	47	14	14	28	75
2009	10	23	33	10	10	20	53
2010	14	17	31	14	17	31	62
2011	9	14	23	9	12	21	44
2012	9	14	23	7	7	14	37
2013	6	19	25	10	10	20	45
2014	10	22	32	7	8	15	47
2015	15	32	47	14	13	27	74
2016	12	17	29	12	16	28	57
2017	6	22	28	15	19	34	62
2018	9	14	23	12	12	24	47
Total	**108**	**223**	**341**	**124**	**128**	**243**	**603**
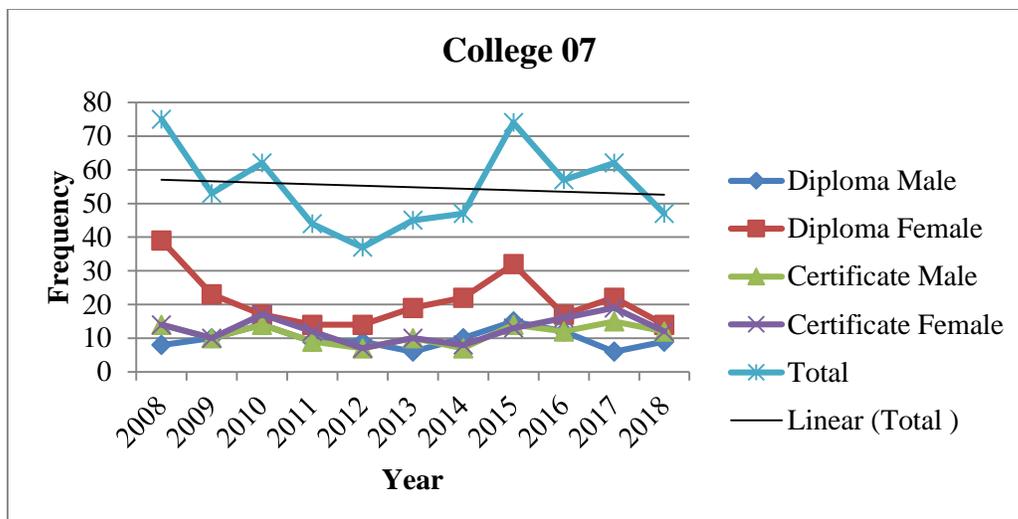
Figure 4.7: College 07

Figure 4.7 above shows the total number of student enrolment was intermittent, with the highest student enrolment recorded in the year 2008 and 2015 and the lowest student enrolment recorded in the year 2012. The highest deviation of 57% was experienced in the year 2014 and 2015. The college administration attributes this rise in student enrolment during the year 2008 and 2015 to adoption of Information Communication and Technology (ICT) in marketing college programs and introduction of e-learning method of study, where the students can learn virtually without attending classes physically. The college management also attributes the lowest total enrolment in the year 2012 to harsh economic times during the year.

4.3.8 College 08

Table 4.10 Enrolment trend of teacher trainees in College 08

Year	Diploma				Certificate		
	Male	Female	Sub-Total	Male	Female	Sub Total	Grand Total
2008	7	12	19	5	9	14	33
2009	8	19	27	7	8	15	42
2010	5	20	25	15	25	40	65
2011	10	15	25	18	32	50	75
2012	15	19	34	20	36	56	90
2013	15	21	36	29	45	74	110
2014	10	20	30	28	41	69	99
2015	14	19	33	32	49	81	114
2016	19	39	58	30	50	80	138
2017	26	45	71	34	59	93	164
2018	29	50	79	36	59	95	174
Total	**158**	**279**	**437**	**254**	**413**	**667**	**1104**
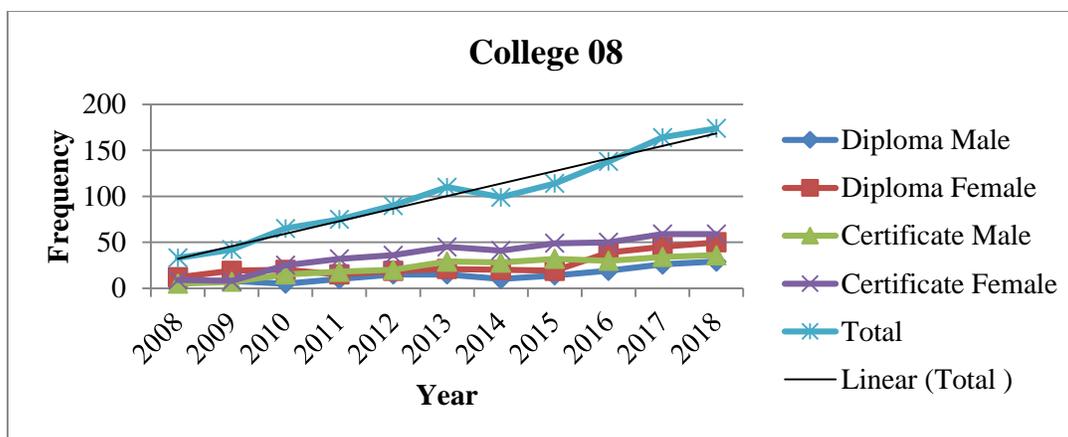
Figure 4.8: College 08

Figure 4.8 above displays a steady student enrolment across the study period. The year 2016-2017 had the highest increase 21% in the total student enrolment. The college attributes this to the adoption of information communication technology and introduction of virtual learning. On average, college 08 registered a steady rise in male and female students' enrolment over the study period in both Diploma and Certificate programs. The college principal attributed this upward trend in enrolment in both programs to good results posted by the college in Kenya National Examination Council (KNEC) examinations. In comparison to all the other colleges, College 08 posted a steady increase in students' total enrolment from 2008 to 2018. The study established that the uniqueness in attracting students was due to the flexible, and well-designed part-time teaching and learning modes that are attractive to employed and working students.

4.3.9 Comparative Analysis of Students Enrolment in the 8 Colleges

The Figure 10 below shows the comparative analysis of students' enrolment in the eight colleges from the year 2008 to 2018.
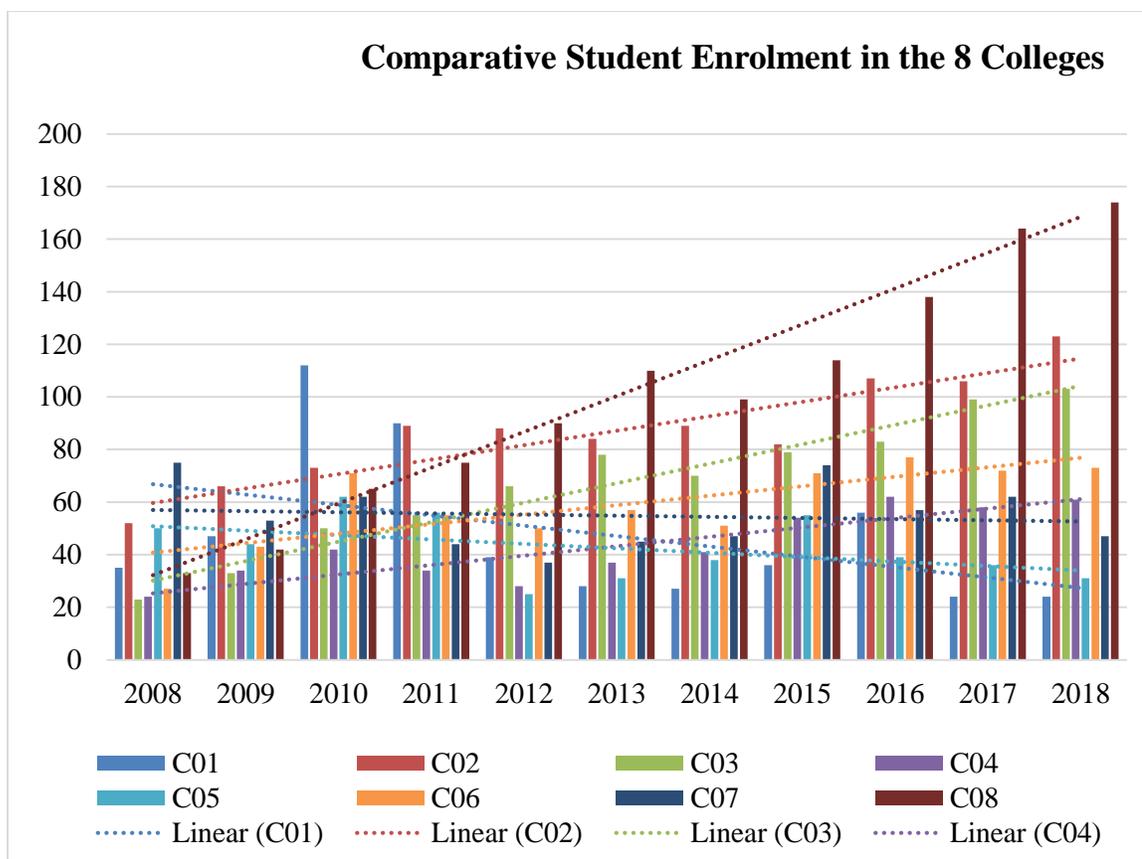
Figure 4.9: Comparative Analysis of students Enrolment in the Eight Colleges

Five of the eight colleges showed an increase tendency in the total enrolment of students while three colleges exhibited a downward trend in the total enrolment of students. The upward trends in enrolment was as a result of adoption of technology in the marketing of ECDE courses, lowering of tuition fees charged, aggressive marketing of the courses offered, adoption of information communication technology and introduction of virtual learning. The downward enrolment trend was due to downward revision of entry grades and underfunding by the development donors.

4.4 Gender Imbalances on Enrolment of Teacher Trainees in ECDE Colleges

The researcher sought to establish the effects of gender imbalances in education on enrolment of teacher trainees in ECDE in the second objective.

It is obvious from the findings that male perceptions of their own job as pre-school instructors differ from female perceptions: a frequency of 45 at a percentage of 10.9 agreed that they enjoy playing with the children, 78 male respondents at 18.9 percent agreed that they prefer teaching older pre-scholars, a frequency of 85 at 20.6 percent agreed that they enlist the help of other members of the team with pupils, 8 of the male respondents at 1.9 percent affirmed that they prefer teaching boys than girls in their classroom, 8 male respondents at 1.9 percent agreed that they assist children in learning things quickly and successfully, a frequency of 18 at 4.4 percent affirmed that they adhere to small children's routines, 11 male respondents at 2.7 percent agreed that they prefer being administrators than classroom teachers, 19 male respondents at 4.6 percent confirmed that male pre-school teachers are reliable classroom instructors, 28 males and 6.8% of females said they selected this college because they wanted their children educated by teachers of both gender. At 3.9 percent, 16 of the male respondents affirmed that a male instructor acts as role models to the pre-school children. A total of 16 male respondents (3.9 percent) stated that they prefer and desire female pre-school teachers over male ones, 6 male respondents (1.5 percent) did not think highly of male pre-school teachers, and 8 male respondents (1.9 percent) would prefer to employ female pre-school teachers. While 36 of the male respondents (8.7%) agreed that education is a preferred choice of profession for a woman compared to man, 12 of the male respondents claimed that child rearing is typically a woman's duty.

The results are in consistent with the findings of Jones (2009), who stated that the low percent of male youth educators cannot be traced to a single reason or technique, and that a variety of factors contribute, including social convictions and biases. For example, males are currently less capable than females due to the fact that youth teaching is a low-status/low-paying career. Benard et al. (2010) make a similar issue, stating that male instructors may be sexual exploiters or homosexuals.

4.4.1 Male Perception Regarding Gender Imbalances in ECDE

4.4.1.1 Male perception on the choice of ECDE Course among trainees.

The male respondents indicated their level of agreement with a statement on the choice of ECDE courses among trainees. Results are shown in table 4.11

Table 4.11 Male perception on the choice of ECDE Course among trainees

Male perception on the choice of ECDE Course among trainees	Frequency	Percentage (%)
Strongly agree	25	47.1
Agree	8	15
Uncertain	4	7.5
Disagree	10	18.9
Strongly Disagree	6	11.5
Total	**53**	**100**

The study sought to analyze the male perception on the choice of ECDE course among trainees. The study revealed that (47.1%) of the teachers were in strong agreement that gender affects the choices of ECDE course among the male trainees while the minority

(7.5%) were neutral on the statement indicating that they were undecided on the relationship between gender and the choice of course.

The findings of the study corroborate those of a previous study undertaken by Chabaya et al (2009) and Mukuna & Mutsoso (2011) who indicated that early childhood education was seen by the ECE profession as dominated by female teachers who are nurturance appropriate to mentor young kids in the ECE as compared to male counterparts.

4.4.1.2 Gender Disparity effects on Trainee Job Satisfaction

The male respondents, on a scale of 1-5 indicated how much they agreed with the assertion that gender disparity has an impact on trainee work satisfaction. Table 4.12 shows their results.

Table 4.12: Gender disparity affects trainee job satisfaction

Gender disparity affects trainee job satisfaction	Frequency	Percentage
Strongly agree	3	5.7
Agree	35	66.0
Uncertain	2	3.7
Disagree	8	15.1
Strongly Disagree	5	9.5
Total	**53**	**100**

Male trainees were requested to indicate their view on whether gender disparity affects their job satisfaction. (66%) of the respondents, agreed that gender imbalance in ECDE education affects their job satisfaction while (5.7%) were uncertain. Based on the results

on enrolment trend of teacher trainees in the eight colleges presented in Figure 4.9, we can observe that most men do not enroll in ECDE due to low job satisfaction. Men views teaching in ECDE center's as a female profession with low pay and demanding workload. This finding corroborates with Cooney & Bitner (2011), who found out that male ECDE teachers considered their pay as very low and therefore were not satisfied since they were not able to meet household basic requirements expected of them as breadwinners.

4.4.1.3 Gender disparity results to increased turnover

The male respondents indicated their degree of agreement with the statement that gender disparity affect results to increased turnover. Table 4.13 below shows the study results

Table 4.13 Gender disparity results to increased turnover

Gender disparity results to increased turnover	Frequency	Percentage
Strongly agree	15	28.3
Agree	30	56.6
Uncertain	0	0
Disagree	5	9.4
Strongly Disagree	3	5.7
Total	**53**	**100**

It is therefore prudent for concerned authorities (National or County governments) to address the question of gender disparities in ECDE center lest the centers lose tutors or remain female dominated. Studies indicate that employees will leave a profession due to:

detrimental impact on one's well-being and happiness, sexual harassment, lack of opportunities for career growth, and a lack of peers. (Berman, Hornbaker & Ulm, 2010).

According to many male teachers questioned by several researchers, inadequate pay led to increased turnover, a crucial consideration in their decision to enter or remain in the profession (Zhang, 2017). It is critical to encourage the recruitment of more male pre-school teachers since this will provide various mentors for young children and reduce gender stereotyping in the society (Drudy, 2018). In the pre-school, there are male teachers, their presence has numerous advantages for both the teachers and students including providing male roles models for children, addressing children's demands for teachers who can educate beyond the basics, and giving a balance to a sector dominated by women alone (Zhang, 2017).

4.4.1.4 Gender disparity results to bad reputation

The researcher asked the male and female respondents to indicate their level of agreement with the statement that gender disparity results in to bad reputation.

Table 4.14 Gender Imbalance results to bad reputation

Gender Imbalance results to bad reputation	Frequency	Percentage
Strongly agree	7	13.2
Agree	25	47.2
Uncertain	5	9.4
Disagree	10	18.9
Strongly Disagree	6	11.3
Total	**53**	**100**

The male trainees were asked to indicate on whether gender imbalance results to bad reputation. The responses were that, majority (60.4%) of the teacher trainee's agreed that male teaching in ECDE brings about bad reputation as teaching in ECDE is considered a female affair while the minority (9.4%) was undecided.

The study findings agreed with the study done by Ebrahim (2010), who stated that the negative repercussions of gender discrimination do not cease when you walk out of the college lobby. Public allegations of gender discrimination can hurt the brand image of a college as well as its enrolment. This is a problem that if not addressed may end up portraying ECDE centers as hostile working environments for the male ECDE teachers. This results in a less productive workforce as well as higher recruitment costs which can hurt both employers and employee (Sumukadas & Sawhney, 2014). The study findings further agreed with the study done by Hedlin & Aberg (2011) carried out in Sweden involving female and male students who aspire to do a job in pre-schools. The study established that most learners, irregardless of gender, appreciated male teachers and welcomed them as they add value to preschools. They further oppose to the gender segregation that may manifest in gender-mixed work groups (Hedlin & Aberg, 2011).

4.4.2 Female Perception Regarding Gender Imbalances in ECDE

The female respondents indicated their perception regarding gender imbalances in ECDE. The study interviewed three hundred and fifty-nine female respondents.

Table 4.15 Female Perception Regarding Gender Imbalances in ECDE

Opinion of Female on Gender Imbalances in ECDE	Yes	No
Are you aware of Gender imbalances in Education?	204 (56.8%)	155 (43.2%)
Does gender disparity affect the choice of ECDE course among the trainees?	250 (69.6%)	109 (30.4%)
Do policies adequately address the gender issues in ECDE?	159 (44.3%)	200 (55.7%)

The findings presented in table 4.15 show that (56.8%) confirmed that they were aware of gender imbalances in education while 43.2% disagreed. About 69.6% agreed that gender disparity affect the choice of ECDE course among the trainees while the minority 30.4% of the respondents disagreed. About 56% affirmed that policies were not adequate to satisfy the gender issues in ECDE while the minority 44.3% indicated that they were aware that policies were adequate to address the gender issues in ECDE.

Research findings corroborate with study by Chabaya, Rembe & Wadesango (2010) who said that female teachers dominate ECE profession and are seen as the people who can nurture, guide and mentor young children in the ECE. Mukuna & Mutsoso (2011) further argue that female instructors are more likely to see unruly play as aggressive and have a negative impressive or more masculine behavior than male educators. Hence, male children are disadvantaged and marginalized educationally unless the problem of gender disparity is addressed.

4.4.3 Reasons for Choosing an ECDE Career among the Female Teacher Trainees

The female respondents gave their reasons for choosing an ECDE career and their
responses were as shown in the table 4.16 below.

Table 4.16 Reasons for Choosing an ECDE Career among the Female Trainees

Importance of Choosing an ECDE Career Among the Female	Frequency	Percent
I wanted to help children succeed.	85	23.7
Teaching appeared to be a rewarding career option.	97	27.0
I enjoy working with children because I adore them.	48	13.4
I'd be able to raise my family if I worked as a teacher.	100	27.9
Teaching seemed like an easy job	29	8.0
Total	**359**	**100.0**

Results associated with factors that influence choosing an ECDE career among the male
and female respondents were as follows: 27.9% who represent the majority indicated that
teaching is a fulfilling career, while the minority (3.2%) indicated that teaching seemed
like an easy job. From the analyzed results, it is evident that most of the female trainees
perceived that pursuing ECDE career would allow them raise their families, help children
to succeed, and that they love children and like working with them.

According to Pincus and Pincus (2011), the gender of teachers has been a subject of debate
for the last two centuries. Gender has a significant impact on how teachers define their

work. Different activities and qualities are prescribed for males and females in most communities which people involved see as normal. Gender stereotypes are thus a product of culture.

4.4.4 Male and Female Teachers' Belief in Their Own ECDE Participation

The male and female teachers indicated their belief about their own involvement in ECDE and their responses are shown in table 4.17 below.

Table 4.17 Male and Female teachers' belief about their own involvement in ECDE

Part I

Male Teachers' belief concerning their own involvement in ECDE (For male teacher Only)	Frequency	Percentage
I prefer Infant/Toddler/Baby Class	15	8.5
I prefer Middle Class	13	3.2
I prefer Pre-School/Top Class	25	88.3
Total	**53**	**100.0**

Part II

Female teachers' belief about their own partaking in ECDE (For Female Teacher Only)	Frequency	Percent
I prefer Infant/Toddler/Baby Class	15	8.5
I prefer Middle Class	13	3.2
I prefer Pre-School/Top Class	25	88.3
Total	**53**	**100.0**

The study findings revealed that, 8.5% of male and female teachers prefer Infant/Toddler/Baby Class, and 3.2% prefer middle class, while majority (88.3%) affirmed that they prefer Pre School/Top Class. These results indicate that most male teachers will choose ECDE because they prefer Pre-School/Top Class.

4.4.5 Male Perception towards Their Job

The male and female respondents stated their perception towards their jobs and their responses are in table 4.18 below. The researcher interviewed 53 male participants.

Table 4.18 Male teachers' perception towards their job

Male Teachers Perception Towards their Own Job (For Male Teacher Only)	Frequency	Percent
I am Comfortable teaching ECDE	14	26.4
I do not like because the Parents/Society suspicion	12	22.6
My colleagues view me as inferior	10	18.9
I do not like because of low wages	17	32.1
Total	**53**	**100.0**

On job satisfaction, most of the participants (32.1%) disliked ECDE because of the low pay. 26.4% disliked ECDE because it lowered their status and lack of occupation fulfillment of male and female. The results concur with those of a prior study by Sergeant & Homonides, (2014), male teachers have a different perception of touch as compared to their female colleagues. Even when men realized the importance of acceptable touch, they were afraid that others (parents, colleagues etc.) would misinterpret their actions and view them as pedophiles (Zhang, 2017).

4.4.6 Male and Female Teachers' Perception towards Their Role as Pre-School

Teachers

The male respondents stated their perception towards their role as pre-school teachers.

Table 4.19 below shows the results. The researcher presented the questionnaires to 53 male

participants.

Table 4.19 Male teachers' views on their job as pre-school educators

Male teachers' views on their job as pre-school educators	Frequency	Percent
As a preschool teacher, I am at ease.	6	11.3
In pre-school, I feel inferior to my female classmates.	11	20.8
As their parent/guardian, I am accepted by pre-school caregivers.	7	13.2
I value teaching in pre-school	8	15.1
Circumstances forced me into this profession	4	7.5
I received my education as a preschool teacher.	7	13.2
In class, I have a good rapport with the students.	6	11.3
In the classroom, I am able to successfully control student conduct.	4	7.5
Total	**53**	**100.0**

Table 4.20 Female teacher perspectives of their own function as pre-school instructors

Female teacher perspectives of their own function as pre-school instructors	Frequency	Percent
I adore spending time with the kids.	68	18.9
I prefer teaching pre-scholars who are older.	55	15.3
I involve other members of staff in my work with learners	65	18.1
In my classroom, I prefer to educate boys over girls.	8	1.9
I assist children in learning activities quickly and successfully.	8	1.9
I follow the rituals of small children.	18	4.4
I would rather be an administrator than a teacher in a classroom.	11	2.7
Male pre-school teachers are good in the classroom.	19	4.6
This school was chosen because I wanted both male and female teachers to teach my child.	28	6.8
I resisted enrolling my daughter in a pre-school with a male instructor since I didn't feel comfortable leaving her with him.	18	4.4
Male instructors have a vital role in the lives of pre-school children as role models.	16	3.9
Female pre-school instructors are preferred and desired over male ones.	16	3.9
I am not a fan of male preschool teachers.	6	1.5
When it comes to recruiting pre-school teachers, I would like to hire women.	8	1.9
For a woman, education is a better job choice than for a guy.	36	8.7
Traditionally, child rearing has been a woman's responsibility.	12	2.9
Total	**359**	**100.0**

As presented in table 4.20, (20.8%) of male trainees feel inferior as pre-school teacher while the minority (7.5%) said that they are able to effectively control student behavior in

the classroom. The majority of the female teachers (18.9%) enjoyed teaching in pre-school while the minority (1.9%) answered that they managed to regulate pupils' behavior effectively in classrooms. The findings show the relevance of gender imbalances on enrolment of teacher trainees in ECDE colleges.

The findings concurred with Tsigra (2010) who conducted an interview with ten male teachers working at public kindergartens on the Greek Island of Crete were studied to see how they understand their role and how they influence children's gender construction. According to the findings, male kindergarten teachers believed that their presence in the classroom promotes a sense of balance among teachers and children. This balance contributes to the formation of children's gender in both ways, either directly through teaching strategies that they employ, or indirectly, by exposing children to various interpretations of masculinity (Tsigra, 2010).

The female teachers gave their opinions of their own jobs as pre-school teachers. The researcher sought responses from 359 respondents. The study findings were as follows; 18.9% agreed that they enjoy playing with the children, 15.3% agreed that they prefer teaching older pre-scholars. About 18.1 percent engage other workmates in their work engagement with learners. About 1.9 percent said that they prefer to hire women tutors as pre-school teachers into a program, 4.4 percent affirmed that they didn't like a male pre-school teacher because they could not trust their daughters' with them.
In addition, 2.7% agreed that they prefer being an administrator to a classroom teacher, 4.6% confirmed that male preschool trainers are effective classroom teachers, 6.8% agreed that they selected this school since they wanted their child instructed by both male and female teachers. About 3.9% affirmed that male teachers are 'important roles models' to

the pre-school children, 1.5% did not regard male pre-school teachers highly, 8.7% concured that comparable to other careers, education is a better choice for a woman than a man, 2.9% of the male respondents stated that traditionally child upbringing is women responsibility. From the analyzed data, it is evident that most of the respondents 18.9% enjoy playing with the children.

The findings backed up Johnson (2018), assertion that women have traditionally been viewed as more nurturing than men and as the ideal candidates for elementary education. Women are considered, conscientious, and obedient employees in male dominated administrative jobs.

4.5 Role of culture on enrolment of teacher trainees in ECDE colleges

In the third goal, the researcher intended to assess the role of culture on enrolment of teacher trainee in ECDE colleges.

4.5.1 Children interact freely with a female ECDE teacher

The findings on the table 4.21 below indicated how children interact with a female ECDE teacher.

Table 4.21 Children interact freely with a female ECDE teacher

Children interact freely with a female and Male ECDE teacher	Frequency	Percentage
Strongly agree	190	46.2
Agree	114	27.7
Uncertain	20	4.8
Disagree	68	16.5
Strongly Disagree	20	4.8
Total	**412**	**100**

Results presented in table 4.21 reveal that majority of the teachers (46.2%) strongly agreed that children interact freely with a female ECDE teachers whereas a minority of the respondents (4.8%) strongly disagreed and were uncertain on whether children interact freely with a female ECDE teacher.

Pre-teachers, additionally called, guardians in the ECD centers should be expertly prepared and with equivalent sexual orientation portrayal. Male teachers assume the job of fathers and female teachers assume the role of mothers i.e. to give support, love, insight, and the children's safety. While the female educators gave a glow and delicate contacts of a mother, male instructors are images of power, quality and genuinely necessary security (Mynard, 2016). Empowering sexual orientation equality and preparing of these educators is of fundamental significance.

4.5.2 The majority of male instructors will go into administration.

The study results captured on table 4.23 below shows that majority of male instructors preferred administration.

Table 4.22 Most male teachers chooses to venture into administration

The majority of male instructors will go into administration.	**Frequency**	**Percentage**
Strongly agree	260	63
Uncertain	30	7.3
Disagree	60	14.6
Strongly Disagree	62	15.1
Total	**412**	**100**

As illustrated in table 4.22, (63%) who represent the majority strongly agreed that large number of male teachers would choose to go into administration while the minority (7.3%) was undecided on whether the male instructors are more likely to pursue careers in administration or not. The study results reveal that most of the male teachers who undertook an ECDE course yearn to go for administration post later in their careers. This concurs with a research by Newman & Obed (2015), observed that men are enrolling in certificate and degree programs to become ECDE experts in Kenya, with the majority of them wanting to work in ECDE as administrators rather than as child care providers. The study further noted that gender roles are entrenched by the socio- cultural, political and economic structures of a society.

4.5.3 Male teachers are highly regarded by children

Table 4.23 Male teachers are highly regarded by children

Male teachers are highly regarded by children	Frequency	Percentage
Strongly agree	70	17.0
Agree	85	20.6
Uncertain	20	4.9
Disagree	173	42.0
Strongly Disagree	64	15.5
Total	**412**	**100**

The conclusions of the research in table 4.23 reveal that most (42%) of the male teachers disagreed that male teachers are highly regarded by children while the minority (4.9%) were undecided. The data presented in table 4.23 above indicate that most children do not regard male teachers highly. The finding contradicts the study done by Naughton & Newman (2011) which indicated that male educators can induct male children into masculinity and may help those who are lacking positive male role models. Tsigra (2010) held a conference with ten male educators who teach in open kindergartens on the Greek island of Crete to learn how they view their professions and how they influence children's sexual orientation development.

The examination uncovered that the presences of male educators in the kindergarten generates parity among instructors and youngsters in day-to-day living. This equality contributes to the formation of children's sexual orientation in a direct/dynamic and

experiencing way, through educating rehearses that they use, or indirectly, by exposing children to diverse styles of manliness (Tsigra, 2010).

4.5.4 Male pre-school instructors are well-liked by men in other fields.

 The table below shows the results of male pre-school instructors being well-liked by men in other fields.

Table 4.24 Male pre-school instructors are well-liked by men in other fields.

Male pre-school instructors are well-liked by men in other fields.	Frequency	Percentage
Strongly agree	75	18.2
Agree	83	20.1
Uncertain	5	1.2
Disagree	170	41.3
Strongly Disagree	79	19.2
Total	**412**	**100**

As evidenced in table 4.24, 41.3 percent of respondents disagree that male pre-school teachers are highly valued by those in other professions, while 1.4 percent were undecided. The society feels anxious and skeptical of guys who choose working with small children over higher-status, better-paying jobs (Yelland & Grieshaber, 2018). As a result, they are unlikely to advocate for gender equality. More males in ECDE, from this perspective, would not do much to shift gender ideas that exist.

4.5.5   Females are given priority in ECDE Programs on Gender Inequality.

Table 4.25 Female are given preference in serving in ECDE programs on gender imbalance

Female are given preference in serving in ECDE programs on gender imbalance	Frequency	Percentage
Strongly agree	113	27.4
Agree	195	47.3
Uncertain	0	0.0
Disagree	60	14.6
Strongly Disagree	44	10.7
Total	**412**	**100**

The study findings shown in table 4.25 revealed that (47.3%) agreed that females are given preference in serving in ECDE programs on gender imbalance while the minority (10.7%) strongly disagreed that female were given preference in serving in ECDE programs on gender imbalance. From the analyzed results, it is evident that most females are given preference in serving in Early Childhood Development Education programs on gender imbalance. According to Pincus & Pincus (2011), sexual orientation is not just a natural gap but also a social build. This social build is made by the commitment in correspondence of those included. This implies that male trainees in ECDE view women in light of the fact that socially child care is the space of women.

4.5.6 For a woman, ECDE is a better career choice than for a man.

Table 4.26 For a woman, ECDE is a better career choice than for a man.

For a woman, ECDE is a better career choice than for a man.	Frequency	Percentage
Strongly agree	238	57.8
Agree	50	12.1
Uncertain	65	15.8
Disagree	20	4.8
Strongly Disagree	39	9.5
Total	**412**	**100**

The majority (57.8%) were in agreement that ECDE is a better professional choice for women than for men while the minority (4.8%) disagreed. According to the conclusions of the study, ECDE is better job choice for a woman than for a man. The findings corroborated those of Cech (2013) and Fung (2014), who found out that the number of females in educational institutions, is disproportionately large when compared to males. The rise of women in formal training has slowed their integration into the workforce and resulted in sex segregation in the workplace (Noor, 2012).

4.5.7 Male Perception on the Role of Culture on Enrolment of Teacher Trainees in ECDE Colleges

The study sought the responses of male respondents on their perception on the role of culture on enrolment of teacher trainees in ECDE colleges. The researcher interviewed fifty-three male respondents.

Table 4.27 Male perception on the role of culture on enrolment of teacher trainees in ECDE colleges

Male perception	Frequency	Percent
I don't send my daughter to a preschool with a man teacher because I wouldn't trust her with him.	6	11.3
Traditionally child rearing is a woman job	8	15.1
I am not a fan of male ECDE teachers.	21	39.6
In ECDE, I prefer and crave female teachers over male ones.	12	22.6
Most male teachers stereotyped due to the traditional culture that it lowers their self-esteem.	5	9.4
Total	**53**	**100.0**

Study findings showed that: 39.6% indicated that they do not regard male ECDE teacher highly, 11.3% were of the opinion that they avoided a preschool with a male teacher since they didn't trust him with their daughters. A significant 15.1% indicated that traditionally child upbringing is a woman duty. While 22.6% said that they prefer and desire female teachers in ECDE to male ones, lastly 9.4% said that most male teachers feel stereotyped due to the traditional culture. From the analyzed data, it is evident that majority (39.6%)

of respondents do not regard male ECDE teacher highly while the minority (9.4%) indicated that most male ECDE teachers are looked upon by the community as not suited to teach in ECDE due to the traditional culture that lowers their self-esteem as children care givers.

The researcher interrogated students in the nine colleges regarding their learning styles and perspectives on ECDE education training. Diploma students, on average, had a more comprehensive knowledge of the learning options available to them at the institutions than students who had little interest in the topics. Students with more and less engagement with the subjects focused on student-centered components of the class when tutors focused on engaging students and creating a supportive classroom environment.

As evidenced in the results, Keiyo community viewed ECDE training as career for women and men are expected to provide guidance to grown up teenagers and not small children. They view ECDE courses as women affair. In Keiyo tradition, when a child is three years, he/she can identify which toys that are traditionally associated with each gender, such as trucks for boys and dolls for girls. They are aware of which activities are most associated with each gender and may pretend to play with children of the same gender in these activities; for instance, boys may pretend to play with cars and firearms, while girls may play with household items. During the early school years, children will prefer to play and associate with children of their own gender and may show disdain or disgust for children of opposing gender. These perceptions affect them even in their older age where the community views some roles as being purely for men and other roles for women. The community views men as masculine and providers for the family while females are viewed

as caregivers to the children. Hence, the reason why few men in Keiyo enroll for the ECDE training course.

4.6 Enabling conditions useful in influencing gender balance on enrolment of teacher trainees in ECDE:

The study sought to determine the enabling conditions useful in influencing gender balance on enrolment of teacher trainees in ECDE in the fourth objective.

4.6.1 Formulation and implementation of relevant policies

Table 4.28 Formulation and implementation of relevant policies

Formulation and implementation of relevant policies	Frequency	Percentage
Strongly agree	112	27.2
Agree	180	43.7
Uncertain	40	9.7
Disagree	20	4.9
Strongly Disagree	60	14.5
Total	**412**	**100**

In table 4.28, most (43.7%) of the participants agreed that formulation and implementation of relevant policies creates an enabling condition useful in influencing gender balance in teacher enrolment in teacher training Colleges.

The findings corroborate with study findings by Karanja & Githinji (2018), who discovered that ECDE training is now beset by issues such as funding, policy formulation, poor

participation rates among target age groups (including special learners), lack of curriculum content and scarcity of trained educators.

4.6.2 Incentives such as fee waivers

Table 4.29 Incentives such as fee waivers

Incentives such as fee waivers	Frequency	Percentage
Strongly agree	80	19.4
Agree	190	46.2
Uncertain	10	2.4
Disagree	72	17.4
Strongly Disagree	60	14.6
Total	**412**	**100**

The study findings were as follows: (46.2%) who represented the majority indicated that incentive such as fee waivers are some of the enabling conditions useful in influencing gender balance in enrolment of teacher training in ECDE while the minority (2.4%) was uncertain on whether it influences teacher enrolment of teacher training in ECDE or not. Onyango (2011) in a study about colleges, found out that tuition fee waiver influenced teacher trainee enrolment in ECDE colleges, contributing solutions to the problem of gender imbalance.

4.6.3 Guaranteed job opportunities

The findings on the table 4.30 below show the way participants answered on job

opportunities

Table 4.30 Guaranteed job opportunities

Guaranteed job opportunities	Frequency	Percentage
Strongly agree	107	26.0
Agree	200	48.5
Uncertain	5	1.2
Disagree	72	17.5
Strongly Disagree	28	6.8
Total	**412**	**100**

The study responses were as follows: most (48.5%) of the respondents agreed that

guaranteed job opportunities are useful in influencing gender balance in enrolment in

ECDE teacher training while the minority (1.2%) were uncertain on whether guaranteed

job opportunities is a condition useful in influencing gender balance in teacher enrolment

of teacher training in ECDE. As indicated in OECD (2008), providing ECDE trainees with

career development opportunities can help them avoid burnout and make ECDE teaching

a more appealing career option. Current practice provides several useful examples to learn

from. These include providing alternatives to lifetime contracts through renewable fixed

term contracts, jobs and options for ECDE teacher which will enable them to step up to

new opportunities such as jobs in the educational administration, leadership of schools and

consultant leadership ECDE roles.

4.6.4 Free housing

Table 4.31 Free housing

Free housing	Frequency	Percentage
Strongly agree	210	51.0
Agree	110	26.7
Uncertain	0	0
Disagree	50	12.1
Strongly Disagree	42	10.2
Total	**412**	**100**

Table 4.31 shows that most teachers (51.0%) strongly agreed that free housing is an enabling condition useful in influencing gender balance in enrolment of ECDE teacher trainees in while the minority (10.2%) strongly disagreed. The results revealed that free housing is an enabling condition useful in influencing gender balance in ECDE teacher trainee enrolment. Many college students struggle to find suitable, inexpensive homes near their schools.

In ECD centers, Pre-school teachers often known as parents, require professional training and with equal gender representation. As a motivation for enrolment, the college trainees should be provided with free housing in the colleges because they take on the roles of dads (male instructors) and mothers (female teachers) in providing children with nurturing, love, guidance, and security. Male teachers, as pointed out by, are emblems of authority, strength, and much-needed security, whilst female teachers bring warmth and delicate touches of a mother (Mynard, 2016).

4.6.5 Remuneration as Enabling Condition

Table 4.32 Remuneration as enabling condition

Remuneration	Frequency	Percentage
Strongly agree	190	46.1
Agree	110	26.7
Uncertain	20	4.9
Disagree	50	12.1
Strongly Disagree	42	10.2
Total	**412**	**100**

As shown in table 4.32, most (46.1%) participants strongly agreed that remuneration created an enabling condition useful in influencing gender balance in teacher enrolment of teacher training in ECDE. Minority (4.9%) of the sampled population were not sure whether remuneration influenced gender balance in teacher enrolment of teacher training in ECDE. The study findings revealed that remuneration is an enabling condition useful in influencing gender balance in teacher enrolment of teacher training in ECDE. The findings agree with those of Cooney & Bittner (2011), who investigated emerging issues for men in pre-kindergarten education and discovered that salary is a major influence in ECDE teachers' decision to enroll or stay in the field.

4.7 ANOVA results of Gender Imbalances on Enrolment of Teacher Trainees in ECDE Colleges

Table 4.33 ANOVA results of Gender Imbalances on Enrolment of Teacher Trainees in ECDE Colleges

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	40.896	4	10.224	20.330	.000[a]
Residual	65.881	131	.503		
Total	**106.777**	**135**			

Source: Field Data (2019)

The ANOVA results reveal that the models of gender imbalances on enrolment of teacher trainees in ECDE colleges is linked to the enrolment trends of teacher trainees with a significant of 0.000 (F-statistic=20.33, P-value= 0.05 and F-statistic=18.26, P-value< 0.05). Since P-value<0.05, this shows a major connection between gender imbalances and enrolment of teacher trainee in ECDE College.

Table 4.34 Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-1.232	.322		-5.564	.000
Enrolment trends of teacher trainees	.209	.179	-.325	-1.708	.022
Gender imbalances	.221	.179	.234	1.921	.033
Culture	.834	.243	.681	4.246	.024
Conditions useful in influencing gender balance	.745	.234	.552	4.136	.023
a. Dependent Variable: Teacher Trainees					

Table 4.34 above shows results of regression model of gender imbalance on enrolment of teacher trainees. The results show a constant of -1.232, since (0.022<0.05) there is a non-zero correlation between gender imbalance and enrolment of teacher trainees. Since (0.033< 0.05) the results indicate that there is a non-zero correlation between gender imbalances and enrolment of teacher trainees. On culture, (0.024<0.05) implying that there is a non-zero correlation between culture and enrolment of teacher trainees. On the conditions useful in influencing gender balance (0.023<0.05) indicating that there is non-zero correlation between conditions useful in influencing gender balance and enrolment of teacher trainees. From the analyzed data it is evident that all the independent variables are fewer than the p-value (0.022<0.05, this reveals that there is a link between shifts in the dependent variable and changes in the independent variable. The addition of these variables to the regression model is statistically significant.

The regression model is given below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Y-

β_0 = Constant

$\beta_{1\text{-}} \beta_5$ = Coefficient

X_1 = Enrolment trends of teacher trainees

X_2 = Gender imbalances

X_3 = Culture

X_4 = Conditions useful in influencing gender balance

ε = Error

The typical form of the equation for predicting teacher trainee enrollment is

Enrolment of teacher trainees in ECDE College $= -1.232 + 0.209ET + .221\ GI + .834\ C + .745$

CUI

The model explains that teacher trainees enrolment in ECDE colleges will rise by 0.209 when enrolment trends of teacher trainees goes up by one, increase by 0.221 when gender imbalance goes up by one, increase by 0.834 when culture goes up by one, increase by 0.745 when conditions useful in influencing gender balance goes up by one and is predicted to be -1.232 when enrolment trends of teacher trainees, gender imbalance culture and conditions useful in influencing gender balance are zero.

4.8 Regression Model Summary

Table 4.35 Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin Watson
1	.660[a]	.436	.427	.58282	1.942

Table 4.35 shows the summary and overall fit statistics for the multiple linear regression model. Our model's modified R2 is.427, while the R2 is.436. This suggests that the linear regression accounts for 43.6 percent of the data variance. The Durbin-Watson d = 1.942 between the two critical values of 1.5 and 2.5. As a result, we can assume that our multiple linear regression data has no first order linear auto-correlation. Enrolment patterns, gender imbalance, culture, and enabling factors were used to predict teacher trainee enrolment in ECDE colleges using a multiple linear regression model. F (4, 95) = 20.33, P0.0005, R2=0.436, these variables statistically significantly predicted teacher trainee enrolment in ECDE colleges. Since the p-value was less than 0.05, enrolment patterns, gender imbalance, culture, and enabling factors predicted the enrolment of teacher trainees at ECDE colleges.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the findings, draws inferences, and makes recommendations based on the findings in relation to the research objectives. This study was concerned with the variables on assessment of gender imbalances on enrolment of teacher trainees in ECDE colleges in Keiyo North and South Sub-Counties, Kenya.

5.2 Summary of the Findings Based on Objectives

5.2.1 Enrolment Trend of Teacher Trainees in ECDE Colleges

The goal of the study was to find out how many teacher trainees were enrolled at ECDE Colleges in Keiyo North and Keiyo South Sub Counties. In terms of the total enrolment between the year 2008 to 2018, college 08 had the highest number of students 1104 enrolled over the 10 years while college 05 had the lowest number of students 467 enrolled over the 10 years. Out of the eight colleges, five colleges exhibited an upward trend while only three colleges exhibited a downward trend. Most colleges registered the highest enrolments in the year 2018 and lowest in the year 2008. The highest enrolment was attributed to the following three (3) main factors: adoption of ICT, introduction of virtual learning and aggressive marketing of the programs offered. The study established that low enrolment across the study period in the colleges was because of high tuition fee.

5.2.2 Gender imbalances on enrolment of teacher trainees in ECDE Colleges

On the second objective, researcher established the effects of gender imbalances in education on enrolment of teacher trainees in ECDE.

Male trainees in ECDE constitute the lowest number of teachers in teacher training colleges in Kenya. Low proportion of male youth educators in ECDE is due to the following: Social convictions and biases, low status and low pay occupation. Male teaching in ECDE brings about bad reputation as teaching in ECDE is considered a female affair, male trainees are viewed by their colleagues as inferior and male ECE educators see female instructors as the main individuals who can sustain, guide and coach little children in the ECE. Male instructors feel that they are as skillful as female educators are. They feel that both female and male should instruct socially equipped child. They also feel that their presence in schools improves young men's manhood and sets them up to support children further down the road.

5.2.3 Role of culture on enrolment of teacher trainees in ECDE colleges

The third objective evaluated the role of culture on enrolment of teacher trainee in ECDE colleges. Most of the teachers 46.2% strongly agreed that youngsters interact freely with a female ECDE teacher. Pre-school instructors, additionally called parents in the ECD centers, should be expertly prepared and with equivalent sexual orientation portrayal. Male teachers assume the job of fathers and female teachers assume the role of mothers i.e. to give support, love, insight, and security to the children. The study results showed that most of the male instructors who undertook an ECDE course yearn to go for administration post later in their careers. Most male ECDE educators are not highly esteemed by children and

males in other careers. The study findings revealed that female ECDE teachers are highly regarded as compared to most male teachers who are stereotyped due to the traditional culture.

Lastly, the study findings revealed that Keiyo community viewed ECDE training as career for women, the Keiyo culture views a man as a person to provide guidance to grown up teenagers and not small children. They view ECDE teaching as women affair hence they advise their boys to go for other courses such as Certificate in Primary Teacher Education and Diploma training for the primary level. Community views men as masculine and women as caregivers to the children. This is the reason why few men in Keiyo enroll for the ECDE training course.

5.2.4 Enabling conditions useful in influencing gender balance on enrolment of teacher trainees in ECDE

The study's fourth goal was to determine the enabling conditions useful at influencing gender balance on enrolment of teacher trainees in ECDE. The study results revealed that majority (43.7%) agreed that formulation and implementation of relevant policies creates an enabling condition useful in influencing gender balance in teacher enrolment of teacher training in ECDE. The study established that incentive such as fee waivers are the enabling conditions useful in influencing gender balance in teacher enrolment of teacher training in ECDE. Most of the respondents agreed that guaranteed job opportunities influence gender balance in teacher enrolment of teacher training in ECDE. Other factors include: free housing that serves as a motivation for enrolment in the various colleges. Most of the respondents appreciated that better remuneration of ECDE teachers can serve as a pulling

factor towards enrolment into the ECDE colleges or an important factor in the decision of ECDE instructors to enter or remain in the profession.

5.3 Conclusion of the study

According to the findings of the study, the following conclusions are drawn in response to the research questions:

The enrolment trend of teacher trainees in ECDE colleges in Keiyo North and Keiyo South sub- counties

The colleges in Keiyo North and South Sub counties improved student enrolment across study period through adoption of technology in marketing of its courses to access of financial support from the county and national government for construction of more infrastructures to support the growing number of students admitted into the college. Virtual learning colleges in Keiyo North and South sub-counties improved student enrolment in 37.5% of the colleges as it catered for working students.

The effects of gender imbalances in education on enrolment of teacher trainees in ECDE colleges in Keiyo North and South sub- counties

The society gives little regard to male ECDE teachers and gives preference to female ECDE teachers. The male teachers prefer to work in ECDE centre's as administrators and not as caregivers. The study further concludes that gender disparity issues addressed through training opportunities and timely awareness on the importance of ECDE course.

Culture influence enrolment of teacher trainees in ECDE colleges in Keiyo north and south sub-counties

The Keiyo culture influence enrolment of teacher trainees in ECDE colleges. According to the Keiyo North and South sub Counties communities, the male ECDE teachers assume the job of fathers and female teachers assume the role of mothers to give support, love, insight, and security to the children. The community viewed ECDE training as career for women since the Keiyo culture views a man as a person to provide guidance to grown up teenagers and not small children. They view ECDE courses as women affair hence they advise their boys to go for other courses such as Certificate in Primary Teacher Education and Diploma training for the primary level. Keiyo community views men as masculine and hence should provide for the family, while female as caregivers to the children. These perceptions greatly influenced enrolment for the ECDE training course based on gender orientation.

The enabling conditions useful in influencing gender balance on enrolment of teacher trainees in ECDE

The study concludes that the enabling condition useful in influencing gender balance in teacher enrolment of teacher training in ECDE were the formulation and implementation of relevant policies, creation of an incentive such as fee waivers, guaranteed job opportunities after completion of college studies, provision of free housing to the trainees and good remuneration.

5.4 Recommendation

The following recommendations were made based on the study's findings and conclusion:

Teacher educators should improve their efforts to educate career counselors and guidance professionals on ECDE. As such, men should be recruited in sufficient numbers to constitute a critical mass in ECDE initiatives.

For early careers dealing with children, career teachers should be introduced. Teacher educators are expected to analyze the classroom environment. Male teachers in ECDE programs should be welcomed by preschool directors. Personnel diversity and active recruiting of male staff should be reflected in the vision, mission, and policies of ECDE programs.

Low professional rank and workplace gender concerns can also be utilized to urge all employees to put aside preconceived notions about men and women's' roles.

5.5 Suggestion for Further Study

The analyst recommended that the following issues be investigated further;

1. For comparison purposes, a similar study should be conducted across a larger geographical area.

2. A tracer study should be undertaken to ascertain the perception of diploma and certificate ECDE graduates towards their profession.

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education.

APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TRAINEES

Dear Sir/Madam,

Kindly fill the questionnaire below to help the researcher who is carrying out a research on "Assessment of Gender imbalances in Education on Enrolment of Students in Early Childhood Development and Education Colleges in Keiyo North and Keiyo South Sub-Counties". This research is in partial fulfillment of the requirement for the award of Degree of Master of Philosophy in Early Childhood and Primary Education in the Department of Curriculum Instruction and Education Media - University of Eldoret. The information yielded confidential data that was only utilized for academic purposes.

Please put a tick (√) or fill in your answer where applicable.

SECTION A: BACKGROUND INFORMATION

1.   Sex   Female[ ]   Male [ ]

2.   Age group

26-30   [ ]   31-35   [ ]

35-40   [ ]   41-45   [ ]

46-50   [ ]   51-55   [ ]

3.   What is your category as a respondent?

Head Teacher   [ ]   Primary Teacher   [ ]   ECDE Teacher [ ]

B: PERSPECTIVES ON GENDER INEQUALITIES IN EDUCATION

Opinion	Male		Female	
	Yes	No	Yes	No
Are you aware of educational gender imbalances?				
Is there any mention of gender disparities in terms of training opportunities?				
Does it adequately handle gender issues in ECDE?				

SECTION C: VIEWS ON THE GENDER OF ECDE TEACHERS

Statement	Male		Female	
	Yes	No	Yes	No
In an ECDE classroom, who is the most desirable?				
The majority of male instructors will go into administration.				
Just like members of other professions, teachers are highly valued.				
Male pre-school instructors are well-liked by men in other fields.				
Females are given first priority in ECDE programs.				
For a woman, education is a better job choice than for a guy.				

SECTION D: FACTORS IMPORTANT IN CHOOSING AN ECDE CAREER

Question	Male		Female	
	Yes	No	Yes	No
I wanted to assist children in achieving their goals.				
I intended to make a difference				

Teaching is a fulfilling career				
I enjoy and love working with children				
I appreciate challenge of teaching				
Teaching career would allow me raise my family				
Job skills acquired in teaching would allow me raise my family				
Teaching appears like an easy job.				
I chose teaching as an option				

SECTION E: MALE TEACHERS' PERCEPTION OF THEIR OWN ECDE INVOLVEMENT (For Male Teacher ONLY)

ECDE LEVEL	Male Teacher	
	Yes	No
Infant/Toddler/Baby Class is my preferred option.		
I prefer Middle Class		
I prefer Pre-School/Top Class		

SECTION F: MALE TEACHERS' PERCEPTION TOWARDS THEIR OWN JOB (For Male Teacher ONLY)

Question	Male Teacher	
	Yes	No
I am Comfortable teaching ECDE		
I do not like because the Parents/Society view with suspicion		
My colleagues view me as inferior		
I do not like because of low wages		

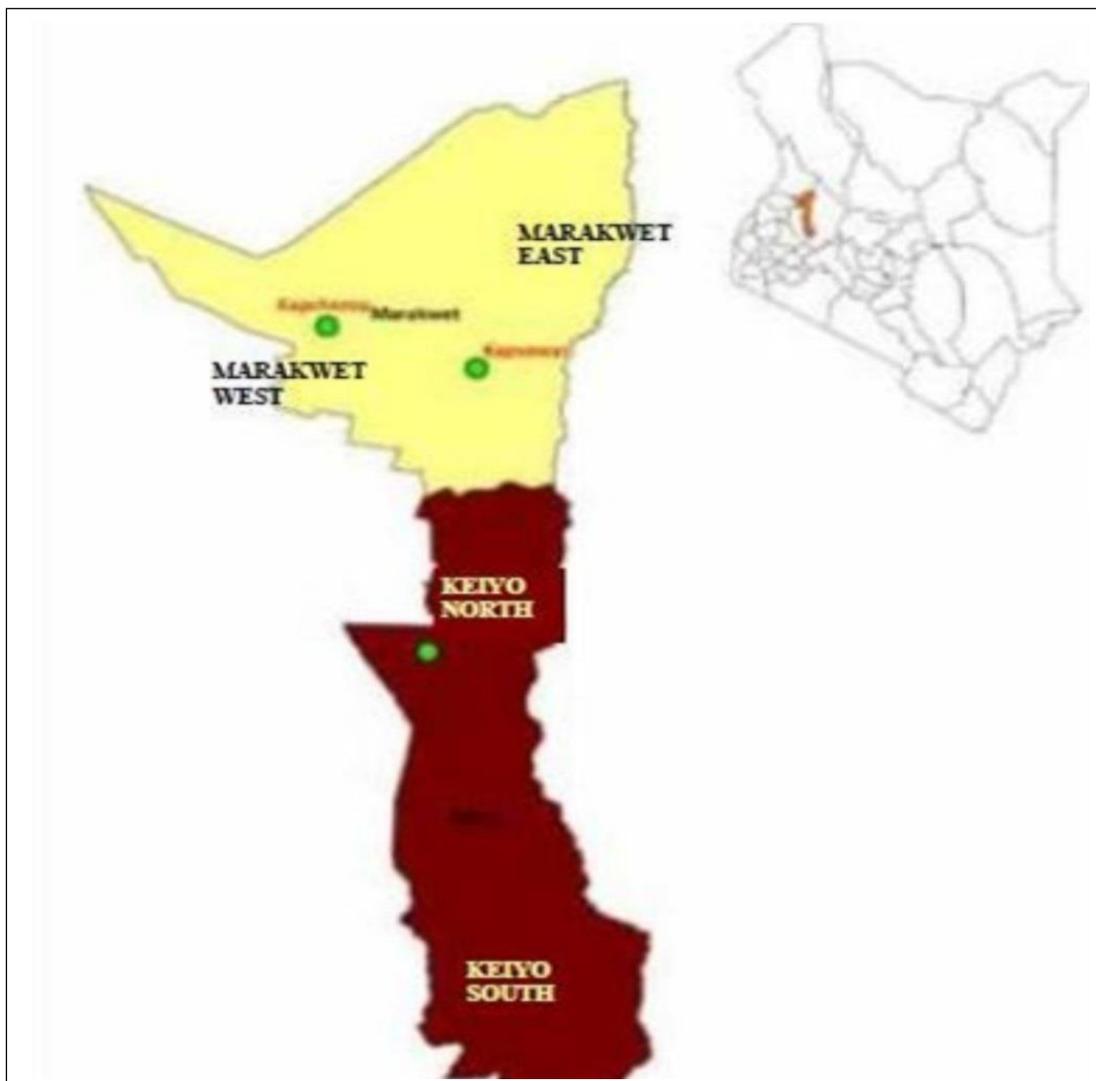## SECTION G: MALE TEACHERS' PERCEPTIONS TOWARDS THEIR OWN ROLE AS PRE-SCHOOL TEACHERS

Statement	Male Teacher	
	Yes	No
I don't send my daughter to a preschool with a man teacher because I wouldn't trust her with him.		
Traditionally child rearing is a woman job		
I am not a fan of male ECDE teachers.		
In ECDE, I prefer and crave female teachers over male ones.		
Most male teachers stereotyped due to the traditional culture that it lowers their self-esteem.		
I don't send my daughter to a preschool with a man teacher because I wouldn't trust her with him.		
Traditionally child rearing is a woman job		
I am not a fan of male ECDE teachers.		
Statement	**Male Teacher**	
	Yes	No
I adore spending time with the kids.		
I prefer teaching pre-scholars who are older.		
I involve other members of staff in my work with learners		
In my classroom, I prefer to educate boys over girls.		
I assist children in learning activities quickly and successfully.		
I follow the rituals of small children.		
I would rather be an administrator than a teacher in a classroom.		
Male pre-school teachers are good in the classroom.		
This school was chosen because I wanted both male and female teachers to teach my child.		
I resisted enrolling my daughter in a pre-school with a male instructor since I didn't feel comfortable leaving her with him.		
Male instructors have a vital role in the lives of pre-school children as role models.		
Female pre-school instructors are preferred and desired over male ones.		
I don't consider male pre-school teacher highly		

I prefer to hire women as pre-school teachers into a programme.		
Education is a better career choice for a woman than man		
Traditionally, child rearing is a woman job		

APPENDIX II: DOCUMENT ANALYSIS GUIDE FOR COLLEGES

COLLEGE ENROLMENT

YEAR	COLLEGE NAME:						
	DIPLOMA			**CERTIFICATE**			**GRAND -TOTAL**
	MALE	**FEMALE**	**SUB- TOTAL**	**MALE**	**FEMALE**	**SUB- TOTAL**	
2008							
2009							
2010							
2011							
2012							
2013							
2014							
2015							
2016							
2017							
2018							

APPENDIX III: MAP OF STUDY AREA

APPENDIX IV: INTRODUCTION LETTER

University of
Eldoret
flame of knowledge and innovation

UNIVERSTY OF ELDORET
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION/ EDUCATIONAL PSYCHOLOGY

DATE: 27th May, 2019

The Executive Secretary,
National Council for Science Technology & Innovation
P.O.BOX 30623-00100,
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH PERMIT FOR KOECH.J. WILFRIDA – EDU/PGEPE/002/14
This is to confirm that the above-named Post Graduate Student has completed Course work of Masters in Early Childhood and Primary Education.
She is currently preparing for field work to collect data on the thesis title:
"Assessment of Gender Imbalances on Enrollment of Teacher Trainees in ECDE Colleges in Keiyo North and South Sub- County." The proposal was examined and approved by academic board of examiners of the school of education on 19th March, 2019.

Any assistance accorded her to facilitate acquiring research permit for data collection will be highly appreciated.

Thank you

Head of Department
Curriculum Instruction
UNIVERSITY OF ELDORET
DR. AGNES OSEKO
HEAD OF DEPARTMENTS OF CURRICULUM & INSTRUCTION/ EDUCATIONAL PSYCHOLOGY

Cc. *DVC(ASA)*
Dean, School of Education

University of Eldoret is ISO 9001-2015 Certified

APPENDIX V: RESEARCH AUTHORIZATION FROM MINISTRY OF EDUCATION

REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

TELEGRAM:………………………………………….
TELEPHONE NO: 0534142207
WHEN REPYLING PLEASE QUOTE OUR REFERENCE
EMAIL: cdeelgeyomarakwet@gmail.com

COUNTY DIRECTOR OF EDUCATION
ELGEYO MARAKWET COUNTY
P.O. BOX 214-30700
ITEN.

DATE: 16th July , 2019

REF No: CDE/EMC/R/26/VOL.II/ 109

Wilfrida Jepkogei Koech
University of Eldoret
P.O. Box 1125-30100
ELDORET

RE: RESEARCH AUTHORIZATION- WILFRIDA JEPKOGEI KOECH

Following the authorization by the National Commission for Science, Technology and Innovation **(NACOSTI)** to carry out research in **Elgeyo Marakwet County** Vide Authority letter **Ref. No. NACOSTI/P/ 19/53484/30898** dated **26th June, 2019** you are hereby formally granted authority by this office to proceed with your study on **"Assessment of gender imbalances on enrollment of teacher trainees in ECDE Colleges in Keiyo North and South Sub –County, Kenya"** for a period ending **24th June, 2020.**

You are further required to report to the Sub-county Directors of Education –Keiyo & Keiyo South Sub Counties.

FOR: COUNTY DIRECTOR OF EDUCATION
ELGEYO MARAKWET
P. O. Box 214 - 30700,
ITEN.

Benard O.Mongeri
For: County Director of Education
ELGEYO MARAKWET
Copy to:
 1. The Director General/CEO -NACOSTI
 2. The Sub-County Directors of Education- **Keiyo North & Keiyo Sub County**

APPENDIX VI: RESEARCH AUTHORIZATION

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

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

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

Ref: No. **NACOSTI/P/19/53484/30898**

Date: **26th June, 2019.**

Wilfrida Jepkogei Koech
University of Eldoret
P.O. Box 1125- 30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Assessment of gender imbalances on enrollment of teacher trainees in ECDE Colleges in Keiyo North and South Sub-County, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Elgeyo Marakwet County** for the period ending **24th June, 2020.**

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

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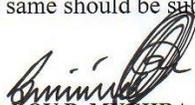
DR. ROY B. MUGIIRA, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Elgeyo Marakwet County.

The County Director of Education
Elgeyo Marakwet County.

APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. WILFRIDA JEPKOGEI KOECH
of UNIVERSITY OF ELDORET, 1125-30100
ELDORET, has been permitted to conduct
research in *Elgeyo-Marakwet County*

on the topic: *ASSESSMENT OF GENDER
IMBALANCES ON ENROLLMENT OF
TEACHER TRAINEES IN ECDE COLLEGES
IN KEIYO NORTH AND SOUTH
SUB-COUNTY, KENYA*

for the period ending:
24th June,2020

Permit No : NACOSTI/P/19/53484/30898
Date Of Issue : 26th June,2019
Fee Recieved :Ksh 1000

....
**Applicant's
Signature**

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

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 – 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 25502

CONDITIONS: see back page

APPENDIX VIII: COLLEGES FEES STRUCTURE

COLLEGE 01 FEES STRUCTURE 2019

SCHOOL OF EDUCATION

COURSES	MINIMUM QUALIFICATION	EXAM BODY	DURATION	TUTION PER TERM
Certificate/ diploma in Early Childhood	D+ (plus) C (plain)/P1 cert	KNEC	4/6 terms	10,000
Proficiency in KNEC	D- (minus)	KNEC	3 terms	10,000
Diploma in counseling, guiding and psychology	C- (minus)	KNEC	6 terms	13,000

COLLEGE 02 FEES STRUCTURE 2019

SCHOOL OF EDUCATION

Course Name	Course duration	Intake	Fees
Certificate in ECDE college	5 sessions	April/August/December	9,500
Diploma in ECDE college	8 terms	April/August/December	12,500
Proficiency course	3 terms	April/August/December	8,500

COLLEGE 03 FEES STRUCTURE 2019

SCHOOL OF EDUCATION

SESSION	DIPLOMA ECDE	CERTIFICATE ECDE	PROFICIENCY ECDE
April 2019	12,500	10,500	10,500
August 2019	12,000	10,000	10,000
December 2019	12,000	10,000	10,000
Total	**36,500**	**30,500**	**30,500**

COLLEGE 04 FEES STRUCTURE 2019

SCHOOL OF EDUCATION

COURSE	REQUIREMENT	DURATION	FEES
Diploma ECDE	C, Cert D+, Proficiency D-	4 Terms	10,000
Certificate ECDE	D+	3 Terms	8,500
Proficiency	D-	3 Terms	7,500

COLLEGE 05 FEES STRUCTURE

SCHOOL OF EDUCATION

Certificate in Early Childhood Education	D+ plus or proficiency in ECDE – 14,000/= - Regular (3 terms)	12,500/= session (school based 6 sessions)	
Diploma in Early Childhood Education	C plain, P1 cert. or KNEC cert. in ECDE	16,000/= TERM - REGULAR	1 YEAR
		14,500/= Session – school based	6 sessions

COLLEGE 06 FEES STRUCTURE

SCHOOL OF EDUCATION

Course	Year	TERM 1	TERM 2	TERM 3	TOTAL
Diploma ECDE (Regular	1	30,100	20,000	7,000	57,100
	2	30,000	23,000	10,000	63,000
Certificate ECDE (Regular)	1	18,000	12,000	6,000	36,000
Diploma school based ksh. 9,908 per session Certificate school based ksh. 9,741 per session					

COLLEGE 07 FEES STRUCTURE

SCHOOL OF EDUCATION

Certificate in Early Childhood Education	D+ plus or proficiency in ECDE – 8,000/= - Regular (3 terms)	9, 000/= session (school based 6 sessions)	
Diploma in Early Childhood Education	C plain, P1 cert. or KNEC cert. in ECDE	12,000/= TERM - REGULAR	1 YEAR
		10,000/= Session – school based	6 sessions
Primary teacher education (PTE – P1)	C plain	30,000 per term regular (inclusive boarding)	P1 (2 years)
	School based (April/Aug/Dec)	15,000 per session (inclusive boarding)	7 sessions
Diploma in Teacher education (DTE) Arts & Sciences. Regular intakes January	C+ (plus) in Eng., C+ in subjects of specialization, C plain and D+ in Maths	30,000/= term (arts – inclusive boarding)	DTE (3 Years)
	School based (April/Aug/Dec)	Kshs 25,000 session (inclusive boarding)	9 sessions

COLLEGE 08 FEES STRUCTURE 2019

SCHOOL OF EDUCATION

Certificate in Early Childhood Education	D+ plus or proficiency in ECDE – 10,000/= - Regular (3 terms)	8,500/= session (school based 6 sessions)	
Diploma in Early Childhood Education	C plain, P1 cert. or KNEC cert. in ECDE	12,000/= TERM - REGULAR	1 YEAR
		10,000/= Session – school based	6 sessions
Primary teacher education (PTE – P1)	C plain	27,000 per term regular (inclusive boarding)	P1 (2 years)
	School based (April/Aug/Dec)	18,000 per session (inclusive boarding)	7 sessions
Diploma in Teacher education (DTE) Arts & Sciences. Regular intakes January	C+ (plus) in Eng., C+ in subjects of specialization, C plain and D+ in Math's	30,000/= term (arts – inclusive boarding)	DTE (3 Years)
	School based (April/Aug/Dec)	Kshs 21,000 session (inclusive boarding)	9 sessions

APPENDIX IX: SIMILARITY REPORT

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