

Pursuing a Career in Early and Primary Education: Male Student-Teachers' Experiences in
Jamaica

Thesis submitted in accordance with the requirements of the University of Liverpool
for the Degree of Doctor of Education

Theresa Lindsay
December 2021

Abstract

Pursuing a Career in Early and Primary Education: Male Student-Teachers' Experiences in Jamaica

Theresa Lindsay

Researchers have emphasised the need to recruit more men in early childhood and primary education, and governments and policymakers have responded to this need. Despite the recognised value of recruiting more men, the number of men pursuing early childhood and primary education is still insufficient in many places around the world, such as the island nation of Jamaica. The low recruitment in the profession suggests that more focus needs to be placed on understanding the experiences and perceptions of the men who have selected this profession. The purpose of this study was to gain an understanding of the decisions of male student-teachers who pursue careers in early childhood and primary education, based on one Jamaican teacher education college.

This is a transcendental phenomenological (TP) study in which eight male student-teachers were interviewed using semi-structured interviews. A well-known systematic approach was chosen to collect, manage, and analyse qualitative data within a TP methodology. **However, with the sample size of eight male student-teachers, it is not possible to say whether these findings can be generalised to the study population. Future research on this topic could be expanded across all state-owned teacher education institutions in Jamaica.**

The findings of this study indicated that male student-teachers are influenced in their career choices by others, the desire to work with children, and the passion for teaching. Participants in this study wanted to make a difference in children's lives and be positive role models or act as father figures. Most participants had experienced negative reactions from others about their career choice, such as views that men do not have the characteristics to become early childhood or primary education teachers. Many of these negative reactions were based on stereotypical views of gender from others, including female peers with whom they were studying. Because of the perception that such views are predominant in society, a few participants expressed fear of being viewed as sexual predators. These participants suggested such views were perpetuated by the fact that early childhood and primary education continue to be female-dominated environments, with males in the sector being viewed as "others." While male student-teachers are subjected to discouragements and gender stereotypes, they too demonstrate strong stereotypical views. These views relate predominantly to their perceived value to the profession and aspects of the teaching role that they believe males may be more naturally suited to. The participants provided useful insight into what they felt institutions should do to successfully recruit more male students for early childhood and primary education teaching programmes.

The findings of this study have implications for those working in colleges and schools. It is essential that teacher training programmes effectively address gender bias if they wish to avoid perpetuating this in subsequent generations, which will be taught by current student-teachers when they enter the workforce. **Unless government challenges the stereotypical views of gender-related roles and behaviours in schools, as well as within teacher training programmes, a gender balance in early childhood and primary education will not be attained.**

Keywords: *gender stereotypes, female-dominated professions, early childhood and primary education, male student-teachers*

Dedication

I would like to dedicate this thesis to my late mother, Gloria Lindsay, who passed away February 21, 2021. It was her dream to see me complete this thesis. I thank her for instilling the importance of education and always encouraging me to do my best.

Acknowledgments

I would like to thank my supervisor Dr. Julie Regan for the guidance, support and encouragement during my pursuit of this thesis. Her kindness and care have made an impact on me both academically and personally. I also appreciate the valuable guidance of my second supervisor, Dr. Mariya Yukhymenko.

To my siblings Arlene Lindsay and Godfrey Lindsay thank you for believing in me. My friends Annette Brown, Rita Latchman, Euphemia Baugh and Donnette Crooks who encouraged me to make progress on my journey. I would also like to thank the eight male student-teachers who shared their stories, and confided in me to present their experiences authentically. Finally, I give all thanks to the Almighty God for providing me with the faith and skill necessary to complete this journey.

Table of Contents

Abstract.....	i
Acknowledgements.....	iii
List of Tables	iv
Chapter 1: Introduction	1
1.1 Introduction.....	1
1.2 Background	2
1.2.1 Importance of a Balanced Workforce.....	3
1.2.2 Jamaica	6
1.2.2.1 Educational System.....	7
1.2.2.2 Early Childhood and Primary Education	8
1.2.2.3 Teacher Quality in Early Childhood and Primary Education	11
1.2.3 The Setting.....	13
1.3 The Research Problem	16
1.4 The Purpose of the Study	17
1.5 Research Questions	17
1.6 Significance of the Research.....	18
1.7 The Role of the Researcher	19
1.7.1 Positionality	20
1.8 Delimitations of the Study	21
1.9 The Definitions of Terms	22
1.10 Organisation of the Thesis.....	23
Chapter 2: Literature Review	24
2.1 Introduction	24
2.2 Gender Trends in Teacher Education.....	24
2.3 Potential Impacts of Gender Imbalance	29
2.3.1 Teachers’ gender and students’ academic and behavioural performance	29
2.3.2 Retention in the Profession.....	20
2.3.3 Leadership Opportunities	32

2.3.4 Male Teachers as Role Models.....	35
2.4 Motivations for Teaching.....	39
2.4.1 Intrinsic	40
2.4.2 Extrinsic	42
2.5 Reasons for the Gender Gap	44
2.5.1 Low Salary	45
2.5.2 Fear of Male Teachers’ Inappropriate Behaviour with Children.....	45
2.5.3 Social Beliefs	46
2.5.3.1 Masculinity and Culture.....	47
2.5.3.2 Intersectionality in Relation to Masculinity.....	48
2.6 Theoretical Framework Pertinent to this Study	50
2.6.1 Brown’s Values Based Theory	51
2.6.2 Gender Schema Theory.....	53
2.6.2.1 Gender Polarization	54
2.6.2.2 Sextyped.....	54
2.6.3 Hofstede Cultural Dimensions	55
2.7 Programmes, Initiatives and Strategies to Promote Recruitment for Men	60
2.7.1 MenTeach	60
2.7.2 Call Me Mister	60
2.7.3 NYC MenTeach Programme	61
2.7.4 Troops to Teach	61
2.7.5 PUMP.....	62
2.7.6 Males in Teaching.....	63
2.7.7 Strategies to Recruit Male Teachers	63
2.8 Studies in the Caribbean	64
2.8.1 Gap in the Literature Review	67
2.9 Conclusion	67
Chapter 3: Methodology.....	69
3.1 Introduction.....	69

3.2 Research Questions	69
3.3 Research Paradigm.....	70
3.4 Qualitative Approaches.....	72
3.5 The Phenomenological Approach.....	72
3.5.1 Epoche.....	73
3.6 Participants.....	77
3.7 Sample.....	77
3.8 Gaining Access	78
3.9 Data Collection	78
3.9.1 Procedures for recruitment	79
3.9.2 Interview	80
3.10 Data Analysis	81
3.11 Issues of Trustworthiness.....	85
3.11.1 Member Checking.....	86
3.11.2 Clarification of Biases.....	87
3.11.3 Peer Debriefing	87
3.11.4 Rich Thick Description.....	87
3.11.5 Triangulation.....	88
3.11.6 Validation of Data.....	88
3.11.7 Pilot Test	89
3.12 Ethical Considerations	90
3.13 Evidence of Trustworthiness.....	93

3.14 Summary	94
Chapter 4: Findings	95
4.1 Introduction.....	95
4.2 Data Analysis Process.....	95
4.2.1 Epoche.....	96
4.2.2 Listing and Preliminary Grouping	96
4.2.3 Phenomenology Reduction and Elimination	96
4.2.4 Clustering and Thematising the Invariant Constituents.....	97
4.2.5 Identification of the Invariant Constituents and Themes	97
4.2.6 Construct Textural Descriptions	97
4.2.7 Construct Structural Descriptions	98
4.2.8 Construct Textural –Structural Descriptions	98
4.2.9 Composite Description for the Group.....	98
4.3 Male Student-teachers’ Motivations	100
4.3.1 Influence of Others	100
4.3.2 Passion, Love Working and Interacting with Children.....	101
4.3.3 Making a Difference	102
4.3.4 Father Figure and Role Model	104
4.3.5 Future Career Opportunities	105
4.4 Barriers or Difficulties Male Student-teachers Experienced or Witnessed	106
4.4.1 Reactions and Discouragement.....	106
4.4.2 Fear and Accusation of Sexual Abuse	108
4.4.3 Predominately Female	109
4.4.4 Financial Challenges.....	109
4.5 Male Student-teachers’ Perception Regarding Low Recruitment of Men.....	110
4.5.1 The Nature of the Role of Teaching	110
4.5.2 Masculinity in the Jamaican Culture.....	112
4.5.3 Gender Stereotype.....	113

4.5.4 Salary and Financial Incentives	114
4.6 Enhancing Male Recruitment in Early Childhood and Primary Education.....	115
4.6.1 Support.....	116
4.6.2 Scholarship/Incentives	117
4.6.3 Make Men Aware	118
4.7 Experiences in the Early Childhood and Primary Programmes.....	119
4.7.1 Feeling of Joy.....	119
4.7.2 Ignored	123
4.7.3 Hard Work	123
4.8 Summary	123
Chapter 5: Discussion	125
5.1 Introduction.....	125
5.2. Male Student-teachers Motivations	125
5.2.1 Influence of Others	127
5.2.2 Passion, Love Working & Interacting with Children	128
5.2.3 Making a Difference	130
5.2.4 Role Model.....	131
5.2.5 Father Figure.....	132
5.2.6 Future Career Opportunities	133
5.3 Barriers or Difficulties Male Student-teachers Experienced or Witnessed	134
5.3.1 Reactions and Discouragement.....	134
5.3.2 Fear of Accusation of Sexual Abuse.....	136
5.3.3 Female Dominated Job	137
5.3.4 Financial Challenges.....	138
5.4 Male Student-teachers' Perception Regarding Low Recruitment of Men.....	139
5.4.1 The Nature of the Role of Teaching	139
5.4.2 Masculinity in the Jamaica Culture.....	140
5.4.3 Gender Stereotype.....	143

5.4.4 Salary and Financial Incentives	144
5.5 Enhancing Male Recruitment in Early Childhood and Primary Education	145
5.5.1 Support	145
5.5.2 Scholarships	146
5.5.3 Make Men Aware	147
5.6 Experiences in the Early Childhood and Primary Programmes	148
5.6.1 The Feeling of Joy	148
5.6.2 Ignored	148
5.7 Summary	149
Chapter 6: Conclusion	151
6.1 Introduction	151
6.2 Male Student-teachers' Motivations	152
6.3 Barriers or Difficulties Male Student-teachers Experienced or Witnessed	154
6.4 Male Student-teachers' Perceptions regarding Low Recruitment	155
6.5 Strategies, Initiatives and Programmes	156
6.6 Limitations	157
6.7 Contributions and Recommendations	159
6.7.1 Contributions and Recommendations to Practice	159
6.7.2 Contributions and Recommendations to Policy	163
6.7.3 Contributions and Recommendations for Future Research	164
6.7.4 Contributions to Knowledge	165
6.8 Closing Remarks	166
References	168
Appendix A: Request for Permission to Conduct Research Study	199
Appendix B: Letter of Approval to Conduct Research Study	200
Appendix C: University of Liverpool Ethics Approval Certificate	201
Appendix D: Invitation to Participate in the Research Study	203

Appendix E: Interview Protocol	204
Appendix F: Participants Statements Categorized into the Typology	206
Appendix G: An example of a Textural and Structural Description	208

LIST OF TABLES

Table 1: Results of the Primary Exit Profile, Jamaica, 2019	30
Table 2: Themes by Research Questions	99
Table 3: Motivations of Male Student-teachers.....	126

Chapter 1: Introduction

1.1 Introduction

Palmer et al. (2019) discussed persistent calls, spanning over many years, to recruit more men into primary education. Likewise, Warin (2017) highlighted the same problem in the early childhood educational sector. Ankers de Salis et al. (2018) noted that these calls have persisted through the 1990s and 2000s across English-speaking countries. Jamaica, as an English-speaking island nation, is no exception. Indeed, the issue is of concern throughout the region due to the low percentage of men being attracted to work in these educational sectors. For example, in the Organisation for Economic Co-operation and Development (OECD) countries, there is an average of three percent of men in the “pre-primary” sector, and even in the countries that are seen as having improved in this area of recruitment over recent years, male teachers represent only 7.5% to 12.5% (OECD, 2019, p. 10). Figures are only marginally better in the primary educational sector, where men represent 17% of teaching staff (OECD, 2020). This desire to achieve a more balanced gender distribution amongst teachers in these sectors is, in large, based on perceived benefits, which will be discussed as part of this thesis.

The purpose of this study was to gain an understanding of male student-teachers' experiences of choosing a career in teaching in early childhood and primary education to improve future male recruitment to teacher education programmes in Jamaica. In this phenomenological research, I used semi-structured interviews to explore male student-teachers' experiences of choosing this area of teaching as a career. The purpose was reinforced by a desire to better understand the students' experiences to ascertain their main motivations and examine the views of male student-teachers, so that successful and practical strategies could be identified, which might assist with improving recruitment of males in the early and primary teacher

education programmes at a teacher education college in Jamaica. This chapter includes the background of the study, and it then describes the problem statement, purpose of the study, research questions, the significance of the study and the nature of the study. The chapter also includes the definition of terms, and a summary.

1.2 Background

Women have dominated teaching for more than 100 years (Skelton, 2012). According to Skelton (2012), in England, teaching was not considered as being prestigious in the “nineteenth and early twentieth century.” In this period, there were specific jobs or careers that were appropriate for men, and for men belonging to a particular class. Therefore, men belonging to the middle class would not choose teaching, and if they did, it would be doubled with another career (Skelton, 2012). The working-class man went into teaching because it gave him an opportunity to ‘gain higher education’ and its remuneration was the same as other “traditional male working-class occupations” (Skelton, 2012). However, one advantage was that teaching allowed them to work shorter hours than these other occupations. Skelton (2012) pointed out that for working-class men, this was not a preferred option, but if they failed at other jobs, then they would select teaching. In the 19th century, men were encouraged to take up either “intellectual or mind work” or physical work (Skelton, 2012). Skelton also noted that the middle and upper classes were encouraged to pursue intellectual work, while working-class jobs were predominantly manual labour.

Medford, Knorr and Cook (2013) noted that in the United States of America, women started to dominate the teaching profession in the late 19th century. According to Johnson (2008), in 1869, approximately 39% of elementary teachers were men, while by the 20th century this number had dropped to 29%. There were several reasons for fewer men entering the teaching

profession. For example, Johnson (2008) highlighted that in the United States of America, during the period of industrial growth, men tended to go into higher paid jobs, and women 'filled the gap' in education. Medford, Knorr and Cook (2013) outlined another reason that in the 20th century, men thought that teaching would make them feel emasculated, therefore they avoided the profession.

Miller (1986) found that in Jamaica in the 19th century, the school system started to grow and greater numbers of teachers were required. Teachers' colleges were subsequently created, but they were mainly for men. The Black men used it as an opportunity to gain a secondary-level education (Miller, 1986). In 1865, Jamaica had five training schools for male teachers and one for female teachers (ICET Yearbook of Teacher Education, 2017, p.28). An increase in demand for teachers occurred in the 1960s because the government had implemented policies for expanding educational opportunities, it was at this time that more women entered the profession. In the 1970s, there was an expansion of jobs in the service sectors, for example, in technology, human resources, tourism, banking and insurance (Evans, 1993). These jobs came with a higher status and were "alternatives to teaching" (Evans, 1993, p. 228). This expansion in new job sectors had a negative effect on teacher recruitment and retention. Compared to these new jobs, teaching became unattractive, particularly to men (Clark, 2004), The poor working conditions, low salaries, and indiscipline and limited resources in schools all lowered the status of the profession.

1.2.1 Importance of a Balanced Workforce

It is important to note that under the fourth sustainable development goal (SDG), Target 4.3 states that, by 2030, countries should provide equal access to higher education for all women

and men to obtain equal representation in the workforce, and “achieving this target will facilitate the achievement not only of SDG4 but also of all other SDGs” (UNESCO IIEP, 2017, p. 1).

Ferguson and Rooft (2020) argued that the importance of equal representation of women and men in the workforce is that a balanced workforce promotes diversity, employment and inclusivity. While McGrath and Bergen (2017) noted that a call for gender balance in the workforce in all industries will benefit both men and women. Gender balance means women having equal opportunities to men (Archibong et al., 2020).

There are, however, stereotypical assumptions of the roles of women and men in society preventing equal opportunities for all (Solbes-Canales et al., 2020). McGrath et al. (2020) noted that a gender balance will challenge the stereotypes individuals hold regarding gender roles and, concerning the teaching profession, remove the stigma surrounding men who teach young children. Individuals from underrepresented groups face challenges in entering the teaching profession. Heinz et al. (2021) underlined the fact that men who are from the “minority ethnic and/or religious, LGBTQ+, as well as disabled” may not even attempt to apply for teaching positions because of the barriers they face (p. 14). According to Elliott (2020), another underrepresented group is those who choose ‘caring masculinity’, that is, men who choose or want to choose caring roles in society.

However, the debate regarding increasing the number of male teachers is complex. Heinz et al. (2021) noted that calls for more male teachers have been criticised by feminist researchers, but that this is because the arguments for more male teachers have been “flawed” (p.14). In addition, Heinz et al. (2021) noted the “issue of gender diversity in teaching is particularly problematic as it concerns the underrepresentation of a traditionally power-holding group”

(p.15). Regardless of this, if men do not feel free to choose teaching in early childhood or primary education, it can surely be categorised as a form of gender discrimination. Like Elliott (2020) and Heinz et al. (2021), I argue that men who choose caring jobs fall into the discussion on gender equality “because their work requires them to resist hegemonic masculinity” (p. 14). To ensure that discrimination is eliminated in the workplace, institutions should cultivate a gender balance (Clingan, 2021). Organisations can do this by strengthening policies and programmes to remove the inequalities and barriers to employment or career choices “faced by women and gender-diverse people” (OECD, 2020, p. 13). It is important to note that men who choose to teach in early childhood and primary education should be included in these policies.

In Jamaica, the National Policy for Gender Equality (NPGE) was developed and implemented to promote gender balance between women and men (Bureau of Women’s Affairs: Gender Advisory Committee, 2010). This policy includes concerns of women and men that need to be addressed to achieve equal and equitable sustainable human and national development (Bureau of Women’s Affairs; Gender Advisory Committee, 2010, p.4). For example, one concern noted is that the Government needs to increase the number of men in the teaching profession to achieve a greater gender balance in the profession (Bureau of Women’s Affairs: Gender Advisory Committee, 2010) while ensuring that women are not affected. Women are usually underrepresented in the workforce in comparison to men (United Nations, 2021). It is important to note that the number of women has undergone significant growth in education in Jamaica (Hutton, 2016). Therefore, care should be taken that when increasing the opportunities for men in teaching, it does not affect the number of women in leadership. Presently, there are more female principals than male in Jamaica (Ministry of Education, Youth and Information, 2019). For example, “of the 18, 606 female teachers, in the public school system, 5.7 percent are

principals and vice principals compared with 8.7 percent of the 4,761 males” (Ministry of Education, Youth and Information, 2019, p. 22). However, the percentage of male staff that are principals mirrors the overall representation of men in the workforce, almost exactly. There are more female professionals in senior-level positions, and the education officer positions occupied by women were 79%, and 21% were men (Hutton, 2016). In addition, the minister of education, a parliamentarian, is a female. McGrath (2020) highlighted that the number of men in positions of leadership has declined. However, he warned that new initiatives that have been developed to address the “decline of men in the teaching profession, such initiatives need not ‘threaten’ the representation of women in leadership positions” (p. 610).

1.2.2 Jamaica

Jamaica is the largest country in the English-speaking Caribbean and has a population of 2,727,400 people (Statistical Institute of Jamaica, 2019). The people of Jamaica speak Jamaican Creole or Patois, which is used in informal settings, and Standard Jamaican English (SJE) as the official language. According to the Statistical Institute of Jamaica (2019), the general population comprises 50.5% female and 49.5% male. The population consists of 90% people of African descent, while 10% of the population is of other cultural decent: European, Chinese, Indian, Syrian, Jewish and Lebanese (Jamaica National Heritage Trust, 2020). The life expectancy at birth in Jamaica is 73.3 years for men and 78.5 for women (ILO, 2018). The Gross Domestic Product (GDP) per capita in 2016 was US\$8,350, and the unemployment rate was 10% (ILO, 2018). Jamaica’s labour force participation rate is 71.6% for males and 59.5%for females (ILO, 2018). Jamaica was colonised in 1655 to 1962 by the British (Jamaica National Heritage Trust, 2020). The colonisation has left a legacy of belief systems and social practices, particularly in gender roles (Miller, 1986).

1.2.2.1 Education System. Jamaica has four levels of education, the infant or early childhood sector, where the children are between the ages of three and five; the primary sector, where the children are aged six to 11 years; the secondary, where the children are aged 12 to 18 years; and tertiary sector for ages 18 and above. Education is provided by the government, churches and the private sector. In Grade 1, at age six years old, the students are required to take the Grade One Individual Learning Profile to test their readiness skills for formal education. In Grade 3, students take the Grade Three Diagnostic Test and the Grade Four Literacy Test in Grade 4. At the end of primary level, students are required to sit a primary exit examination, the Primary Exit Profile (PEP), which is administered by the Ministry of Education, Youth and Information (MoEYI). This examination determines the students' placement in secondary or high schools. The secondary schools are in two categories, "(i) the traditional high school and (ii) the upgraded high school" (Jennings & Cook, 2019, p. 60). The students who achieve the highest scores will be placed in traditional high schools. At the end of grade 11 of high school, students are required to take the Caribbean Secondary Education Certificate (CSEC) Examination. It is important to note that some high schools offer the option of an additional two years in Grades 12 and 13, which prepare them for entry to tertiary education (Ministry of Education, Youth and Information, 2020). In these grades, students take the Caribbean Advanced Proficiency Examination (CAPE). There is also the special education sector, which includes three levels of education, that is, early childhood, primary and secondary. This sector provides for children who have challenges learning in the regular school environment.

Students who successfully complete secondary education and wish to pursue further studies attend tertiary level institutions. The tertiary institutions are the University of the West Indies, where students pursue education at under-graduate and post-graduate levels; the

University of Technology (UTECH), which offers technical programmes; and The Caribbean Maritime University (CMU), which offers training in maritime, logistics and engineering.

Students also have the option of attending privately-owned universities, the Northern Caribbean University (NCU) and the University of the Commonwealth Caribbean (UCC). There are two polytechnic colleges, five teacher education colleges, the College of Agriculture, Science and Education (CASE), which offers training in agricultural and the G.C. Foster College of Physical Education and Sports, which provides training in sports administration and physical education. There is the Edna Manley College of the Visual and Performing Arts, two multi-disciplinary institutions that provide training in professional programmes and teacher education and five community colleges.

1.2.2.2 Early Childhood and Primary Education. After the abolition of slavery, education of young children in the Caribbean was provided on an informal basis (Kinkead-Clark et al., 2020). According to Kinkead-Clark (2015), early childhood education started in 1934 in Jamaica, but only for persons who could afford the “private nursery” (p. 69). Kinkead-Clark (2015) noted that in 1938, Reverend Henry Ward saw the need for public nurseries for children who were left at home while their parents went out to work. She also credited Reverend Ward with the establishment of the community nursery, which was the first recognisable basic school. Several other nurseries were created in individuals’ backyards and verandas. It was in the 1960s that early childhood education started to improve, for example, there were upgrades in the facilities and teacher training. Dudley Ransford Grant, with sponsorship from the Bernard Van Leer Foundation, helped to transform early childhood in Jamaica (Kinkead-Clark, 2015). There were also improvements made to ensure standards are met in both rural and urban schools. As an example of this, the Early Childhood Commission (ECC) was established in 2005 to develop

policies and to monitor the early childhood education institutions in the island (Kinkead-Clark, 2017).

Today, Jamaica has one of the largest percentages of children that are enrolled in early childhood education in the Caribbean (Kinkead-Clark, 2015). However, although 98% of children ages three to five are enrolled in school, “less than 80 percent of children actually attend school regularly” (Kinkead-Clark et al., 2020, p.64). Most of these children are enrolled in basic schools, which are community-based, and where quality remains an issue (Kinkead-Clark, 2015). There are some challenges facing the education system in Jamaica. These are absenteeism, which is higher for boys than girls, low numbers of trained teachers (especially in basic schools) and retention rates of students (UNICEF, 2018; Kinkead-Clark et al., 2020). In addition, in the early childhood sector, only 23% of teachers are trained to a degree or diploma-level and 50% are competency-based trained (UNICEF, 2018).

In Jamaica, the early childhood curriculum has six learning outcomes: “wellness, communication, valuing cultures, intellectual empowerment, respect for self, others and the environment, and resilience” (Kelly-Williams et al., p. 7). The curriculum also includes play, which allows the children to be active learners (Dudley Grant Memorial Trust, 2010). Play-based learning guides the practices, policies, and development of programmes in early childhood (Kinkead-Clark, 2019). Every year, almost forty thousand children at the pre-primary schools have to complete the Grade One Individual Learning Profile (GOILP) (Kinkead-Clark, 2021). This assessment is used to evaluate how proficient children are in general knowledge, number concepts, oral language, reading, writing and drawing, work habits and classroom behaviour and to determine how prepared these children are for primary school (Kinkead-Clark, 2021).

However, figures show that “only 33% of children are “ready” for primary school, based on the results from the GOILP” (Kinhead-Clark, 2021, p. 265).

Early childhood education existed before primary education in Jamaica. While children were attending early childhood schools, the children who should be in primary were not in the school system (Miller, 1983). It was not until the 1960s that Jamaica had universal primary education (Miller, 1983). Since this time, several initiatives have been implemented to improve primary education in Jamaica. The 2004 Task Force on Educational Reform, which was commissioned by the prime minister of Jamaica in 2004, recommended that Jamaica’s education system be transformed to prepare citizens to meet the demands of society (Davis, 2004). These recommendations were made because of the poor performance of students in all levels of the education system in Jamaica. It was recommended that the primary education curriculum be developed to ensure that students would have skills suitable for life in the 21st century, which include critical thinking, creativity, collaboration and communication. Based on recommendations from the Task Force, the curriculum now uses an integrated approach to learning in Grades 1-3, and strongly emphasises child-centeredness (Ministry of Education, Youth and Information, 2019).

There are two main components of instruction in primary Grades 1-3 curricula, which include Integrated Studies and “Windows” Roofe (2014, p.6) noted that the Integrated Studies lessons include “knowledge, skills, values and attitudes” from different subject areas including information and communication technology and arts. The Windows are designed for the development of numeracy and literacy skills. The Grade 4-6 curricula include “drama, language arts, mathematics, music, physical education, religious education, science, social studies and visual arts” (Stewart, 2018, p. 295). The curricula also include the integration of technology, and

the lessons are guided by the constructivism and multiple intelligence theories (Stewart, 2018). As mentioned earlier, in Grade 4, students begin the Primary Exit Profile (PEP), and in Grade 6, they take the final PEP examinations (Blair, Roofe & Timmins, 2020). Students are assessed in three categories: performance task, ability test and curriculum-based tests (Blair, Roofe & Timmins, 2020). Further initiatives were implemented based on the recommendations in the Task Force of Educational Reform Report. A National Educational Inspectorate (NEI) was implemented to assess students' performance and support and improve the outcomes of all learners. The Jamaica Teaching Council was also established on the recommendation of the Task Force on Educational Reform to regulate the teaching profession and to help to build and maintain the competence of teachers and raise the public profile of the profession. Jamaica has made significant strides since the 1960s, 95.7 % of teachers in the primary sector are trained to degree or diploma level (UNICEF, 2018). However, there are still gaps in the sector, for example, low educational achievement in primary education (UNICEF, 2018), which will be discussed in Chapter 2.

1.2.2.3 Teacher Quality in Early Childhood and Primary Education. Teacher quality is widely viewed as the most important factor in students' academic success (Cardichon et al., 2020; UNICEF, 2018). High teacher quality is achieved through several practices, such as recruiting "highly able candidates", ensuring quality preparation, competitive compensation and continuous learning (Darling-Hammond, 2017, p. 306). While Goodwin and Low (2021, p. 377) noted that good teaching is about educating all children and focusing on teaching that improves the quality of student learning and not "tests scores", teacher quality is approachable in multiple ways, and to understand what "constitutes a high-quality teacher" or teacher quality, set teaching standards are used in most countries (Asia Society, Partnership for Global Learning, 2013, p. 8).

In the Caribbean, teacher quality in early childhood and primary education is achieved through eight standards, in other words, teachers are required to: understand how students learn; use a variety of instructional approaches and assessment methods to design culturally relevant learning; apply strategies that develop 21st-century learning competences; engage in research and reflective inquiry toward continued improvement and innovation; create learning environments that are caring, inclusive, safe and supportive; exhibit personal behaviours and emotions that reflect positive expectations for students; seek opportunities for continuing professional development and collaborate with stakeholders (Caricom Secretariat, 2020, p. 10). According to Kinkead-Clark (2015), in Jamaica, others have noted that high-quality teachers have at least a diploma or bachelor's degree and have personal traits such as good communication and organisational skills. These teachers are also good observers. She also highlighted that an early-childhood teacher needs to have technological skills (Kinkead-Clark, 2015).

Barnes and Cross (2020, p.308) noted that to ensure that teachers entering the classroom have the required levels of capability, the first action "is to ensure that the 'right' people enter the profession in the first instance." The teacher education college where this study is taking place seek candidates who have a minimum of five CSEC subjects or five GCE subjects, including English and Mathematics. The candidates are also required to sit an English Language Proficiency test as well as a psychometric test to evaluate their areas of weakness and to devise strategies to develop these areas. The teacher education college also has programmes that are designed to attract mature or experienced individuals, and there are also the pre-university programmes in early childhood and primary education. The pre-university programmes cater to untrained early-childhood teachers or persons who want to matriculate into the bachelor's degree programmes.

Research has shown that teachers convey their values to students, whether “implicitly or explicitly” (Albu, 2014, p. 40). Therefore, the candidates at teacher education colleges are expected to have positive values and attitudes. The University Council of Jamaica, the agency responsible for the national quality assurance body for tertiary education, has listed some of the values and attitudes that student-teachers should possess: honesty, trustworthiness, positive self-esteem, success orientation, empathy and tolerance. In addition, the Vision 2030 Jamaica highlighted several core values which the citizens of Jamaica should possess (Planning Institute of Jamaica, 2009). The values identified are expected to make Jamaica a better place to live, work and play. The values outlined are “respect, honesty and truthfulness, fairness, discipline, national pride, possession of a good work ethic, punctuality, cooperation, love and compassion, forgiveness and tolerance” (Planning Institute of Jamaica, 2009, p. 90).

As a teacher educator, I am guided by the core values mentioned above. This research study was informed by the values of respect, honesty and truthfulness. Considerable time was spent on each transcription to ensure an accurate reproduction of what the participants had shared in their interviews. According to Bokhove and Downey (2018, p.2), “the requirement to produce verbatim transcripts can also be seen as an act of respect for the participants in a study.” Goulart et al., (2018) stated that researchers should ensure honesty and truthfulness, therefore, they should not fabricate data, falsify results or omit relevant data. It is important to note that I followed the methods and procedures stated in Chapter 3, and the data presented are from the interviews of the eight participants.

1.2.3 The Setting

The research was conducted at one teacher education college in Jamaica. The teacher education college is one of four institutions that were established in the British colonies in the

West Indies by the Lady Mico Trust in 1835. It is a small state-funded institution comprising 1,544 students (Ministry of Education, Youth and Information, 2019). At the teacher education college there are 22% male student-teachers and 78% female student-teachers. In the year 2019, there were 20% male graduates and 80% female graduates (Ministry of Education, Youth and Information, 2019). The college offers programmes to prepare teachers for early childhood, primary and secondary education. The programmes preparing teachers for early childhood education and primary school education run for four years. As mentioned above, the entry requirements are five Caribbean Secondary Education Certificate (CSEC) subjects, or five General Certificate of Education (GCE) Ordinary Level subjects, including English Language and Mathematics.

The four-year Bachelor of Education degree programmes offered by the teacher education college in early childhood and primary education expose student-teachers to courses that are both theoretical and practical. In the teacher education college, students are required to study general education courses, content in their area of specialisation courses, methods, psychology and to participate in teaching practicum. In other words, the programmes are divided into four areas: general education, professional studies, specialisation courses and course electives. In the general education courses, student-teachers develop skills such as communication skills, language skills, problem solving skills, research and critical skills. While in the professional studies course, student-teachers learn and gain an understanding of the issues, philosophy, history and practices of education as they relate to the profession. Student-teachers can also do the electives, which are optional courses. These are usually selected by the student-teachers for their own personal and professional development.

The teaching practicum allows student-teachers to put theory into practice and exposes them to four phases of practicum. The first phase of the practicum is in year two, where student-teachers are placed in a school for one week to develop such skills as reflection. In addition, in this phase, student-teachers learn to use observation as a research skill to develop their own effective teaching strategies. In the other two phases, student-teachers are placed into schools according to their area of specialisation for two weeks and 15 weeks in years three and four respectively. The student-teachers are also expected to do “action research” and participate in a professional learning community.

The curriculum for the early childhood education equips student-teachers with the skills, knowledge, abilities and attitude that will enable them to cater to the holistic development of children aged zero to eight years by using appropriate strategies. Child development is very important in the curriculum for early childhood education. The programme emphasises play as being at the centre of children’s development and learning, and the curriculum also focuses on active learning approaches and integrated learning. In the specialist component of the Early Childhood Programme, some of the topics covered are special needs in early childhood education, early childhood legislation, creative expressions and child growth and development.

In the primary area of specialisation, student-teachers are provided with content that prepares them to appreciate and understand the purpose, structure and scope of the primary curriculum. They are expected to have the skills and knowledge of differentiation and knowledge of the integrated curriculum for students in the lower primary level. Student-teachers are taught to understand the primary curriculum, and to develop an appreciation for the issues children have while transitioning from pre-primary to primary and primary to secondary. Some of the topics covered in the primary programme are science and the environment, child growth and

development and explanations of gender differences., social studies, citizenship and Caribbean culture.

1.3 The Research Problem

The issue that motivated this study is the low levels in enrolment of men in the early childhood and primary education programmes in Jamaica. In 2019, only 1.64% of male student-teachers were enrolled in any of the early childhood education programmes in Jamaica, and 9.14% in the primary programmes. Relatively low numbers of men in early childhood and primary education, is a cause for concern, as I will discuss later. The percentage of male student-teachers enrolled in the early childhood education programme in the teacher education college, in which this study is conducted, was only 1.2% in 2019 (Ministry of Education, Youth and Information, 2019). While only 8.6% of male student-teachers were enrolled in the primary education programme (Ministry of Education, Youth and Information, 2019). This is compared to data in 2008, where enrolment in early childhood in the teacher education college was 2.7% male students and 11.8% male students in primary (Ministry of Education, Youth and Information, 2008). The Government of Jamaica plans to achieve the status of a developed country by 2030, and targets have been set to “promote and encourage teaching as a viable profession, ... improve the quality of life of teachers with the work environment (and to) encourage greater gender balance in the teaching profession” (Planning Institute of Jamaica, 2009, p. 72). The Government of Jamaica’s Vision 2030 highlighted the issue of low male enrolment in teacher education institutions (Planning Institute of Jamaica, 2009), including the institution in which this research took place. However, despite attempts by the administrators at the teacher education college to increase the number of male students, very little progress has been made (Virtue, 2018).

According to Cruickshank (2012), in order to increase the enrolment of men in the teaching profession, one has to understand the motivations of the men who have selected teaching as their career, despite the challenges they face. Generally, the motivations of men who choose early childhood and primary education in Jamaica remain unknown. Understanding what motivates these student-teachers will potentially provide solutions to the problem of low recruitment, which is essential as there has been little research in Jamaica into finding solutions to the issue of increasing the number of men in early childhood and primary education.

1.4 Purpose of the Study

The purpose of this study was to gain an understanding of male student-teachers' experiences of choosing teaching as a career in early childhood and primary education in one Jamaican teacher education college. The study focused on early childhood and primary male student-teachers at this college. The reason it is important to gain this understanding, is to inform future strategies and approaches for recruiting more male students for these educational sectors.

1.5 Research Questions

As there is little research on the experiences of male student-teachers choosing a career in early childhood and primary education, a qualitative study was adopted. Four research questions guided this study.

The central research question was: what are the experiences of male student-teachers as they pursue early childhood and primary education teaching careers? This central question was broken down into four sub-questions:

1. What motivated male student-teachers to seek a career in early childhood or primary education?

2. What barriers or difficulties, if any, have male student-teachers experienced, or witnessed, when choosing or pursuing a career in early childhood or primary education?
3. How do male student-teachers describe their perceptions regarding low recruitment of males into early childhood and primary education?
4. How can recruitment of males into early childhood and primary education be enhanced, as viewed by male student-teachers?

1.6 Significance of the Research

This phenomenological study aimed to identify recruitment strategies that teacher education colleges and policy makers could use to confront the low recruitment of male student-teachers in early childhood and primary education. Several studies have investigated issues of recruitment of men in early childhood and primary education (Knight & Moore, 2012; Malaby & Ramsey, 2011; Skelton, 2009). However, these studies were done mostly in Western countries (Palmer et al., 2019). In Jamaica, recent studies have looked at the motivations of pre-service teachers (Bastick, 1999; Brown, 1992; Evans, 1993). However, they focused their study on motivations for student-teachers from all areas of specialisation in colleges. Kinkead-Clark's (2018) study, which was also conducted in Jamaica, looked at male teachers in early childhood classrooms and the issues affecting them. In the study she looked at the issues affecting men in the classroom and factors that prevent men from entering the profession. A knowledge gap exists as to what motivates early childhood and primary student-teachers to choose a career in teaching. Similarly, there is a gap in recruitment strategies that are specifically tailored to recruiting men into the profession. A gap in the literature also exists because Kinkead-Clark's (2018) study only examined early childhood male teachers, whereas this current study looked at male student-teachers in both early childhood and primary education.

McGrath et al. (2020) argued that gender balance in teaching may help individuals to accept 'alternative masculinities' and remove the stigma from men who teach young children (p.9). According to Kinkead-Clark (2018), Jamaican boys believe there is "no space for their gender" in the teaching profession (p. 44). She stated that this attitude is evident since there is less than three percent of male teachers at early childhood level. Kinkead-Clark (2018) suggested that men in Jamaica be supported, particularly because they are in a 'macho-culture' and will be stigmatised if they choose to teach young children (p. 41). She added that one method of supporting men is by simply increasing "the number of male teachers in the classroom" (p. 44).

The findings from this phenomenological study can be used as an evidence-based action plan to improve and to promote male recruitment and to minimise barriers that currently exist. The college in which the study was conducted would welcome the findings, so that they can take action to improve recruitment of male student-teachers in the future. However, the focus of this research is not only important to my own professional context, but is a problem that has an impact regionally, nationally and, to varying degrees, internationally. In other words, the findings may also be of benefit to other teacher education institutions in the Caribbean or West Indies Countries, with whom the findings may resonate.

1.7 The Role of the Researcher

Moustakas (1994, p. 22) emphasised that bracketing is a "systematic effort to set aside prejudgments regarding the phenomenon being investigated." Even though I have not experienced the phenomenon of being a male student teacher, I realise that the setting aside of my assumptions and personal knowledge of the phenomenon are critical in conducting a balanced phenomenological study. Further details on how I approached this can be found in Chapter 3.

I am a business education lecturer at a teacher education college. Prior to this, I worked for eight years in the Secondary Education and Professional Studies Department at the teacher education college in this study. My interest in studying the issues tackled in this research arose from my background as a teacher educator and a desire to contribute to addressing the problem of low enrolment in teacher education. I became aware of the problem after teaching classes, attending several graduation ceremonies and seeing first-hand the low number of males enrolling and graduating each year. Having read more widely about this issue, which extends beyond Jamaica of course, I argue for gender equality and for the teaching profession to be more representative of Jamaican society.

My roles and responsibilities include teaching and supervising student-teachers in the business department. It is important to note that I do not supervise or teach students in the early childhood and primary education. This means I am not in a teaching relationship with the student-teachers in the early childhood and primary education at the time this study was undertaken.

1.7.1 Positionality

According to Savin-Baden and Major (2013), positionality describes the researcher's position towards the research. They also noted that a researcher's positionality can be identified by asking the researchers to examine their positions regarding the participants, the research topic and context. Holmes (2020) intimated that it is very important for novice researchers to locate their positionality, since it will affect how the research is conducted and the outcome of the research. As a Black woman, I had to be careful that I did not speak for the participants, who are, of course, men. Therefore, I had to ensure that the findings reflected the voices of the participants in the research. I believe that in a female-dominated environment the voice of men is

silenced, and it needs to be sought out and listened to. It is important to note that I do not believe more men are needed in schools because they are better than women at teaching children. I believe more men are needed to better represent the society that we live in, and this goes for other groups that are not represented within the early childhood and primary education. For example, teachers of different religions and sexual orientation. I think that if members of these minority groups see a representation of themselves in the teaching profession, they will not be afraid to choose it themselves. Recruiting more men into the profession and showing others that teaching is not only for women will allow truly equal career opportunities.

In the context of this topic of research, I see myself as an 'insider', a teacher educator for eleven years, who worked in the education department for eight years, and I have taught student-teachers in the early childhood and primary education programmes. I am also an 'outsider', a female teacher educator who is interested in gender and who is researching about male student-teachers.

1.8 Delimitations of the Study

According to Theofanidis and Fountouki (2019), delimitations are boundaries of the study that researchers lay out to make the aims of the study more achievable. The first delimitation applied to this research was that only participants who had first-hand experience were included. This meant only male student-teachers in early childhood and primary education were included in the study. This decision was important in ensuring the data we captured related only to the voices and lived experiences of those directly experiencing the phenomenon being studied. Therefore, I was not seeking to hear about the experiences of female student-teachers, faculty members, qualified practitioners or administrators. The second delimitation was that the study was limited to one teacher education college. The recruiting of participants from only one

institution may prevent me from gaining a broader insight, which might be more generalisable, on the other hand, the study could assist in providing more focused improvements in recruitment methods within the research site. It also meant a more manageable scope for the study, based on my own skills and available resources.

1.9 Definition of Terms

The following are the terms used throughout this study:

Early Childhood Education: This is the level of education which is provided for children aged three to five years. The schools at this level include nurseries, kindergartens and basic Schools. There are also the infant departments of primary, all age and primary and junior high schools for students aged four and five years old. It is important to note that the basic schools are operated by the community, but the ones that are recognised by the government receive assistance. For example, they receive salaries and teaching materials (Ministry of Education, Youth and Information, 2019).

Gender: is culturally and socially constructed, and individuals hold beliefs of behaviours and characteristics that are associated with being feminine or masculine (Lubaale, 2020). Gender is not fixed, and it varies “within and between cultures” (Women’s Commission for Refugee Women & Children, 2005, p. 4).

Gender stereotype: These are socially constructed beliefs that individuals hold about the attributes and characteristics that are related to men and women (Quintana & Hormiga, 2015).

Masculinity: This involves the “behaviours, languages and practices” in a culture that are related to males and are not considered to be feminine (Itulua-Abumere, 2013, p.42).

Primary education: At this level, education is provided for children aged 6 to 11 years old. Students may attend either primary, all age, primary and junior high or preparatory schools (Ministry of Education, Youth and Information, 2019).

1.10 Organisation of the Thesis

In this study, I used a qualitative phenomenological approach to explore the lived experiences of the male student-teachers. This study was conducted to gain an understanding of how these student-teachers were motivated, which could provide solutions to the problem of low recruitment, as there is little research in Jamaica to suggest solutions for increasing the number of men in early childhood and primary education. This research problem is not only important to my own professional context, but is a problem which impacts nationally, regionally and, to various degrees, internationally.

This thesis is organised into six further chapters. Chapter 2 contains the review of the literature and the theoretical framework of the research. Chapter 3 outlines the methodology, research design, procedures for carrying out the study, and the data analysis. Chapter 4 includes the findings of the study, while Chapter 5 includes the discussion of the findings. Finally, Chapter 6 summarises the main findings and describes the implications and recommendations for future research and practice.

Chapter 2: Literature Review

2.1 Introduction

As outlined in Chapter 1, the purpose of this study was to gain an understanding of male student-teachers' experiences of choosing a career in teaching in early childhood and primary education to improve future male recruitment to teacher education programmes in Jamaica. The study is based in a single Jamaican teacher education college. This chapter will review the literature related to gender imbalance in teaching in order to get a deeper understanding as to why relatively low numbers of men have selected this profession and what are some possible barriers preventing men from entering the profession. Ramdhani et al. (2014) suggested that when writing a literature review, the researcher needs to include key writers and "bring the reader up-to-date with current literature on a topic" (p. 48). In this study, the literature review consisted of current studies and studies before 2012. It is important to note that the studies before 2012 are from key writers or the studies were conducted in Jamaica and are relevant to the understanding of the topic and/or research context.

The review of literature will first examine the international and national gender trends in the profession, before discussing the potential impact of gender imbalance in teacher education. I will then explore what is already known about the reasons or motivations for entering teaching, particularly men's reasons for choosing primary and early childhood education. In addition, the review will also discuss the possible reasons for the gender gap in teaching, both internationally and regionally. Finally, I will discuss the theoretical frameworks pertinent to this study and some current programmes, initiatives and strategies thought to promote the recruitment of male teachers.

2.2 Gender Trends in Teacher Education

As outlined in the previous chapter, the gender trend in Jamaica demonstrates a predominance of females in primary and early childhood education. In fact, in most countries the teaching profession has become “feminised” (Global Education Monitoring Report Gender Review, 2018). Drudy (2008) described the feminisation of teaching as a global phenomenon, where the number of women in teaching is increasing and consistently outweighs male teachers, thereby viewing the phenomenon from a purely numerical perspective and then analysing its impact. Drudy (2008) highlighted that it is in this feminised environment that decisions about careers are made and that choosing an occupation in a female-dominated profession maybe an unattractive proposition for men. She also noted that the impact of feminisation in teaching has lowered the status of the profession but argued that this reveals that there is a problem in how a woman’s role and position are perceived in society (Drudy, 2008). Kelleher (2011) outlined three different meanings of feminisation: “a) a statistical meaning, used in calculating percentages of men and women in a given profession; b) a meaning related to the effects of the weight of numbers; and c) the rate of access of women into a profession” (p. 1). While Skelton (2002, p. 85) pointed out that researchers have categorised feminisation of teaching into three overlapping ways: “statistical—to indicate the number of women teachers in relation to men teachers; cultural—where the teaching environment is seen to be biased towards females; and political— ‘backlash’ politics.” Both Skelton (2002) and Kelleher (2011) share the view that the term feminisation has three different approaches in the literature. However, Skelton (2002) examined the literature from a feminist perspective, arguing that the number of “female teachers in primary education does not create a feminized environment”, it is just a perception of the society or individuals who hold stereotypical views of the profession (p. 92). While Kelleher (2011) argued that the number of women in the profession has caused individuals to believe it is

a female profession. In the literature reviewed, feminisation of teaching is one of the themes that has been criticised and is regarded as a disadvantage to the teaching profession. For example, according to Brownhill et al. (2021), there are arguments that feminisation negatively affects the approaches in teaching and affects boys' academic performance. Nonetheless, Drudy's (2008) definition is the most relevant to this current study, given the emphasis it places on the fact that the feminisation of the teaching is when the number of women in teaching outweighs male teachers. Having defined what is meant by feminisation in the teaching profession, this leads to the discussion on countries where the teaching profession is considered to have become feminised.

The predominance of females in the teaching profession is evident throughout the Caribbean region. This is evident in primary and secondary sectors of education. For example, in the Caribbean Island of Trinidad and Tobago, in 2015, 78% of primary teachers and 69% of secondary teachers were female (Joseph, 2015). In 2017 in Jamaica, the figures were 95% in early childhood education, and 88.2% in primary schools (Ministry of Education, Youth and Information, 2017). While in the secondary schools, 72.9% of teachers were female (Ministry of Education, Youth and Information, 2017). A recent United Nations Educational, Scientific and Cultural Organisation (UNESCO) study looked at percentages of female teachers in selected Commonwealth Caribbean countries. The data showed that in 2007 the primary school teacher workforce in Bahamas, Dominica, Guyana, Jamaica and St. Lucia was comprised of more than 80% female teachers (Kelleher, 2011). The data also showed that there were more than 60% secondary female teachers (Kelleher, 2011). Kelleher (2011) noted that countries with Commonwealth presence, such as the Caribbean, have a high female teacher percentage. Wilkins and Gamble (2000) highlighted that the absence of male teachers in the lower grades is a

trend inherent in the western-style system of education (p. 18). For example, they argued that in Jamaica after the abolition of slavery, men were encouraged to do farming and women, believing that they would not be successful farmers, went into the education system (Wilkins & Gamble, 2000). Miller's (1991) study, which started a debate in Jamaica and other Caribbean countries, stated that primary school teaching and teacher education became female dominated because "of the intention of those holding central positions in the society to restrict black men to occupations related to agricultural and industrial labour" (Miller, 1991, p. 125). But while Wilkins and Gamble (2000) suggested that Caribbean women selected teaching because of their ability, Miller argued policies prevented men from entering teaching. These arguments about the gender imbalance in Jamaica were made two decades ago, but there is a notable gap in the current literature concerning the exact nature of these barriers preventing men in the Caribbean, particularly Jamaica, from choosing teaching in early and primary education.

The phenomenon of more women than men being employed in early and primary education is not limited to the Caribbean. Rweldon (2015) noted that eight out of 10 primary teachers in Australia are female, while 42% of teachers in the secondary schools are male. There is a similar trend in China, where there are more women than men in the "kindergarten, primary day schools and secondary day schools" (Census and Statistics Department Hong Kong Special Administrative Region, 2016, p. 62). In some nations, for example, the United States of America, Switzerland, Italy, Jamaica and the United Kingdom, the number of female teachers is greater than in other nations, such as Finland, Greece and Japan (Eurostat, 2016). Although more female teachers are at the primary level in Japan, there are more male teachers in the overall teaching profession (OECD, 2017). It is important to note that there are countries with less gender imbalance, for example, Spain, Netherlands and Turkey. These countries have more

than 40% male primary teachers (Eurostat, 2016). However, in the Sub-Saharan and Indian context, the gender imbalances are reversed in that male teachers outnumber female teachers both in the primary and secondary schools (Eurostat, 2016).

This reversal in the gender imbalance in the African and Indian context calls attention to differences in culture, which may be one of the reasons Sub-Saharan Africa and India have more males in teaching than females. This is reflected in the number of girls attending school, in other words, fewer girls in education means fewer girls have the necessary education to enter the teaching profession (Kelleher, 2011). As an example of this, Ombati and Ombati (2012) argued that in the Sub-Sahara, national culture has impacted the education of women. In addition, girls are also “harassed both physically and verbally” because they have to travel to schools in most of the Sub-Saharan Africa urban areas (Ombati & Ombati, 2012, p. 118). Likewise, in India, “traveling long distances alone is often culturally unacceptable and unsafe for women” to teach or go to school (Kirk, 2006, p. 5). According to Kirk (2006), in India it is believed that men are the leaders and should be the teachers in schools. This clearly shows how cultural beliefs are related to gender stereotypes and gender roles. The literature also suggests that if there are more men in the teaching profession, then the woman’s role is viewed as home-based, and working outside the home may not be an option. Although this view is not applicable in the Caribbean, it is an indication that the role of women in wider society, and the way the teaching role is perceived, will have an impact on the gender distribution within the profession.

Kinkead-Clark (2018) highlighted that in the Caribbean, men believe teaching young children is a job for females. She went on to state that men in the Caribbean have inherited the practices rooted in colonialism, where they believe their jobs must be physical and challenging. Similarly, as stated previously, Wilkins and Gamble (2000) noted that men in Jamaica were

taught by their ancestors to become farmers, and that only a few men believe they will succeed in the educational system. Today, however, this belief has changed and not all men choose manual employment. The Statistical Institute of Jamaica's (as cited in ILO, 2014) data showed that in 1.6% of female students chose agriculture and veterinary fields, but only 0.9% male students. In engineering, manufacturing and construction, there were 17.5% male students and 1.8% female students, while in science, mathematics and computing, data showed 10.8% of male students compared to 8.1% female students (ILO, 2014).

The findings from this review of the literature indicate that gender roles and culture in any society affect whether the teaching profession in a country is feminised. This means the way the teaching role is perceived will impact the numbers or percentage of men and women in the profession. In addition, in countries where there are more educated women, there appears to be more women entering the teaching profession. The theory of feminisation, however, has come under significant criticism and is viewed as being problematic.

2.3 Potential Impacts of Gender Imbalance

According to Kirk (2006), in the Caribbean, North America and Central Asia, where there are few male teachers, boys' performance and attendance in school have been impacted negatively. Kirk (2006) stated that teachers' subconscious attitudes and behaviours may reinforce gender stereotypes. For example, teachers' preference of teaching girls because they are "quieter and less demanding" than boys, may encourage girls to participate in class rather than the boys (Kirk, 2006, p. 4). It would appear that the low recruitment of men in the teaching profession is viewed as having a negative impact on the social and educational outcomes of students.

2.3.1 Teachers' Gender and Students' Academic and Behavioural Performance

In a milestone study, Dee (2006) conducted research in the United States of America and found that boys have a better educational outcome when they are taught by male teachers. The notable strengths of this study were the instruments used and the sample size. Dee (2006) used the National Education Longitudinal Survey (NELS) and surveys from two teachers per student to gather data from a sample of 24,599 grade eight students. The data included results on several subjects done by the students and on students' behavioural performances. The results from the study showed that when the opposite gender teaches students, "it lowers test scores for both boys and girls by approximately four percent of a standard deviation" (Dee, 2006, p. 72). These findings are applicable to Jamaica, perhaps helping to explain the relationship between female domination of teaching in primary and early childhood education and boys' relatively low academic performance. In Jamaica, students who are in Grade 6 are required to sit an examination called the Primary Exit Programme (PEP), a series of assessments which show students' strengths and weaknesses and their readiness for secondary high school (Ministry of Education, Youth and Information, Student Assessment Unit, 2017). In March 2019, 40,436 students sat the PEP examination (Ministry of Education, Youth and Information, 2019). Table 1 below shows that the performance of boys in the Grade 6 examinations is lower than girls. It is also critical to note that more than 50% of boys are at 'developing level' for mathematics.

Table 1

Results of the Primary Exit Profile, Jamaica, 2019

Level	Mathematics		Science		Social Studies		English Language	
	Female	Male	Female	Male	Female	Male	Female	Male
Highly Proficient	8%	5%	7%	7%	13%	11%	11%	7%
Proficient	41%	29%	48%	36%	50%	46%	55%	38%

Developing	47%	55%	40%	47%	34%	45%	30%	42%
Beginning	4%	11%	4%	10%	3%	5%	5%	13%

Note. Education Statistics, From Ministry of Education, Youth and Information (2019).

Proficient level means that students demonstrate evidence of the required competency necessary at Grade 6, and “highly proficient” means that the students are at an advanced level of competency necessary for Grade 6, as outlined in the National Standards Curriculum (NSC). While “developing” means that the students have shown partial evidence of possessing the required competency and “beginning level” refers to when the students have displayed limited or no evidence of the required competency necessary at Grade 6.

In recent years, the Grade Six Achievement Test (GSAT) showed that girls were outperforming boys (Ministry of Education, Youth and Information, 2012, 2014, 2017, 2018). The GSAT used to be Jamaica’s national high school entrance test but was replaced with the PEP in March 2019 by the Ministry of Education. Students at primary schools in Grade 6 were expected to sit this examination. This examination included subjects such as English, Mathematics, Science, Communication Task and Social Studies.

However, Dee’s (2006) study was not the only one that suggested that a teacher’s gender plays a role in students’ academic achievement. In India, Muralidharan and Sheth (2013) conducted a study that led to results similar to Dee’s (2006), despite being conducted in a different context. However, it is important to note that Muralidharan and Sheth (2013) used primary students while Dee (2006) used secondary students. The purpose of Muralidharan and Sheth’s study was to examine the impact of having a female teacher on the learning outcome of female students. The researchers used annual longitudinal data on student learning, which was measured through independent assessments of learning, and conducted over five years. The

sample was 500 rural government-owned primary schools and included more than 90,000 students in the Indian State of Andhra Pradesh. The data included detailed information on teacher characteristics and the classes they were assigned each year (Mutsifhsudhara & Seth, 2013). The research showed that teachers with the same gender as their students are more effective in the classroom (Mutsifhsudhara & Seth, 2013). This would appear to indicate that single-sex schooling is best for both genders, although in research studies, there are mixed findings regarding this theory. For example, a study conducted in Jamaica 34 years ago (Hamilton, 1985) focused on high school students in single-sex and coeducational schools and examined academic achievement by gender and school type. In the study, Hamilton (1985) found that boys and girls in single-sex schools outscored those in coeducational schools, this is not to say that single-sexed schools do not have any disadvantages. Wong et al. (2018) study suggested that students in single-sex schools demonstrated more gender stereotypes and had less interest in interacting with the other gender. Wong et al. (2018) conducted their study in Hong Kong on 2059 high school students and 456 college students from single-sex or coeducational schools. The results showed that in both samples, students had greater levels of mixed-gender anxiety and fewer mixed-gender friendships when placed in mixed-gender situations. These key findings may be relevant to the thinking that all children need to experience a balance of male and female peers and teachers in schools. What is apparent is that as long as the disparity continues, children will believe that teaching is not for men.

2.3.2 Retention in the Profession

Cruikshank (2016) suggests the retention of male teachers is a serious challenge for primary education, whilst Brody et al. (2021) notes a similar challenge in early childhood education. A review of the literature showed that there is a dearth of information regarding the

retention of men in early childhood and primary education in the Caribbean. Cruickshank (2016) highlighted that the data in Australia showed that fewer men are staying in primary education. In a more recent study, Cruickshank et al. (2021) noted that the trend of men leaving the profession prematurely is continuing; especially in the primary programmes. According to Brody et al. (2021), internationally men are refusing to enter the profession, and if they do, many of them soon leave. Closer to my own context, Jackman and Joseph (2014) noted that in Trinidad and Tobago, men had also been leaving the profession. Brody et al. (2021) argued that minimal “attention has been paid to retaining those who choose to study and work in the profession” (p. 3). Similarly, Cruickshank et al. (2021) pointed out that there is limited data pertaining to the specific challenges facing men and potential strategies to help them cope and allow them to remain in the profession. They also argued that attrition is one of the reasons there are few men in the profession, therefore, focus should be placed on “coping strategies and access to specific support structures” (p. 75). Support such as ensuring preservice teachers in primary education have access to male teacher support networks or mentors will encourage men to remain in the programme (Cruickshank et al., 2021). Wilkinson and Warin (2021) argued that there are both disadvantages and advantages to having single-sex support or male-to-male support. The researchers found that single-sex support allows men to feel comfortable in choosing teaching as a career and subsequently remain within the profession. Whilst Wilkinson and Warin (2021) found that single sex support groups have assisted in retaining men in the profession, they expressed concern about the possibility of closing “down opportunities for non-binary groups” (p.13).

Hwang and Fitzpatrick (2021) found one of the reasons men leave the profession is students' behaviour, for example, men tend to be assigned to students with behavioural

problems, and this is one of the reasons they give up teaching. While Brody et al. (2021) stated that studies in the U.S and Australia found that “poor working conditions, low salaries, and lack of career opportunities” are reasons men leave early childhood education (p. 5). This obviously raises a question about, if and why, these factors may affect men in particular. Similarly, McDonald et al. (2018) highlighted that “low pay, poor working conditions and expectations to gain qualifications” are commonly cited as the reasons educators of both sexes leave early childhood education. Nonetheless, according to Frei et al. (2017), whose study was conducted in Switzerland, men are “persistent in their study choice” or will remain in their programme because they want to work with children and teaching allows them to have time to do other things (p. 535).

2.3.3 Leadership Opportunities

The review of the literature showed that there is a belief that men are at an advantage regarding leadership opportunities in early childhood and primary education. Wyatt-Smith et al. (2017) found in their study that male teachers selected teaching in primary schools because of leadership opportunities and career advancement. Similarly, Haskan-Avci (2018) conducted research in Turkey with male student-teachers in preschool education and the participants shared that they selected the profession because of the potential opportunities. Kusuya and Edabu (2021) highlighted that there is a male dominance in leadership positions in the public primary schools in Kenya because there is a male preference in leadership. In Côte d'Ivoire, Western Africa, Oyeniran and Anchomese (2018) reported that men outnumbered women in leadership positions in elementary and primary schools because of discrimination against women leadership. The picture is clearly not universal and some cultural and regional differences exist. According to the Organisation for Economic Co-operation and Development (OECD, 2019), in

the Caribbean, most leaders in early childhood education are women, but noted that there is still a stereotypical belief that men have the attributes and characteristics to become leaders.

Weinstein et al. (2021) noted that there are barriers to equal access to school leadership in primary education, and this can be “internal and external, overt and covert” (p. 5). For example, they highlighted that there are gender stereotypes that are still dominant in societies where individuals believe that women have the abilities and skills necessary for the classroom, “while men possess those more applicable to organisational leadership” (p. 5). Some of the traits Weinstein et al. (2021) noted for women were patience and caring, and for the men, they were decision making and resolving conflict. Similarly, Bush (2017) noted that research indicates that men are more likely to become leaders than women despite the overall low numbers of men in the profession. However, despite this perceived leadership opportunity, few men are motivated to choose teaching as a career.

Review of the literature also showed that there are leadership challenges in early childhood and primary education. For example, Thorpe et al. (2018, p. 4) stated that the “absence of a clear upward career trajectory may also contribute” to few men entering early childhood education. In addition, the OECD (2019) noted that there is a gap in leadership preparation. Mistry and Sood (2013) highlighted that the early childhood programmes introduce student-teachers to leadership theories “but their focus initially is on child-centred education and care rather than effective leadership at this early stage” (p.63). Kleverg and McNae (2018) also noted there is limited access to leadership and development opportunities and recommended that universities and educational institutions that provide training in early childhood education should take extra steps to prepare teachers for leadership opportunities.

2.3.4 Male Teachers as Role Models

Mills et al. (2008) argued that male teachers are good role models for boys from under-privileged homes. It could also be argued that black males need positive role models in their lives, particularly if they are not exposed to positive role models in other areas of their lives. Reach (2007) argued that the absence of fathers in homes, and a lack of male role models in black boys' lives is one of the reasons young men become involved in crime. These findings could be of interest to Jamaica, particularly due to the high levels of crime and violence in the country. According to the Global Homicide report in 2013, Jamaica's homicide rate was ranked sixth highest in the world (Harriott & Jones, 2016). The data has shown that males between the ages 16 and 24 are the main ones who commit the crime in Jamaica (Harriott & Jones, 2016). Therefore, further research needs to be conducted in Jamaica on the impact of the absence of fathers in young men lives and their involvement in crime.

A study conducted 20 years ago by Wilkins and Gamble (2000) found that in Jamaica, many children will not be exposed to a positive male role model or have a male teacher in their early years. It is important to note that in Jamaican primary schools one teacher usually teaches students in all subjects for one academic year (La.Touche, 2021) but switches when students reach the next grade. Therefore, if there were a gender balance among teaching staff, students would have an opportunity to be exposed to various genders. UNICEF (2018) found that a quarter of Jamaica's children are living in poverty, and this is mainly visible in female-headed homes, and compared to the wealthiest families, these children "are three times more likely to have not been engaged by their fathers in their formative years" (p. 47). Bryant and Zimmerman's (2003) study showed that boys with fathers as their role models tend to have positive school outcomes. These researchers looked at 679 African Americans to see who they looked up to and how these choices related to academic engagement, delinquency, substance

abuse and psychological wellbeing. The study also showed that boys without male role models and females with their brothers as role models experienced the most behavioural problems (Bryant & Zimmerman, 2003).

There are other researchers who see the assumptions of linking the academic achievement of boys to having few male teachers as problematic. For example, Skelton (2009; 2012) and Knight and Moore (2012) rejected the argument that boys need male role models to achieve academically. Puhani (2017) conducted a study using administrative data on all primary students and all teachers in the German state of Hesse. The researcher examined the impact of teachers' characteristics on students' tracking outcomes. The findings revealed that there were no detectable correlations between the gender of primary school teachers and their students' school track recommendations or school choice. Other studies have also concluded that students' achievement is independent of teachers' gender (e.g., Burusic et al., 2012; Carrington & Skelton, 2003; Lee et al., 2019; Winters et al., 2013). The question that should be raised here is how applicable this research is to the Jamaican context, where 45.4% of households are headed by females (UNICEF, 2018). Ferguson (2007) conducted a study in Jamaica which suggested that most students had gender-matched role models and these role models were usually their parents. However, more boys reported celebrity role models or role models that were distant, and the findings also indicated that students who selected celebrity role models were the ones with poorer academic achievement (Ferguson, 2007). Despite some researchers' views that a teacher's gender does not impact students' achievement, it can be concluded that a balanced representation of genders in the early and primary education system will benefit all students. To support this, Skelton's (2003) study suggested that having male teachers in the classroom could help prevent boys from having a negative attitude towards school. Another benefit is that male

teachers' teaching approaches have been especially beneficial for boys' learning (Carrington & Skelton, 2003).

Want to be a Gender Role Model. Brownhill et al. (2021) critically discussed the term “role model” and noted that many researchers discussed the concept, but they failed to clearly define it. In their study, white male primary student-teachers said that male teachers are role models because “they could change you for the better” (Brownhill et al., 2021, p. 652). The participants stated that a role model is “someone to look up to” (Brownhill et al., 2021, p. 651). There are several reasons men choose teaching, and one of the reasons is that men might be attracted to early education because they feel a lack of male role models in the education sector can disadvantage students (Ravhuhali et al., 2019). Further review of the literature indicated that one of the reasons some men choose teaching is because they believe they have specific characteristics and qualities to offer, or they see themselves as role models. These men are usually especially concerned with problems such as students' behaviour or absent fathers. Tokić (2018) conducted research in Croatia, and the results showed that one of the reasons male student-teachers in early childhood education choose the profession is because they believe there are not enough male preschool teachers. They also selected the profession because they see themselves as father figures and role models. Similarly, Ravhuhali et al. (2019) study, which was conducted in South Africa, explored the views of men in early childhood education on why they chose to enter teaching. Some of the participants in the study shared that one of the reasons they selected teaching is that they wanted to ensure that children had “male teachers who can be father-figure role models” so they selected the profession (p. 289). These men see themselves as role models, especially for children who are considered to be fatherless. Although Wood and Brownhill (2018) did not say their participants selected their career because they wanted to be

role models, they noted that their three male primary school staff members see themselves as role models. Similarly, in Tokić's (2018) study, the participants were concerned with issues such as students' behaviour and absent fathers.

Chose Teaching because of a Male Role Model. According to Gore et al. (2015), the influence of others, for example, "inspirational role models", emerged in several studies as an important factor in the decision to choose teaching as a career (p. 10). This is also reflected in studies conducted on male student-teachers in early childhood and primary education where male teachers influenced student-teachers' career choices. Joseph and Wright (2016) also found that male teachers influenced student-teachers' choice to join teaching. The participants in the study shared that the male teachers they had in their own schooling were mentors and role models who influenced their decision in choosing teaching. Cruickshank, (2012) in his study, had noted that several researchers reported that their participants told of how that they could remember male teachers who made a difference in their lives, and that these role models or male teachers influenced their career choice.

Over two decades, educational researchers have made efforts to find the answers regarding the impact that male teachers have on students academically, but there are still questions surrounding the validity of the studies. However, it is clear that a significant portion of researchers have concluded that there are benefits from having a balanced representation of genders in early and primary education. Therefore, with regards to this study, it became imperative to gain a deeper understanding as to why the men who have selected the profession did so, and what are some possible barriers preventing greater numbers of men from entering the profession?

2.4 Motivations for Teaching

Gender and context of society both influence student-teachers' motivation for choosing teaching as career. Bastick (2000) highlighted that preservice teachers in developing countries are motivated to enter the teaching profession by extrinsic factors. While in developed countries, preservice teachers are mainly motivated by intrinsic factors (Bastick, 2000). Low et al. (2011) defined intrinsic motivation as factors that are job-related, for example, the love for a subject. While extrinsic motivation includes benefits and perks that are associated with the job, these would include good pay, job security and paid vacation (Low et al., (2011; Noor et al., 2021). Many researchers have stated that men and women give similar reasons for choosing teaching as a career (Azman, 2013; Skelton, 2009; Johnston et al., 1999; Mulholland & Hansen, 2003). Although some researchers suggest that men are more extrinsically motivated than women (Akpochafo, 2020; Yuce et al., 2013).

2.4.1 Intrinsic Motivations

Gultekin and Acar (2014) noted that the “sources of motivation can be either intrinsic or extrinsic” (p. 292). While Murnane and Papay (2010) highlighted that most teachers are intrinsically motivated. In Queensland, Australia, Wyatt-Smith et al. (2017) conducted a study to investigate the motivations for choosing teaching as a career, satisfaction with teaching and intentions for continuation in the profession. The approach used in this study was an online survey tool that generated quantitative and qualitative data. The researchers also included items from the Factors Influencing Teaching Choice (Fit-Choice) survey. It is important to note that Watt and Richardson (2007) developed the Fit Choice scale in Australia to assess the main motivations of teachers, or to examine why teachers want to teach. Wyatt-Smith et al. (2017) target population was 12,854 registered teachers and the final sample size was 1,165 registered

teachers from primary, early childhood, special education and secondary education. Their findings suggested that most of the teachers were intrinsically motivated.

It would also appear that those who enter teaching do so mainly because they want to help children and contribute to society. Htang's (2019) study, which was conducted in Myanmar, found that teacher trainees' motivations were mainly intrinsic regardless of their gender. In this study, Htang (2019) used Likert questionnaires to collect data among 306 B.Ed. first year students. Two reasons given by Htang's (2019) participants were, "I want to help children learn and succeed in school and I want to contribute to the future of society" (p. 6). Similarly, in Malaysia, Bakar et al. (2014) study participants said that two of the most important reasons for entering the profession was that "teaching allows me to influence the next generation and teaching allows me to provide social service to the society" (p. 158). Low et al. (2011) conducted a qualitative study in Singapore, they noted that the three themes were love for children/young people, fulfilling a mission and answering a higher calling. In their study, Bakar et al. (2014) used factor analysis to categorise the reasons given by their 600 final year student-teachers. Their findings showed that "65% of the students chose their careers to help children" (p. 109).

Cruickshank (2012) pointed out that several researchers have investigated the motivations of men and women who choose teaching, however, only a few looked at men who teach young children. Although these reasons given by males and females are worthy of note, the findings specifically looking at male student-teachers' reasons for choosing early and primary education are more pertinent to this study. A survey study was conducted in Northern Ireland with 334 first, second, and third-year Bachelor of Education teacher trainees, which used focus groups to formulate the questionnaires (Johnston et al., 1999). The findings revealed that males ranked

working with children as the most important factor in prompting them to select elementary or primary teaching (Johnston et al., 1999). The researchers in the study gave the respondents a list consisting of 12 factors to be ranked in order of importance, one being the most important and 12 being the least important. Respondents ranked working with children as number one, perceived job satisfaction as number two, contribution to society as number three and imparting knowledge as number four. In another study, Cushman (2005) focused on reasons men choose primary teaching. In her study, Cushman (2005) used focus groups to gather data from 17 primary male teachers, and the results showed that these men chose teaching because they liked working with children or wanted to make a difference in children's lives. Struyven et al. (2013) administered a questionnaire during a compulsory course to 1,805 preservice primary education teachers to find out why they wanted to teach. These participants were starting their first year in 14 different schools in Flanders (Belgium). The results showed that they chose teaching for intrinsic reasons (Struyven et al, 2013). Some of the reasons these participants stated were helping children and making a difference in the world and developing skills and knowledge that will be useful in the future for teaching.

Social context is related to differences seen in the motivations behind student-teachers' choices. For example, Klassen et al. (2011) conducted a study with 200 preservice teachers from Canada and Oman, which revealed that motivations behind a teacher's career-choice varied according to cultural context. Another study, conducted by Papanasasiou and Papanasasiou (1997), found that preservice teachers in the United States of America had more intrinsic motivations than preservice students in Cyprus. Reid and Caudwell (1997) found that students in Britain had intrinsic factors for entering the teaching profession.

2.4.2 Extrinsic motivations

There are assumptions that men's reasons for choosing teaching are usually extrinsic (Yuce et al., 2013). In the Caribbean, in Trinidad and Tobago, Joseph and Wright (2016) conducted a case study with two male preservice early childhood teachers and the findings showed that they were motivated by other male teachers to enter the profession. Erden et al. (2011) conducted a study in Turkey, which revealed that the males chose preschool education because of "their interest toward the profession, job guarantee, economic reasons, family's motivation and the wish for further academic studies" (p. 3201). Another study that was conducted in Turkey, with 1410 student-teachers, had findings that indicated that female students give intrinsic reasons, however, poor students, students from big families, and male students report more extrinsic reasons including 'economic as well as conditions of service and social status' (Balyer & Ozcan, 2014, p. 104). These findings are in line with other studies regarding the relationship between gender and motivation. As we have seen, men appear to value extrinsic motivations more than women. This leads to the question whether being poor or living in extended families are some of the characteristics shared by many of the student-teachers in the developing countries, which might explain the findings that in developing countries student-teachers' motivations are largely extrinsic. For instance, Bastick (2000) highlighted that in developing countries student-teachers' reasons for choosing teaching were mainly extrinsic, and in his study, Jamaica was included as one such developing country. However, Evans' (1993) study, which was also conducted in Jamaica, suggested that student-teachers selected teaching because they want to serve and work with children. Mixed findings such as these meant it was important for the present study to specifically explore why male student-teachers want to teach in early and primary education.

Other researchers have proposed that the influencing factors that motivate students to want to teach should be separated into triggers and drivers. Low et al. (2017) argued that what triggered someone to want to go into teaching may not be what drove them into the profession. In their study, they interviewed 26 student-teachers. Results showed that these student-teachers from Singapore had motivations which differed from other student-teachers in other studies (Low et al., 2017). For example, from the 26 interviews, 19 reported that prior teaching experience had influenced them to enter the profession. But what had compelled them to apply to the teacher education programme were intrinsic motivations such as sense of fulfilment and enjoyment (Low et al., 2017). This may suggest that it is possible to have triggers that are extrinsic and drivers that are intrinsic, or even the reverse.

These findings from the literature review informed the research questions in the present study, particularly the experiences and the perceptions from preservice teachers in early and primary education. The common themes found in the literature regarding the reasons for choosing teaching as a career were they liked working with children, they want to be role models, they want to contribute to the society, their interest in the profession, job security, economic reasons and motivation from others.

2.5 Reasons for the Gender Gap

The review of the literature suggested that there are various barriers causing the gender gap in the teaching profession. Mistry and Sood (2013) stated that the gender gap will not be addressed if these barriers are not removed. They noted that some of these barriers are attitudes, values, beliefs and stereotypes held by individuals in a society. However, the prevalent themes found in the literature were low salary, issues or fear of men working with children, social beliefs, and perceptions of masculinity.

2.5.1 Low Salary

Salary plays a role in the career choices of men. Koch and Farquhar (2015) argued that one of the reasons for relatively fewer men working in early childhood education is because the salary is perceived as being low. Similarly, Galbraith, (1992), Thornton et al. (2002), Johnston et al. (1999), and Perrachione et al. (2008) have also stated that low salary is one of the reasons for low numbers of men finding employment in early education. Cooney and Bittner (2001) noted that men have stated that a teacher's salary was low, especially for men who have roles as the main source of income for their household. While Milloy (2003) points out that men argue that they can make more money in other occupations. Having said this, while the low salary may prevent men from entering teaching, it is important to note that many believe that there is more growth for men in the profession than for women. Skelton (2001) and Cushman (2005) have stated that compared to female teachers, male teachers are more likely to be promoted to management positions in schools.

2.5.2 Fear of Male Teachers' Inappropriate Behaviour with Children

Davis and Hay (2018) highlighted that studies have shown that men fear being accused of inappropriate physical contact. Cushman's (2005) study indicated that all participants stated that when they work with children this thought passed their minds. One participant in the study stated that when he started teaching, he was afraid to even touch the children on their shoulders (Cushman, 2005). Cushman (2005) also noted that a working environment where men are so fearful is not comfortable for them to carry out daily work duties. She added that some participants said that physical contact is very necessary when teaching the young. However, Ashley (2003) argued that men do not have to have physical contact when teaching young children. It would appear that male teachers are always thinking about the fear of being accused

or what others' perceptions might be. The literature also suggested that men in early childhood education are often viewed with suspicion. Crips and King (2016) stated that these fears that men have come from their awareness that individuals view men who want to teach young children as having ulterior motives.

2.5.3 Social Beliefs

Social beliefs and norms seem to be one of the reasons for fewer males working in teaching, particularly in early and primary education. Cunningham and Watson (2002) have noted that individuals' beliefs are some of the reasons why there is a gender gap, and that these beliefs can affect "hiring decisions, teacher education programs and career counselling" (Cunningham & Watson, 2002, p. 10). Although they did not give a definition of "beliefs", they referred to an example of a widely held belief that men are seen as not being capable of caring for young children, whereas women are. Another researcher, Cameron (2001), also highlighted that the reason for the gender gap is that teaching in early childhood is viewed as being a woman's work. Although these studies were not conducted in Jamaica, they share similar findings to Parry's (2000) study that was conducted in Jamaica, which indicated that boys view education as effeminate. She also stated that the education profession is female dominated, therefore male students have the belief that it is a woman's job. In addition, according to Gayle (2002), many Jamaican boys believe that attending school is not masculine. Beliefs such as these perhaps may limit the number of men in teaching in Jamaica.

Mistry and Sood (2015) stated that there are several studies that have shown that males find teaching unattractive and regard it as a female job. While Fischman (as cited in Kelleher, 2011, p. 11) highlighted that in Argentina, Great Britain, Canada, Australia, New Zealand and the United States of America, it is believed that the teaching profession 'was born feminine',

because in the nineteenth century, women were recruited to care for or nurture the generation of the future.

2.5.3.1 Masculinity and Culture. The issue of masculinity and culture seem to be common throughout the review of the literature which is applicable to this study. Syam, Reeves, and Khan (2011) defined culture as values that are learnt by members of the family, school, and society which become norms that guide behaviour. Drudy (2008) claimed that the issue of gender balance in teaching had developed because of how members in society view masculinity and the values they placed on early childhood education. Hofstede et al. (2010) highlighted that Jamaican culture is high on the masculinity scale of cultural dimensions. This means Jamaica is a masculine society (Hofstede et al., 2010). Hofstede (2011, p. 12) noted that in a masculine society it is expected that “girls cry, boys don’t; boys should fight back, girls shouldn’t fight.” Likewise, O’ Keeffe (2018) suggested that in Ireland it is not considered masculine to work in an environment that requires them to show emotions and care. Hofstede (2011) claimed that in masculine societies women place greater value on caring than men. For example, in Jamaica men are not expected to show signs of tenderness, but to act tough and be masculine (James & Davis, 2013). According to Gayle (2002), in Jamaican culture men are socialised to be tough and show resistance to authoritative figures.

Roles appear to define masculinity in Jamaica. Evans (1999) stated that in the Jamaican home, boys and girls are given different tasks, and they “learn different skills, attitudes and dispositions” (p. 14). Reddock (2009) noted that in the Caribbean, girls are required to do household tasks and the boys are expected outdoor chores. James and Davis (2014) findings regarding cultural norms in Jamaica saw “absent fathers, a lack of role models, hopelessness and fear as playing a role in the construction of masculinity” (p. 5). Across the literature reviewed,

masculinity is socially constructed, meaning it comes from socialisation. Therefore, it helps to define a boy's gender role in society.

2.5.3.2 Intersectionality in Relation to Masculinity. Intersectionality is an approach that refers to examining “how sex and gender intersect with each other and with other factors, such as race, ethnicity, sexuality, age, geographic location, socio-economic status, relationship, parental status and more” (Eichler, 2021, p.1). To illustrate this, Heinz et al., (2021) intersectional analysis, which was carried out in Ireland with primary and post primary applicants, showed that the men were:

White Irish (settled) male applicants coming from lower social class backgrounds, a small number of males with non-white or mixed ethnicities, and an even smaller number positioned at the intersection between male-minority-ethnic-lower social class. A significant number of non-heterosexual males, evenly distributed across social class and disability/non-disability groups, was also noted. (p. 13)

According to Heinz et al. (2021), the study showed that there is a diversity of men, in other words, there are multiple ways of “being a man”. But intersectionality is not just about identities, it is about the institutions that use identity to exclude or privilege individuals (Crenshaw, 2015).

Torres, Jones and Renn (as cited by Salinas & Beatty, 2013) highlighted that intersectionality is an approach that is used to understand and change practices of inequality and injustice. Thame & Thakur, (2014) assert that Jamaica is a patriarchal society. The patriarchy “is most concerned with the domination of a specific group of men—middle class, heterosexual men”, also referred to as bourgeois patriarchy (Thame & Thakur, 2014, p. 12). The bourgeois patriarchy stereotypes the working-class man because they are absent from the family, formal

economy and may contribute to crime and violence (Thame & Thakur, 2014). While many men in the “dancehall culture”, from lower socio-economic backgrounds, create their masculinity by emphasising heterosexual characteristics (Hope, 2021). These characteristics are “explicitly sexual and hinge on the domination or suppression of the feminine through promiscuous/polygamous sexuality; misogynistic discourse” (Hope, 2021, p4).

Intersectionality was originated for Black women; the concept showed how Black women were excluded from groups that claim them as members (Crenshaw, 2015). However, it is a framework that advocates may use “to frame their circumstances and fight for their visibility and inclusion” (Crenshaw, 2015, p. 2). Intersectionality is used to understand what ways different forms of inequalities create obstacles for individuals. One example of this is Jamaica continuing to criminalise homosexuals (Lovell, 2016). Padgett (as cited by Lovell, 2016) noted that Jamaica is “identified as perhaps the most homophobic place on earth” (p. 86). However, Hope (2021) highlighted that “gay men who come from inner-cities are usually tolerated in their communities” as long as they kept this private and “outside the community” (p. 10). Hope also noted that “a homosexual man from Jamaica’s middle and upper classes is allowed wider boundaries” (p. 10). In Kinkead-Clark’s (2018) study, which was conducted in Jamaica, one participant spoke of “men who would hurl homophobic slurs his way when he walked through the community where the school was located” (p. 40). Homosexual men in Jamaica are disadvantaged and therefore men might be putting off entering primary and early childhood education, because of being labelled as homosexual by certain groups in Jamaican society. This could lead to the perception that choosing that career could lead to societal marginalisation and disadvantage.

Kinkead-Clark (2018) highlighted that “male early childhood practitioners have frequent experiences with the stigma that comes with being a man who chooses to work with children” (p. 40). This discrimination is worse for men who ‘are assumed to be homosexuals’ (Moosa & Bhana, 2018, p. 4). Similarly, Hedlin et al. (2019) noted that when a man chooses to work with children, individuals believe “he is not masculine enough to get a real job” and this perception is usually associated with sexuality (p. 97). They expanded on this, a man who does not have the image of a “real man” will be suspected, although just being a man is also questioned (p. 97). These inequalities and obstacles are some of the reasons men avoid choosing teaching in the early childhood and primary education sectors.

2.6 Theoretical Frameworks Pertinent to this Study

The theoretical perspectives which appear pertinent to this study were Brown’s (2002) values-based theory of occupational choice, the gender schema theory (Bem, 1981), and Hofstede’s (2011) cultural dimensions framework. These three theories were relevant to this research study because they provide possible explanations about how and why men may not be choosing teaching in the primary and early childhood education in sufficient numbers. These theories gave me more insight into my research problem than I had prior to beginning this study. Brown (2002) was selected also because it explained the process of choosing a career. It is, however, critical to note that even though the theory looked at the process of making a career decision (how) and also outlined variables as to what are the influences on why individuals choose a career, for example, variables such as gender and culture, it is lacking in detail. Therefore, Bem’s (1981) gender schema theory was selected to aid the understanding the role that gender plays in choosing a career, and Hofstede’s (2011) cultural dimensions were seen as crucial in helping to understand how culture influences decisions or behaviour. The cultural

dimensions were also selected to give a framework of the cultural context within which the participants live.

2.6.1 Brown's Values-based Theory

Brown's (2002) values-based theory of occupational choice provides an excellent base from which to explain how values impact career decisions. This theory can be used in a general context because it is "applicable to cultural and ethnic minorities as well as to White, European Americans" (Brown, 2002, p. 48). Brown (2002) defined values as beliefs that are standards that guide attitudes and behaviours or inform individuals' actions. He further stated that values help in the establishment of personal goals. He noted that sometimes individuals are not aware of these values unless they go through the process of crystallisation and prioritisation. Brown (2002) defined crystallised values as being the values that are dominant in an individual, which can be used as reliable predictors of career choice. Brown (2002) noted that when individuals crystallise their values, they can identify them, and speak about how those values have affected their behaviour. According to Brown (2002), when an individual ranks the values in order of importance, that is known as prioritisation.

Rokeach (as cited in Brown, 2002) stated that values are standards we use to guide one's own behaviour and judge other individuals' behaviour, and this should be differentiated from interest. People have a variety of interests, but they develop only a few values (Brown, 2002). Brown (2002) claimed that the two values that are critical in occupational choice are cultural and work values. Although Brown's values-based theory acknowledged cultural values, it is limited in explanation, therefore in this study, Hofstede's cultural dimensions will be used to identify the cultural dimensions as applicable to Jamaica. Brown (2002) emphasised the importance of other variables that interact with values, which will affect an individual's career choice, for example,

socioeconomic status, family, gender, the information available and self-efficacy. Nonetheless, Brown's (2002) values-based theory is based on the following assumptions: all individuals have a small number of values, crystallised values guide career choice, values are the major factors influencing individuals in choosing a career; however, self-efficacy and interests also help in the decision process. A key assumption of Brown's valued-based theory is "gender will be a major factor in the career chosen by individuals who hold collective social values because of sex-stereotyped perception of occupations by decision-makers" (Brown, 2002, p. 476). Brown (2002) also stated, "The result will be that occupational choices are more likely to be stereotypical male and female" (p. 476). According to Brown (2002), individuals sometimes encounter value conflicts, male and females and individuals with different cultural backgrounds may have different value systems. He also noted that men with a collective social value will avoid 'a more restricted range of occupations' than women.

Clarke (2004) stated that boys' gender roles are very important in the Jamaican home, but career roles are not emphasised. For example, boys are usually seen playing sports or engaging in "street corner games and chat" and other outside activities (Clarke, 2004, p. 16). Clarke (2004, p. 14) also stated that there is "William Pollack's Boy Code" to indicate masculinity. Pollack (1998, p. 18) defined boy code as "rules and expectations that come from outdated and highly dysfunctional gender stereotypes" in a society. Clarke (2004) argued that men in Jamaica prove that they are real men by imitating four boy codes (p. 14). The first code is called the "The Big Wheel", which drives boys and men in Jamaica to have power dominion over others, especially women and anything that has to do with being feminine (Clarke, 2004, p. 14). The second one is the "Give Em Hell" code, which motivates boys to be violent, while the other two codes are the "The Sturdy Oak and No Sissy Stuff" (Clarke, 2004, p. 14). Although career roles

are not emphasised in homes, Gayle (2002) noted that gaining wealth is very important to Jamaican men, which may force many boys to earn money from the informal sector at a young age.

2.6.2 Gender Schema Theory

There are several writers contributing to gender schema theory, for example, Liben et al. (1980) and Martin and Halverson (1981) (Starr & Zurbriggen, 2016). But for this study, Sandra Bem's (1981) theory of gender schema was selected because it provides a clear framework. It explains how people are gendered in a society, and how characteristics that are sex-linked are transmitted to individuals within a culture. Gender and sex determine what role individuals play in their society. Sex is defined as biological differences between men and women while gender is socially and culturally constructed behaviours, responsibilities and roles that define men and women (Broughton et al., 2017). This theory is significant to this study because it looks at how individuals develop ideas about what is masculine and feminine. In similar research to this, which was conducted in South Africa, Petersen (2014) examined the views of early childhood student-teachers. She integrated Bem's (1981) theory of gender schema as a framework for her research, particularly to get a deeper understanding of how gender socialisation leads to schemas about masculinity and femininity. Petersen (2014) also selected Bem's (1981) framework to understand how these schemas influence individuals' views and opinions.

Bem (1981) argued that masculinity and femininity were culturally constructed. According to Staff and Zurbriggen (2016, p. 3), Bem (1981) was particularly interested in the question "how does culture construct gender and gender schemas?" This question is relevant to this study because it will help to inform us on why male student-teachers choose teaching in the primary and early childhood education. Santrock (2008) noted that gender schema theory

suggests that children's choices, motivations and behaviours are based on them wanting to conform to what is gender appropriate. A gender schema is a cognitive structure that receives, modifies, organises, guides or filter a person's perception or information that are related to gender (Bem, 1981). Children develop gender schema by observing the surrounding environment and adjusting their behaviours and attitudes to match what they observe (Cherry, 2018). For example, if boys observe that they are taught only by women, then teaching may be viewed as female job, and the teaching profession would not become an occupational aspiration (Drudy, 2008).

2.6.2.1 Gender Polarisation. Bem (1981) argued that societies define masculinity and femininity as distinctly sexual opposites, which she called gender polarisation. This means that in some societies, behaviours and attitudes that are considered acceptable for women are not appropriate for men. Bem (1981) maintained that gender polarisation is embedded in culture and is absorbed by individuals without them realising it. She argued that we should change the norms of how gender schemas are processed, and this can be done by paying special attention to child socialisation. Therefore, societies should work to create gender aschematic children. In other words, children should learn or be raised to know that the only difference between men and women is related to reproduction (Golden & McHugn, 2015). However, gender-neutral parenting or raising children to be aware that genitals do not determine who you are, is very challenging in a gender-polarised society such as Jamaica.

2.6.2.2 Sex-typed. Children become sex-typed through gender polarisation. Sex typing is the process by which a society categorises behaviours, attitudes and skills as being appropriate for one sex rather than the other (Bem, 1981). Bem (1981) explained that children assess ways of behaving guided by cultural definitions of gender. She emphasised that many people could be

aschematic if cultural practices and norms changed. Bem (1981) explained that there are individual differences in the degree in which individuals think about gender. This means there are some individuals who are not guided by society's categorisations of behaviours and roles.

Bem (1981) further noted that some people are sex typed while others are not.

2.6.3 Hofstede's Cultural Dimensions

Grant and Osanloo (2014) recommended that the theoretical framework of a study is aligned with the problem, purpose, significance and the research questions associated with the topic. I begin by providing an overview of the theory on which this study is based and suggest why it is appropriate for understanding the male student-teachers' experiences of choosing teaching as a career in early childhood and primary education in one Jamaican teacher education college. A key assumption with Hofstede's (2011) cultural dimensions, which looked at cultural context, is that individuals from different cultures may have their own guidelines for choosing a career. According to Hofstede (1994), "we are born within a family, within a nation and subject to mental program of its culture from birth, here we acquire more basic values" (p.13). Hofstede explained that the societal, national and gender cultures are acquired at a very young age and are deeply embedded in our minds, which shape behaviour. Hofstede's (2011) definition of culture is that "it is the collective programming of the mind that distinguishes the members of one group or category of people from others" (p. 3). He highlighted that this collective programming of the "mind is acquired by growing up in a particular country" and that "culture influences not only our behaviours but also the explanations we give for our behaviours" (Hofstede et al., 2010, p. 520). Hofstede et al. (2010) noted that "no group can escape culture" (p. 3). They see culture as the collective programming of the mind that plays a role in motivation. Hofstede et al. (2010) defined motivation as "an assumed force operating inside an individual, inducing him or her to

choose one action over another” (p. 327). This relationship is highly relevant to this research considering Cruickshank’s (2012) suggestion that to increase the enrolment of men in the teaching profession, one has to understand the motivations of the men who have selected the career. As mentioned previously, this study was conducted to identify recruitment strategies that teacher education colleges and policy makers could take up to confront the low recruitment rate of male student-teachers in early childhood and primary education. Hofstede’s (2011) cultural dimensions can assist in understanding male student-teachers’ cultural values and how they may motivate or hinder them from choosing a career in early childhood and primary, which may provide solutions to the problem of low recruitment.

There are several critiques of Hofstede’s (2011) cultural dimensions model (Gerlach & Erikson, 2021). Orr and Hauser (2008) have questioned whether the cultural dimensions are applicable in the 21st century cross-cultural “attitudes and patterns of behaviour” (p. 16). In addition, Hofstede et al. (2010) have stated that, “The accusation of stereotyping individuals has sometimes also been raised against the national culture dimensions paradigm” (p. 39). However, they argued that the national culture scores are about national cultures and not about individuals. Eringa et al. (2015) questioned whether the differences between their results and Hofstede’s values had to do with the fact that culture is not static and can be changed overtime. Therefore, in this current study, the data were interpreted with the recognition of these critiques and the changing contexts. However, Zhou and Kwon (2020) agreed that “the most influential framework of cultural values is that of Hofstede” (p. 1). While Marjaana et al. (2013) noted that Hofstede’s cultural dimensions “can also be related to career decision making” because it examines variables such as “desired job, work-related goals and values” (p. 51). Hofstede’s (2011) cultural dimensions were used as a theoretical framework to understand or identify the

cultural patterns which influence people's behaviour. It is important to note that it was not my intention to use the theory to deductively design my study, but was to help to review the research context and later interpret the findings.

Hofstede (2011) indicated that there are six dimensions: power distance, uncertainty avoidance, individualism versus collectivism, masculinity versus femininity, long term versus short term orientation and indulgence versus restraint. According to Saleem and Larimo (2017), the cultural dimensions offer explanations of why individuals of one country are different from other individuals from another country. For example, there are high and low power distances, and in countries with high power distance, these individuals accept the inequality of power, and respect rank and authority (Hofstede, 2011); therefore, they accept the uneven distribution of power. However, in a low-power distance society the individuals believe that authority, privileges and resources should be distributed evenly. There is also the individualist versus collectivist dimension, which considers the degree to which individuals depend on groups. In an individualist culture, people prioritise achieving personal goals and they rely on self and family only, while in the collectivist culture, individuals belong to groups, and they place emphasis on the well-being of those groups. The masculinity and femininity dimension refers to the extent to which gender roles are distributed within a society. In a culture that is masculine, the gender roles are very distinctive, while in a feminine society, gender roles are similar (Hofstede et al., 2010). Hofstede (2011) also identified the uncertain avoidance dimension, which considers how members in society accept or resist unexpected events or future risks. A high-uncertainty avoidance indicates that members in the society have a lower tolerance for uncertainty, while low-uncertainty avoidance means the members in the society they accept the unknown. Another dimension is long-term versus short-term orientated societies, which considers the extent to

which members of a society set goals. In societies with long-term orientation, members set goals for the future, while on the other hand, short-term societies set goals for the present, or focus on short-term achievements (Hofstede, 2011). And finally, there is the indulgence versus restraint dimension, which considers the extent to which members in a society express themselves or react towards pleasure. In cultures with high indulgence, the members will emphasise freedom of speech and values of happiness, while cultures with low indulgence will restrain or suppress emotions.

Jamaica has a low power distance on Hofstede's cultural dimensions (Hofstede et al., 2010). This means that the individuals in the country believe they must strive for equality of power in their society. Individualism is also low in Jamaica; collectivism has a greater influence on the cultural and value system in Jamaica. As a society that values collectivism, the citizens place importance on goals and the welfare of their groups. Majid et al. (2014) discussed studies that have noted that individuals that belong to collectivist societies choose their careers based on social roles and the views of the members in their groups. In other words, individualistic and collectivistic cultural values are important in an individual's career choice, for example, the individual's perception towards a job is influenced by their cultural values (Majid et al., 2014). In Jamaica, uncertainty avoidance is also low, citizens are largely accepting of the uncertainties and risks they experience. There are no scores for Jamaica for the long term and indulgence dimensions, therefore, they will not be used in this study. However, as mentioned earlier, Jamaica has a masculine culture. In a masculine culture gender roles are divided, there is a "segregation of career choice", that is, women teach younger children and men teach mainly in tertiary institutions (Hofstede et al., 2010, p. 163). According to Hofstede et al. (2010, p. 165),

in masculine societies men and women may study different subjects and “job choice is based on career opportunities.”

Culture has been studied widely, see, for example, Lewis (2009), Schwartz (2012) and Greenfield (2009), but for the purpose of this study, Hofstede's (2011) theory of dimensions of national cultures provided the theoretical framework. The theory was used to understand the male-dominant culture in the West Indies. The introduction of Hofstede's (2011) six different dimensions of national cultures into the taught aspect of the doctoral programme has made it easier for understanding national cultures, and moreover it is one of the most widely used theories for categorising national cultures.

Punnett et al., (2006) reviewed results from four studies that used Hofstede's cultural dimensions and found that in the English-speaking countries in the Caribbean, the cultural values are the same across the region. In their study, they reviewed results for Barbados, Jamaica, St. Vincent and the Grenadines and Trinidad and Tobago. Punnett et al., (2006) stated that the studies used Hofstede's dimensions, survey instruments and interviews to measure a variety of different cultural values. The results indicated that these English-speaking Caribbean countries are relatively high on individual and colonial values, and lower on hierarchy and highest on thinking. Punnett, et al. (2006) noted that the cultural values in the Caribbean are shaped by Anglo influence and economic development.

2.7 Programmes, Initiatives and Strategies to Promote Recruitment of Men

For more than a decade, researchers have noted the benefits and importance of having more men in the classroom (e.g., Dee, 2006; Drudy, 2008; Farquhar, 1997; Thornton, 1999). Some government and policy makers have responded to these calls for more men in the teaching profession. The United Kingdom government, for more than a decade, have implemented

strategies to recruit more male teachers (Jones, 2006). They worked with higher education institutions to launch a recruitment drive to encourage more men into the primary school education (Jones, 2006). In Australia, the government proposed that the Sex Discrimination Act be amended to provide scholarships to male primary student-teachers (Smith, 2004). Davis and Hay (2017) stated that, despite these recruitment strategies, attempts to attract men to early and primary education has not been successful in Australia. Some of the programmes that were created in the United States of America to get more men involved in teaching include MenTeach, Call Me Mister, NYC Men Teach and Troops to Teachers. Price (2019) noted that the Troops to Teachers programmes were also developed in the UK, Israel and Sweden. While the Pre-University Men's Programme (PUMP) was established in Jamaica, and Males in Teaching (MIT) in Northern Ireland.

2.7.1 MenTeach

As far back as 1979 in Minnesota, United States of America MenTeach was started with the objective of increasing the number of men to teach young children (MenTeach, 2019). MenTeach is a non-profit organisation and some of the goals of the organisation is to provide consultation particularly to higher education institutions to develop teacher education programmes on gender equity. This organisation also conducts research and provides training for teachers, administrators and parents. Another goal of MenTeach is to provide educational support such as retreats, conferences and workshops for men who teach young children.

2.7.2 Call Me Mister

The recruitment programme Call Me Mister was launched in the United States of America in South Carolina in 1999 by educators from Clemson University. This programme

was created to increase the low numbers of minority, particularly African American, men in the teaching profession. Call Me Mister started in South Carolina but has now expanded to Pennsylvania, Missouri, Virginia, Georgia, Florida, and Mississippi (Call Me Mister, 2019). It is funded through private donations and federal and state grants. The male students in the programme receive financial and mentoring support. MenTeach and Call Me Mister are similar in that they were formed to recruit students who wanted to teach, in other words, they recruit both women and men into the teaching profession. A key difference is Call Me Mister recruits students particularly from “impoverished backgrounds” (Johnson, 2008, p. 8).

2.7.3 NYC Men Teach Programme

NYC Men Teach Programme is similar to Call Me Mister particularly in that it was established to increase the number of black men in teaching. The NYC Men Teach Programme was first established in 2011 by the New York City Young Men’s Initiative (YMI) but is now in partnership with the NYC Department of Education (NYC DOE) and the City University of New York (CUNY). The program provides professional support for male teachers who are already in the system. In addition, NYC Men Teach recruits and prepares participants for teaching positions within New York City (Westat, 2019). NYC Men Teach also provides mentoring, exam preparation and support, networking opportunities, professional development and financial support for their new recruits (Westat, 2019).

2.7.4 Troops to Teachers

Another programme in the United States is the Troops to Teachers, which was created in 1993. Members of the military who have college degrees can become teachers in the public school system. They will be certified to teach elementary through secondary education. Three of the objectives of this programme are to provide diversity among teaching staff, relieve critical

teaching staff shortages, and increase the number of male and minority teachers in the schools (Proud to Serve Again, 2019). The program assists participants in meeting education and licensing requirements for securing a teaching position. Participants who meet the military service requirements receive financial assistance in the form of a stipend or a bonus. It is important to note that teaching is not limited to one state, this means participants can work pan-state.

According to Price (2019), the Troops to Teachers was established in the UK because of the inspiration of the United States Troops to Teachers' programme. The Troops to Teachers programme was introduced in the UK in 2013 to address teacher recruitment and the "perceived discipline issues in school" (Price, 2019, p. 337). Like the Troops to Teachers in the United States, the programme was also introduced to encourage ex-military service personnel to become trained as teachers. However, in the UK, in order to be eligible, these ex-service personnel must not have an undergraduate degree (Foster, 2019). In addition, they are required to have left full-time employment from the Royal Navy, Royal Air Force or British Army in the previous five years (Department for Education, 2020). In the UK, the Troops to Teachers programme involves two years of professional study, which leads to an honour's degree with qualified teacher status (Foster, 2019). In Sweden and Israel, similar programmes were established for ex-service personnel to become teachers, but mainly because of the need for school leaders (Price, 2019). Price (2019) continues discussion on how other researchers have shared their concerns regarding the costs of the programme and the impact of the programme on teacher recruitment in UK. He also noted that the troops in Sweden and Israel had challenges adjusting to school culture.

2.7.5 PUMP

In Jamaica, the Pre-University Men's Programme (PUMP) was designed in September 2008 at The Mico University College to provide young men the opportunity of higher education, particularly men who are from communities that are affected by crime and violence. The then president also saw the need to increase the number of male teachers in the educational institutions. These young men would be granted a year to matriculate into a bachelor's degree in education programme of their choice. The programme supports these men by orienting them into teaching and providing mentors for them. The programme has been very successful; however, it has been faced challenges such as lack of funding, low retention and poor support from families (Bennett, 2019). It is important to note that the "enrolment in PUMP has declined significantly from an average of 25 to 12 men" and this is mainly stemming from financial challenges (Bennett, 2019, p. 4).

2.7.6 Males in Teaching

The Males in Teaching programme (MIT) was created in Stanmills University College in Northern Ireland to encourage more males into teacher education (Males in Teaching, n.d.). On the MIT website, men who are interested in teaching can obtain information on the advantages and disadvantages of teaching. The website also has information on becoming a teacher, including steps on how to enter the profession.

2.7.7 Strategies to Recruit Male Teachers

Researchers have identified other strategies to recruit more males, but it is important to note that these strategies maybe contextual and are unable to be generalised to the wider population. For example, Nelson and Shikwambi (2010) in the United States of America, offered five strategies that will help universities, particularly in early education programmes to recruit more males. They encouraged universities to give males more practice of working directly with

young children, provide male students with a mentor they can trust, form supportive groups for men in the programme, adapt the programme's culture to welcome men and offer these men a scholarship or stipend. Unlike Nelson and Shikwambi (2010), Skelton (2009) has suggested three strategies to include both men and women in increasing enrolment in early childhood and primary programmes. These strategies are marketing the programme as a good career choice, teacher recruitment targeting both women and men, and ensuring teacher education programmes do not include gender biases or stereotypes. While the researchers stated above have forwarded specific changes to teacher education, Skelton (2009) warns against targeting men only. As mentioned previously, there are some limits to these strategies, thus we cannot make definite conclusions. With this in mind, this current study has significant importance in expanding upon previous literature through discussing the reasons for the existence of a gender gap in teaching in Jamaica and the possible ways to increase the numbers of men in the early and primary programmes.

Research suggests that the dearth of male teachers in the classroom, and the need to support them, have led to the creation of programmes to attract men into teaching. Despite the efforts of these programmes, few men are being attracted to teaching (Skelton, 2009). The apparent weaknesses of some programmes are that they do not specifically target early childhood and primary male teachers. It is also important to reiterate, until the barriers that prevent men from entering teaching are addressed, recruitment will not be successful.

2.8 Studies in the Caribbean

There have been studies in the Caribbean that have looked at reasons preservice teachers choose to teach, and ways to promote the recruitment of teachers in the profession. For example, Bastick (1999) conducted a study entitled "Why trainee teachers join the teaching

profession in Jamaica.” Bastick’s (1999) study was carried out because there was a fluctuation in teacher supply and employment in Jamaica and other Caribbean countries. In his study, 96 student-teachers and 4 lecturers participated in one-to-one 15-minute semi-structured interviews. In addition, 30 students took part in small focus groups. The data from the interviews were combined to form 19 reasons that teachers had decided that profession, and these reasons were used to survey 1444 preservice teachers in Jamaica. The results of the study showed that Jamaican preservice teachers’ reasons for choosing teaching were extrinsic (24.2%), altruistic (14.6%) and intrinsic (8.8%). Brown (1992) conducted a survey with first year students in Jamaica and other Caribbean countries to obtain the reasons they had selected teaching. The study concluded that these students had mainly altruistic reasons. Evans’ (1993) study entitled “The Choice of Teaching as a Career” also looked at the reasons students choose teaching. She used ethnographic and survey research methods, and the population was all the graduates in the teachers’ colleges in Jamaica. There were 270 teachers, however only 108 responded to the questionnaire. The findings revealed that the main reasons for choosing teaching were “opportunity to contribute to society, love of or desire to work with children, love of teaching or the profession and the influence of family members or teachers” (p. 231). While these studies contributed significantly to knowledge as to why preservice teachers choose teaching, this study was particularly interested in why male preservice teachers choose early and primary education.

Prior researchers in Jamaica, such as Kinkead-Clark (2018), had examined the issues affecting men in the classroom and factors that prevent men from entering the profession, but did not explore their motivations. The three themes that emerged from her study were stigma, macho-culture/culture shift, and financial matters (Kinkead-Clark, 2018). The participants were 23 male teachers, and the research was qualitative. Kinkead-Clark’s (2018) study included men,

these consisted of one student teacher, eight administrators, three school supervisors and 11 classroom teachers. As noted earlier, Kinkead-Clark's (2018) study only focused on men in early childhood education. This current study has attempted to address a gap in the literature, by describing the experiences of early childhood and primary male student-teachers pursuing a career in teaching in early childhood or primary education. This current study also aimed to address the gap through identification of the motivations of the student-teachers and suggested strategies to improve future male recruitment to teacher education programmes in Jamaica.

Joseph (2015) conducted a study in Trinidad and Tobago, he examined the reasons men remain in the teaching profession as men working in a predominantly female environment. Joseph (2015) used a random sample of 709 male teachers in primary and secondary schools. He also used a mixed-method research design which included surveys and focus group interviews. The findings revealed that 94% of men remained in the teaching profession because they had a passion for teaching, and 96% of the men wanted to be role models for students. Joseph and Wright (2016) conducted another study in Trinidad and Tobago, they examined the experiences and perspectives of two male student-teachers pursuing studies in early childhood education. They used semi-structured interviews, and the themes that emerged were low status job, stereotypes, benefits of male involvement and strategies to attract men into the early childhood classroom. Joseph and Wright (2016) recommended that the government address the issue of few men in the classroom.

Although Joseph and Wright (2016) conducted a study in the Caribbean and explored the experiences of male student-teachers in early childhood education, his study did not include student-teachers in primary education and furthermore the study was done in Trinidad and

Tobago. This current study explored the experiences of men from early childhood and primary education and was conducted in Jamaica.

2.8.1 Gap in the Literature Review

The literature review shows that the need to increase male recruitment in early childhood and primary education has attracted attention internationally, but there is a dearth of information in the Caribbean. Although there are a handful of studies that have contributed to the understanding of the role of males in the early childhood classroom in Jamaica and the Caribbean, there is a gap in the existing literature as to understanding men in primary education. There is also a gap in the literature as to how to increase the enrolment of males in the teachers' education colleges in Jamaica. In this study, I strived to explore male student-teachers' experiences of choosing a career in teaching in both primary and early childhood programmes. With special focus on understanding the motivations of these male student-teachers for choosing teaching, and any possible barriers experienced, it will be invaluable for contributing to a real change in the future.

2.9 Conclusion

There is a gender imbalance in the early and primary education workforce, which is a global phenomenon. There are gender imbalances in the African and Indian context, where men outnumber women in teaching. The reverse is true in countries such as Canada, Germany, New Zealand, United Kingdom, United States of America and China, where women are outnumbering men in the teaching profession. This predominance of female teachers is also evident in the Caribbean. Over the last two decades, researchers have outlined the importance and benefits of having more men in teaching in the primary and early childhood schools. Likewise, some government and policy makers have responded to this need to recruit more male teachers in the

profession. The literature showed that some educators have used several strategies to increase the number of men in schools. Some of these strategies are providing scholarships for male primary student-teachers and creating recruitment programmes to increase the number of men in teaching. However, attempts to attract male teachers to early and primary education have not been successful.

There is debate within the literature regarding the gender imbalance in teaching, and the impact and role of men who choose to teach in early and primary education. Some researchers have argued that this gender gap has negatively affected boys academically and socially. While others have highlighted the need for more male teachers as positive role models for young boys. However, there are others that have challenged these arguments by saying these arguments lack empirical evidence. It is important to note that the same researchers who have argued against or criticised the arguments for having male teachers as positive role models in the schools, have acknowledged that both boys and girls benefit from a balanced representation of genders in schools. Nonetheless, the issue of too few men entering the teaching profession must not be ignored. The literature in the Caribbean has explored the reasons student-teachers have selected teaching as a career, another area explored is the experiences of early childhood student-teachers. However, there is no study that has looked at male student-teachers' experiences in both primary and early childhood. Therefore, the purpose of this study is to explore male student-teachers' experiences of choosing teaching as a career in primary and early childhood education. It is also hoped that this will reveal insights into what are the barriers preventing men from entering early and primary education to improve recruitment efforts.

Chapter 3: Methodology

3.1 Introduction

The purpose of this study was to gain understanding of male student teachers' experiences of choosing a career in teaching in early childhood and primary education, in order to improve future male recruitment to teacher education programmes in Jamaica. I chose to use a branch of phenomenology for which Moustakas (1994) uses the term transcendental phenomenology, which is associated with Edmund Husserl (1965) and is often referred to as descriptive phenomenology. Such an approach allowed the male student teachers to describe their experiences as they are perceived in their consciousness, which may contribute to improving future recruitment of males into the primary and early childhood education teacher education. There are several ways to study the experiences of humans, however, the approach is determined by the research questions. According to Yin (2009), "...the form of the question can provide an important clue regarding the appropriate research method to be used" (pp. 10-11). My aim was to understand the "what" of the lived experiences of male student teachers in an early childhood and primary education programme, as well as "how" they describe their experiences, motivations and perceptions. This chapter includes the research questions, discussion of the research paradigm, qualitative approach and the phenomenology approach. In this chapter, I will also describe the study participants, the sample, gaining access, data collection, the data analysis method, issues in trustworthiness, ethical considerations and the role of the researcher. The chapter then concludes with a brief summary.

3.2 Research Questions

The aim of this study was to describe the experiences of early childhood and primary male student teachers. The central research question was: What are the experiences of male

student-teachers as they pursue early childhood and primary education teacher careers? This central question was broken down into four sub-questions:

1. What motivated male student-teachers to seek a career in early childhood or primary education?
2. What barriers or difficulties, if any, have male student-teachers experienced, or witnessed, when choosing or pursuing a career in early childhood or primary education?
3. How do male student-teachers describe their perceptions regarding low recruitment of males into early childhood and primary education?
4. How can recruitment of males into early childhood and primary education be enhanced, as viewed by male student-teachers?

3.3 Research Paradigm

Research is usually guided by paradigms, which are based on, or indicative of the researcher's worldviews or beliefs, methods and assumptions (Creswell, 2003). A researcher's paradigm is what guides the study, research methods and determines how the data will be analysed (Kivunja & Kuyini, 2017). According to Kivunja and Kuyini (2017, p. 30), there are four research paradigms that are most frequently mentioned, namely the "positivist, interpretivist/constructivist, critical inquiry", and pragmatic paradigms. However, Maxwell (2013) pointed out several other paradigms. In this study I am guided by the constructivist paradigm. The purpose of constructivist paradigm is to "understand a particular phenomenon" (Antwi & Hamza, 2015, p. 219). Adom et al. (2016) stated that the constructivism philosophical paradigm "seeks to understand a phenomenon under study from the experiences or angles of the

participants” (p. 5). Kivunja and Kuyini (2017) highlighted that the constructivist approach will allow the researcher to “get into the head of the participants being studied and to understand what the participants are thinking” (p. 33). This is done through the participants describing their experiences as they appear to consciousness (Moustakas, 1994). My views and assumptions are that there is no single reality and that researchers create knowledge and understanding by exploring views of reality from participants as suggested by Baxter & Jack, (2008). Constructivist researchers look at the contexts that people live and work to understand the historical and cultural settings of the participants, by visiting this context and getting data (Creswell, 2003, p. 9). This means the researcher believes that realities are multiple and tries to understand the participants’ perception of the world they live in.

3.4 Qualitative Approach

A researcher coming from a constructivist perspective mainly uses the qualitative research (Antwi & Hamza, 2015). Qualitative research is “a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2009, p. 4). Qualitative research was appropriate for this study because it allowed me to gain an in-depth understanding of male student teachers’ experiences of their career choice at the teacher education college, and also it allowed participants to elaborate on their answers and the reasons behind these answers. In qualitative research, the researcher’s intention is also to get contextual knowledge about the problem rather than to gather statistical generalizations (Creswell, 2007). Therefore, this research used a qualitative approach.

3.5 The Phenomenological approach

A phenomenological approach was suitable for this study because I wanted to describe the experiences of early childhood and primary male student teachers at a teacher education

college. According to Creswell (2007), phenomenology is designed to give “a deep understanding of a phenomenon as experienced by several individuals” (p. 62). I selected a phenomenological research because it was appropriate in addressing the problem. It allowed the participants to describe their experiences using their own words. The purpose of the study was to understand a particular group of people lived experiences. The research question that guided my study shows that my quest was to understand the “what” of the lived experiences of male student teachers as they pursue early childhood and primary education teacher careers, as well as “how” they describe these experiences. Therefore, the phenomenological research was aligned with the research question.

In a phenomenological study the researcher “describes the meaning for several individuals of their lived experiences of a concept or a phenomenon” (Creswell, 2007, p. 57). This design emerged from the field of philosophy and ontology then later in the field of psychological, sociology and social work (Grossoehme, 2014). According to Creswell (2013), there are two major forms of phenomenology: transcendental phenomenology (TP), also known as descriptive phenomenology, which was developed by Edward Husserl, and hermeneutical phenomenology which was developed by Martin Heidegger, also known as interpretive phenomenology (IP). Heidegger argued that the researcher “cannot remove him or herself during the process of essence-identification, that he or she existed with the phenomena and the essences”, therefore, he developed the alternative approach of interpretive phenomenology (Bowe & Sloan, 2014, p. 6). While on the other hand, Husserl believed that knowledge is gained from description of individuals' lived experience with a phenomena and not gained from the researchers' interpretation of these descriptions. In addition, he believed that the researcher's experience should be bracketed and put aside throughout the research process (Creswell, 2007).

In this study I used TP, following the tradition of Husserl (1931), but more closely guided by the philosophy and methodology originating from the ideas of Moustakas (1994). According to Moustakas (1994), when creating his “phenomenological research methods” he was “significantly influenced” by the works of Edmund Husserl and others who have used, given clarity, added and applied Husserl’s ideas (p. ix). I have selected Moustakas (1994) procedures on how to organize and analyse phenomenological data because it is very comprehensive and easy to understand and he is well cited. This was important to me as a novice phenomenological researcher. According to Moustakas (1994), TP is focused on participants’ descriptions of the experiences and not on interpretations of the researcher. I have selected TP because my goal is to explore the lived experiences of participants and not to give my interpretations of their experiences. This seems particularly important as I have not experienced the phenomenon directly; not being male.

3.5.1. Epoche. A major process in transcendental phenomenology is the Epoche or bracketing. Moustakas (1994, p. 85) noted that Husserl first described Epoche as “the freedom of suppositions”, consciously staying away from bias and preconceived ideas. Sheehan (2014) explained that Epoche is setting aside all opinions about the phenomenon before starting the research. In order to take a fresh perspective towards the phenomenon, Moustakas (1994) explained that the researcher has to consciously set aside current thoughts, judgements and beliefs which may lead to bias when conducting the research. Moustakas (1994) further explained Epoche in more detail, by giving examples of what the researcher has to clear from his or her mind. He noted that anything that has been put in an individual’s mind by “science or society, or government, or other people, especially one’s parents, teachers, and authorities, but also one’s friends and enemies” should be disclosed (p. 86). It is through Epoche that the

researcher will see the phenomenon with fresh and naïve lens in order to obtain new knowledge (Moustakas, 1994). On the other hand, Englander (2016) advised new researchers, who are utilizing the Epoche, that it does not mean that they forget everything that was known, but bracket or shift attitude in order to see the phenomenon with different lens. Englander (2016) referred to Epoche as bracketing and argued that a researcher that is using Husserl's phenomenology inquiry must include the Epoche. Although Moustakas (1994) and Englander (2016) have both emphasized the need to include Epoche and have discussed what the researcher needs to clear his or her mind from, they failed to explain in detail how a researcher achieves it successfully.

In this study, I tried much as possible to bracket the biases and preconceived ideas I had of the experiences of male student-teachers as they pursue early childhood and primary education teacher careers. Bracketing was not restricted to the data collection and analysis phases. Firstly, I started bracketing from before starting the literature review. This was done to identify any influence throughout the research process. I used a reflexive diary to write down my thought, feelings and perceptions.

Secondly, before engaging the participants in each interview, I took time to think and write my thoughts. There were several thoughts that I reflected on. For example, I wrote how I was mindful to capture only the voice of the participants. I also thought about the gender imbalance in the profession and how it can only be a disadvantage to the students. In addition, I reflected on whether teacher gender impacted students' achievement. I wrote about an experience I had when I went to visit an inner city school where a male teacher was teaching and all the boys were so engaged and behaving appropriately, while some of the girls were listening and others were talking to each other. I also wrote that I believe men are afraid to become early

childhood and primary teachers because the job can be demanding. Another belief I had noted before the interviews was that men do not want to enter the profession because the job requires patience. This made me remain attentive and open to the participants' experiences and perceptions, whilst consciously avoiding asking questions underpinned by these beliefs.

Utilizing the recommendations by Moustakas (1994), that "Epoche requires that everything in the ordinary, everyday sense of knowledge be tabled and put out of action" (p. 87), I wrote everything that came to mind regarding my assumptions, and one of the thoughts that came to me when I was writing in my diary was that the male student teachers would include in their experiences that they need the opportunity to specialize in at least one subject area. This assumption came about because months before I started the study, a group of male student teachers in the Early Childhood and Primary Education had shared this concern with the administration. I found that describing my beliefs and thoughts before the interviews allowed me to be conscious throughout the research process, which allowed me to purposely focus on the research questions and listen to the participants. This was not difficult to do, perhaps because I have not lived the experience, and really wanted to hear from them. I did not want to influence their descriptions, but let the data reflect the participants' actual experience. However, during the data analysis it took more focused conscious effort to minimize any bias. But according to Creswell (2007, p. 60), Moustakas, like many phenomenological researchers, thought that complete bracketing "is seldom perfectly achieved." However, making a conscious effort increased my awareness of my unconscious assumptions, so I could minimise the influence on my research.

Denzin and Lincoln (2005) described qualitative researchers as bricoleurs, crafting and putting pieces together, they noted that "if the researcher needs to invent, or piece together, new

tools of techniques, he or she will do so' (p. 5). As noted previously, I selected a systematic and coherent approach, Moutakas' (1994) Transcendental Phenomenology, which involves the researcher setting aside prejudgements. The purpose of using this approach was to increase my confidence that the voices of the participants are heard. This would be done through the process Epoche or bracketing. However, Tufford and Newman (2010) highlighted that there is a lack of uniformity in bracketing since some researchers do not always agree on what, when and how to bracket. However, they noted that this will give qualitative researchers "choices and methods and opportunity" to be flexible as they conduct their research (Tufford & Newman, 2010, p. 3). To ensure I was capturing the real voices of the participants I followed the structure or the "meditative procedure" of Epoche as suggested by Moustakas (1994, p.89). Moustakas (1994) highlighted that Epoche will assist in silencing "the directing voices and sounds, internally and externally", so as not to manipulate or influence, and only attain what appears (p. 88). The use of Epoche helped me to separate what was in my mind so I did not confuse it with reality. Sometimes the way we see the world can be with incorrect lenses. Therefore, in the Epoche process researchers are encouraged to follow the meditative procedure by letting whatever preconceptions and prejudgements enter the mind then leave freely. Moustakas stated "As I do, I label the judgments and write them out. I review the list until its hold on my consciousness is released, until I feel an internal readiness to enter freshly" (p. 89). I found that when I wrote down everything that came to my mind I felt free. In other words, the further away I became from the phenomenon. It made me even more conscious that I am a woman, I do not have the lived experiences of being a male student teacher pursuing early childhood and primary education. Therefore, I listened to the participants while they shared their experiences. I listened while I transcribed and interpreted the data with a fresh vision. Moutakas (1994) described it

better “I am more readily able to meet something or someone and to listen and hear whatever is being presented, without colouring the other’s communication with my own habits of thinking, feeling, and seeing” (p. 89). This is how you know that you are capturing the real voices in the research.

3.6 Participants

In this study, purposeful sampling was used to ensure that each participant is a male student and has experienced the phenomenon of choosing a career in teaching in early childhood or primary education. In purposeful sampling, the researcher selects the most appropriate “people or sites” that help in understanding the issue (Creswell, 2012, p. 209). According to Etikan et al. (2016), there are seven types of purposive sampling methods. They are maximum variation sampling, homogeneous sampling, typical case sampling, extreme/deviant case sampling, critical case sampling, total population sampling and expert sampling. Total population sampling was used in this study. Etikan et al. (2016) described total population sampling as “a technique where the entire population that meet the criteria” are included in the research (p. 3). They further added that total population sampling is mainly used when the number of population is small (Etikan et al., 2016). There were 13 male student teachers enrolled in the Early Childhood Education and Primary Education Programmes, across all four years, for the academic year 2018/2019. All male student teachers in both programmes were invited to participate in the study.

3.7 Sample

Creswell (2014) noted that in phenomenology study a sample is usually three to 10 participants. Marshall et al. (2013) highlighted that it is suggested to use a sample size of six to 10 participants. The participants must be similar or homogenous, which means that participants’

characteristics, as they relate to the research questions, must be alike (DiCicco-Bloom & Crabtree, 2006). It is important to note that I was prepared to interview the total population, but only 8 of the 13 volunteered. I re-sent the recruitment advertisement to the male student-teachers, who did not respond to the first invite, but no further participants were recruited.

In order to protect the identity of participants, I will not disclose which programme they are on, and all responses are taken to be applicable to both Early Childhood and Primary education. This was made clear to participants prior to the interviews beginning. Because the numbers on each programme are small, I have taken great care to remove any identifying factors which could compromise confidentiality.

3.8 Gaining Access

Cohen et al. (2011) pointed out that gatekeepers control access to research sites and participants, which can present challenges to researchers, for example getting people to respond and participate. Fortunately, I had minimum challenges carrying out the study, because, the Principal of the institution and the Vice President of Academic Affairs had met with me regarding my research and provided their support. A Head of Department had given me permission to use a conference room, which provided a neutral space to meet with participants.

3.9 Data Collection

In this study I used semi-structured interviews to explore participants' lived experiences, perceptions and perspectives in order to answer my research questions (see Appendix E) Gill et al. (2008) explained that interviews can provide a thick description and deeper understanding of a phenomenon. Interviews help individuals to discuss their experiences of the world they live in and give their opinions and views about a situation (Creswell, 2014). The semi-structured interviews are in-depth interviews where the respondent answers open ended

questions, and this usually takes 30 minutes to more than an hour (Jamshed, 2014). The advantage of using semi-structured interviews is that the researcher can use follow up or probing questions to encourage the interviewees to clarify or elaborate on their responses (Creswell, 2012). According to Gray (2009), semi-structured interviews are “vital when a phenomenological approach is being taken where the objective is to explore subjective meanings that respondents ascribe to concepts or events” (p. 373). Semi-structured interviews were appropriate for this study because they guided me with covering the relevant areas, but allowed enough flexibility to explore experiences in more depth if indicated. The same prompts were used for all participants but often the narrative took a different course with each individual. The semi-structured format allowed me to explore those differences where relevant to the research questions. As Gill et al (2008) suggested, the semi structured format helped facilitate the discovery and elaboration of information. Jamshed (2014) suggested that semi-structured interviews help the interviewer to be focused, which is an advantage when the researcher is relatively inexperienced and can get drawn off focus quite easily. Fox (2009) emphasized that recording interviews allows the researcher to focus on actively listening to the participant, without being distracted by note taking. It also reduces the bias of the researcher who will probably have to be selective in the data they record (Muswazi & Nhamo, 2013). Therefore, in this study I audio recorded the interviews instead of taking hand written notes.

3.9. 1 Procedures for recruitment. Recruiting participants entailed sending a letter to the Vice-President of Academic Affairs at the Institution for approval to carry out the study. This letter formally requested permission to conduct research with the students, and to use the site. After I received approval from the Vice President of Academic Affairs, I met with the Primary and Early Childhood Head of Department to inform them of the study. An EdD VPREC (Virtual

Programme Research Ethics Committee) Liverpool application was submitted to University of Liverpool for approval before starting the study. After I have received approval from VPREC, (see Appendix C) I requested the names and college email addresses of all the male student teachers in the primary and early childhood education programmes from the Head of Department – Early Childhood and Primary Education. An email was sent out to all the male student teachers in the early childhood and primary education inviting them to a meeting. I arranged a meeting with the potential participants to tell them of the nature of the study and to enable them to identify with me as the researcher. It is important to note that the meeting was held on a Tuesday at 10:00 to 11:30 at the Continuing Studies Centre, when no assembly or classes were scheduled. The potential participants were provided with a Participant Information Sheet and asked to contact me if they wish to participate or had any further questions. These student teachers were told that participating in the research is voluntary, this means they have the right to participate or not to participate (this was also stated in the Participant Information Sheet). In addition, they were told that if they do agree to participate they can withdraw at any time and re-join if they change their minds. Participants were given the opportunities to ask questions. Once they indicated a willingness to participate, I asked them to read, sign and return the consent form before the interview was arranged. The consent form included the purpose and procedure of the study, confidentiality, withdrawal opportunity and contact information.

3.9.2 Interview. The interviews were conducted in a quiet location, which was a neutral space. This room is located at the back of a neutral department where persons are not allowed to visit, unless they are given permission. This was an ideal place to do audio recording, in addition, it has good lighting, seating and space. On the day of the interview, I went over the purpose of the study and reminded interviewees that it is voluntary and they are free to withdraw at any time or

decline to answer any questions. These interviews were individual interviews and they were conducted face to face and the interviews were recorded on a portable Olympus digital voice recorder, and the interviews lasted the minimum 45 minutes and the maximum 60 minutes.

During the interview I used the semi-structured interview protocol and, as mentioned before the sessions, were audio recorded. The verbatim transcriptions were done immediately after the interviews. Each participant received a copy of their transcribed interview to verify the accuracy of the data, however, I have not received any responses from them. All data collected, including the voice recordings of the interviews are stored in a locked cabinet and password protected computer, this will be for five years after which they will be destroyed.

3.10 Data Analysis

In this study I was guided by Moustakas' (1994) transcendental phenomenology methods. Moustakas (1994) recommended two methods for analysing data in transcendental phenomenological research. They are The Modification of the Stevick-Colaizz-Keen method and The Modification of the van Kaam method. Van Kaam's method was appropriate for this study because it only uses data from the participants, while Stevick-Colaizz-Keen method requires that the experience of the researcher regarding the phenomenon be included in the data analysis. I also selected the van Kaam method because Moustakas (1994) provided more guidance in that method. Being a novice researcher, I felt a more structured approach would be helpful. Moustakas (1994) refers to these methods as 'modified' but did not discuss how he modified them. Referring back to the original author I can see that the van Kaam method consisted of the following steps: "listing and preliminary grouping, reduction, elimination, hypothetical identification, application and final identification" (Valle, 1998, p. 26). Moustakas

(1994) had simplified van Kaam's steps and added the steps of structural descriptions. Below are the seven steps of Moustakas' (1994) modified van Kaam method in detail.

Step 1: Listing and Preliminary group. The first step in the van Kaam method phenomenological data analysis, is listing and grouping all "expressions relevant to the experience" (Moustakas, 1994, p. 120), which is called horizonlization. This means the verbatim transcript for each participant was read several times and statements were listed if they were relevant to the research questions. This process was done in Microsoft word, where I assigned labels to the research questions, then highlighted the statements that were relevant to the questions. All the expressions or statements relevant to the experience were then copied, pasted and grouped on another page in the word document to do the reduction and elimination.

Step 2: Phenomenological Reduction and Elimination. In this step the purpose is to obtain what Moustakas (1994, p. 121) calls the "invariant constituents." This means the researcher will extract the most relevant statements from any statements that are "overlapping, repetitive, and vague" (Moustakas, 1994). I went through the list of horizons and eliminated the statements that were overlapping, vague, repetitive. The horizons that remain Moustakas (1994) noted that these are called the invariant constituents of the experiences. I used Moustakas (1994, p. 121) suggestions that the researcher should ask: "does it contain a moment of the experience that is a necessary and sufficient constituent for understanding it? Is it possible to abstract and label it? If so, it is a horizon of the experience." The statements that were irrelevant were then discarded and the statements that remained are called the "significant statements" (Moustakas, 1994, p. 121).

Step 3: Clustering and Thematizing the Invariant Constituents. In the third step this is where I clustered the "invariant constituents" of the experience to identify the core themes. It

is important to note that these invariant constituents were clustered based on the research question or how they related to one another. The constituents were clustered and then I identified the themes. These clustered invariant constituents are known as the core “themes of the experience” (Moustakas, 1994, p. 121). Moustakas (1994) further explained that in this step the researcher uses the invariant constituents or horizons, phenomenological reflection and imaginative variation to construct themes. Moustakas (1994) explained that imaginative variation means various “perspectives of the phenomenon: from different vantage points, such as opposite meanings and various roles” (p. 180). I agree with Moustakas (1994) that “through imaginative variation the researcher understands that there is not a single inroad to truth, but that the countless possibilities emerge that are intimately connected with the essences and meanings of an experience” (p. 99).

Step 4: Final Identification of the Invariant Constituents and Themes by

Application. In this step I validated themes and invariant constituents. The invariant constituents and the themes were checked against the transcription of the research participant using the following questions: 1) are they expressed explicitly in the complete transcription? 2) are they compatible if not explicitly expressed? (Moustakas, 1994, p. 121). If the themes and the invariant constituents were not compatible or fully and clearly expressed I discarded. These core themes and the associated invariant constituents gave meaning to each participant’s experience as they pursue early childhood and primary education teacher careers

Step 5: Construct for each Participant an Individual Textural Description. In this step I used the validated invariant constituents and themes to create the textural description for each participant. Textural descriptions mean what the participants experienced as it relates to the phenomenon. In other words, it is a narrative explanation of a participant’s experience including

verbatim examples extracted from the interview transcript. Creswell (2007) described textural descriptions as the experiences of the participants. He noted that the significant statements or the validated invariant constituents and themes are used to write the textural description. In this step I focused on the “what” of the experience without interpreting them.

Step 6: Construct for each Participant an Individual Structural Description.

Moustakas (1994) explained that in this step the researcher becomes aware of the structures through imaginative variation, reflection and analysis. I used the individual textural description and imaginative variation to construct each participant's individual structural descriptions. Structural descriptions look at how experiences occur (Moustakas, 1994). Structural descriptions are themes that are related to feelings and thoughts connected to the phenomenon. As mentioned above the imaginative variation involves looking at the meanings in the data from “divergent perspectives” (Moustakas, 1994, p. 97). The structural description depends on the imaginative variation. The imaginative variation allowed me to gain a deeper understanding of the experiences of male student teachers who have chosen early childhood and primary education as a career. During this process I contemplated all possible meanings of the experience and must look at the phenomenon from different perspectives. According to Moustakas (1994), the imaginative variation “is to grasp the structural essences of experience” (p. 35). The structural essences of experience are the descriptions of how the participants experience what they experience. It also means the mode or the way in which something is experienced. Moustakas (1994) explained that it is in the imaginative variation that the researcher pulls the structural themes from the textural descriptions that have been obtained from the phenomenological reduction (p.99). In this step I looked at the underlying dynamics that give rise to the “what” or the textural descriptions. This means I looked at how the experience came about.

Step 7: Construct for each participant a textural-structural description. I used the textural descriptions and the structural descriptions to develop the textural-structural descriptions. In this step I summarized what (textural descriptions) each participant experienced as well as how (structural descriptions) the participant experienced the phenomenon. The textural-structural descriptions include also the invariant constituents and themes.

Final Step: Essence of the Experience. The individual textural-structural descriptions were used to develop the meanings and essences of the participants' experiences as a whole group. I composited all the individual textural-structural descriptions "into a universal description of the experience representing the group as a whole" (Moustakas, 1994, p. 100). This last step as Moustakas (1994) stated is "the establishment of a knowledge of essences" (p.100). This means in this process I integrated the textural and structural descriptions to obtain the essences of the experiences. Husserl (as cited in Moustakas, 1994) described the essence as the commonalities of the participants lived experience in the phenomenon or the common characteristics that makes an object what it is.

3.11 Issues of Trustworthiness

The use of the concepts of validity and reliability in qualitative research are debatable and controversial (Kumar, 2011). These concepts are more accepted in quantitative research. Trustworthiness is the term used to describe the rigor of the qualitative research process (Lincoln & Guba, 1985). Trustworthiness in qualitative research means "the degree of trust, or confidence, readers have in results" (Cypress, 2017, p. 254). According to Lincoln and Guba (1985), in order to ensure trustworthiness, the researcher must consider the four criteria areas: truth value, applicability, consistency and neutrality. I found that Lincoln and Guba (1985) techniques and Creswell (2014) strategies are similar. However, Creswell (2013) had expanded

the term trustworthiness and made the concept simple to understand. Therefore, in this study I employed Creswell (2013, p. 250) "validation strategies." I followed Creswell (2013) recommendations that a researcher should choose the qualitative validation terms that he or she is comfortable using.

Creswell (2013) did not specifically speak about validation of data in phenomenology study, but suggested that all qualitative studies can use the "validation strategies." Creswell (2013) recommended eight strategies, they are: triangulate, use member checking, use rich thick description, clarify bias, present negative or discrepant information, spend prolonged time in the field, use peer debriefing or use an external auditor. It is important to note that not all eight strategies are necessary in one study (Glesne, 2011). Creswell (2013) recommended that qualitative researchers use at least two strategies in their study. In this study the following strategies were employed, member checking, clarifying bias, peer debriefing, the use of rich thick descriptions and theory triangulation. I have also included Polkinghorne (1989) five questions for researchers when doing a phenomenological study to help or ensure trustworthiness. These strategies were selected because they were appropriate for this study.

3.11.1. Member checking. According to Lincoln and Guba (1985), this is "the most critical technique for establishing credibility" (p. 314). I verified with the participants to ensure the descriptions and themes of their perspectives were correct. Creswell and Miller (2000) noted that in member checking, researchers may ask participants to check the raw data to verify if the data is correct. However, Creswell (2014) stated that the researcher does not have to take back the raw data to check for accuracy, instead ask participants to verify the "semi-polished product" with the description and themes (p. 202). In this study, each participant received a copy of their transcribed interview and emerging themes to verify the accuracy of the data. They were asked

to respond if there were any corrections needed. I have not received any responses from the participants.

3.11.2. Clarification of biases. As previously mentioned above, I engaged in bracketing, this means, I was honest and opened about my beliefs, values, background and perceptions relating to the topic to be investigated. I used journaling and memoing to bracket my feelings, opinions and biases, and this was done before the research and during the research. Memoing is a method of bracketing, that researchers use to keep track of their feelings, actions, thoughts or ideas (Maxwell, 2013). This is done by writing about the experiences of collecting, analysing and validating data. Creswell and Miller (2000) noted that to ensure validity, the researcher may include: a section in their study on the “role of the researcher”, make comments while writing the discussion of the findings or bracket him or herself by describing personal experiences (p. 127).

3.11.3. Peer Debriefing. Creswell (2014) indicated that the process of peer debriefing involves “locating a person (a peer debriefer) who reviews and asks questions about the qualitative study so that the account will resonate with people other than the researcher” (p. 202). Lincoln and Guba (1985) identified the role of the peer debriefer as someone who ensures that the researcher is honest. It is important to note that I have two research supervisors who ensured rigor in the study. These supervisors can access the participants’ descriptions, the data analysis and the ethical documents for this study. In addition, we have regular meetings in order to discuss the research process. These discussions and commentary from my supervisors are noted and used for reflections.

3.11.4. Rich Thick Description. Creswell (2014) described rich thick description as a researcher gives “detailed descriptions on the setting or offer many perspectives about a theme”

(p. 202). While Merriam (2009) defined rich thick description as a detailed description of the findings in order for the reader to decide whether the findings apply to his or her situation. In Chapter 4 I included all eight participants' perspectives about the themes.

3.11.5 Triangulation. Triangulation is used in studies to increase the validity and credibility of the study (Fusch et al., 2018). A researcher can ensure triangulation by the use of multiple data sources, multiple methods, multiple theories and multiple researchers or investigators to draw conclusions (Fusch et al., 2018). However, triangulation has limitations, for example, it can be time consuming, "complex and require a skilled analyst" (Noble & Heale, 2019, p. 68). Nonetheless, "theory triangulation" was used to interpret the data in this current study. The three theoretical perspectives were used to interpret the data were, Brown (2002) value-based theory, Bem (1981) gender schema theory and Hofstede (2011) cultural dimensions. In other words, the three theories were used to get a comprehensive understanding of the phenomenon. According to Carter et al., (2014), a researcher can use theory triangulation to assist in "supporting or refuting findings" (p. 545).

3.11.6 Validation of data. Moustakas (1994) did not go in-depth with his discussion on "validation of data" (p. 110), but gave an example of a study that used member checking to validate the data collected. Creswell (2007) pointed out that he "found direct discussions missing" on the criteria for assessing the quality of a transcendental phenomenological research (p. 215). He however highlighted Polkinghorne (1989) five questions for researchers doing a phenomenological study. I found the questions useful, I used them mainly when I was doing the transcriptions, the textual and structural descriptions for the participants. The following are the questions suggested by Polkinghorne (1989, as cited in Creswell, 2007, p. 215).

1. Did the interviewer influence the contents of the participants' descriptions in such a way that the descriptions do not truly reflect the participants' actual experience?
2. Is the transcription accurate, and does it convey the meaning of the oral presentation in the interview?
3. In the analysis of the transcriptions, were there conclusions other than those offered by the researcher that could have been derived? Has the researcher identified these alternatives?
4. Is it possible to go from the general structural description to the transcriptions and to account for the specific contents and connections in the original examples of the experience?
5. Is the structural description situation specific, or does it hold in general for the experience in other situations?

3.11.7 Pilot Test. Creswell (2013) recommended that researchers “refine the interview questions and the procedures” through pilot testing (p. 165). In this study, although I did not conduct a pilot test, I asked a lecturer from the Professional Studies Department in the faculty of Education where I previously worked to read the questions. The aim was to ensure the interview questions were framed appropriately. In addition, my supervisors had also assisted me in refining the interview questions to ensure they were aligned with the aim of the research. Jacob and Furgerson (2012) recommended that “it is always a good idea to pilot test your questions with someone you know to make sure that your questions are clear” (p.5). Gray (2009) also noted that interview schedule can be modified if the questions seem to be not sufficient, unlike questionnaires because they are “‘one shot’ attempt in data gathering” (p. 359). The exact questions on the interview schedule were asked. However, I followed up with open-ended

questions such as, “Can you expand on that experience?” or “Can you tell me more?” in order to get a deeper understanding of the experience.

3.12 Ethical Considerations

In research, collecting data from “humans involve ethical considerations” (Gray, 2009, p. 73). Ethical considerations of the research and the participants were very important to me. The following precautions were taken to achieve this goal. I obtained an authorization letter from my institution to begin the study. I sent a letter to the Vice-President of Academic Affairs at the institution on February 5, 2019, for approval to carry out the study. In the letter I formally requested permission to conduct research with the students, and to use the site. I received the letter of approval from the Vice President of Academic Affairs on February 12, 2019. As soon as authorization was received from my institution, I applied for ethical approval from VPREC. It is important to note that an EdD VPREC application was submitted to University of Liverpool for approval before starting the study. I submitted to VPREC: evidence of external approvals (an authorization letter from my institution), Recruitment Advertisement, Participant Information Sheet, Research Participant Advocate Consent form and the Interview Schedule.

After I received approval from VPREC on March 11, 2019 (see Appendix C), I requested the names and college email addresses of all the male student teachers in the primary and early education programmes, by writing to the Head of Department of Early Childhood and Primary Education on April 9, 2019. An email was then sent to all the male student teachers in the primary and early education inviting them to a meeting on April 16, 2019. I arranged the meeting with the potential participants to tell them of the nature of the study and to enable them to identify with me as the researcher. This meeting was held on a Tuesday at 10:00 a.m. at the Continuing Studies Centre, when no assembly or classes are scheduled. The potential

participants were provided with a Participant Information Sheet and asked to contact me if they wished to participate. These student teachers were told that participating in the research is voluntary, this means they have the right to participate or not to participate (this was also stated in the Participant Information Sheet). In addition, they were also told that if they do agree to participate they can withdraw if they change their minds. Participants were then asked if they had any questions. Once they indicated a willingness to participate, I asked them to read, sign and return the consent form before the interview was arranged. Participants were advised that their names will not be used in the study and their programme of study would not be identified. They were also advised of the neutral and private location in which the interviews would be held. Cohen et al. (2007) suggested that the informed consent process must include details of the purposes, content and procedure of the research; confidentiality rights and obligations of the participants; the right to participate, not to participate, withdraw and re-join and the opportunities for the participants to ask questions. Therefore, the informed consent form included the purpose and procedure of the study, confidentiality, withdrawal opportunity and contact information.

At the start of the interview I checked that the participant had read the PIS and highlighted the main points again. Participants were required to provide the signed consent forms before interviews. The interviews were held in May 2019. Participants were advised that I was audio taping and that I will ensure that no personal information was included in the study to ensure confidentiality. The interviews were conducted in a quiet location on campus that does not have distractions. Only individuals who are given permission can use this room. This was an ideal place to do audiotaping, in addition, it had good lighting, seating and space. On the day of the interview, I went over the purpose of the study and reminded interviewees that it is voluntary and they are free to withdraw at any time or decline to answer any questions. During

the interview I used the semi-structured interview protocol. These interviews were individual interviews and they were conducted face to face and the interviews were recorded on a portable Olympus digital voice recorder. The duration of each interview was 45 to 60 minutes.

The verbatim transcriptions were done immediately after the interviews. Each transcript took approximately 5-6 hours to be transcribed. I transcribed all interviews myself and checked the written transcripts several times to ensure their accuracy. The transcription process was long, because I reviewed and corrected to ensure the audio recordings were captured accurately. These strategies were carried out because I wanted to ensure that the data represented the voices of the participants.

Participants were assigned a number (Participant 1 – 8) at the point of transcribing the data. This means that data was anonymized prior to reporting it in the thesis. However, I changed from numbering after I completed chapter 4, participants were then given a pseudonym. The participants were given a name to increase the readability of the study.

The file linking the identity to the pseudonym is kept on my computer, which is password protected and I am the only user of the computer. It is important to note that data from the computer is backed up on a password protected Universal Serial Bus (USB) drive and stored in the locked cabinet. The voice recordings of the interviews are also stored in a locked cabinet, which will be kept for five years after which they will be destroyed. Also, any paper files or documents connected with this study are locked in a filing cabinet in my office, and I am the only person who has the keys.

It is important to note that I had no affiliation with the participants in this study. As stated previously in Chapter 1, I am a lecturer in the Business Department and the participants are from Early Childhood and Primary Education. In fact, some of the participants were seeing

me for the first time at the meeting which I had organized to tell them of the nature of the study. In addition, to prevent any perceived conflict of interest or undue pressure to participate, I separated my roles of teacher and researcher during the year of data collection. However, I must accept the possible effect of the power imbalance between me as a lecturer and them as students. To combat this, I emphasized strongly the voluntary nature of participation and my commitment to keeping the identity of participants confidential. I think the fact that only eight of the 13 volunteered, gives some indication that voluntarism was deemed to be authentic by the group I addressed.

3.13. Evidence of Trustworthiness. According to Noble and Heale (2019), credibility of the study refers to trustworthiness of the study, while validity refers to the accuracy of the information or ideas of the study. Korstjens and Moser (2018, p. 121) highlighted that when a qualitative researcher speaks of trustworthiness he or she is asking “Can the findings be trusted?” In this study, I used four validation strategies to ensure accuracy of the research findings. I used rich thick descriptions, member checking, clarifying bias and peer debriefing. In this study, the rich thick descriptions described the participants’ experiences and their context (Korstjens & Moser, 2018). The rich, thick descriptions also included quotes to ensure that adequate evidence were presented (Merriam, 2016). I also audio-recorded all the interviews to ensure that I captured the exact words expressed by each participant. In addition, in the data analysis process, I listed and grouped all the expressions relevant to the participants’ experiences, which is called horizontalization. It is important to note that the lists were taken from the verbatim transcripts for each participant. In order to ensure the findings were derived from the data, the transcripts were sent to all participants to verify the accuracy of the data. I also used peer debriefing. I met with my primary supervisor at least once every two months on

video-conferencing who monitored my progress throughout the process. I also met with my secondary supervisor along with my primary supervisor at least once every six months to discuss on-going progress or issues with the research, and this was done through video-conferencing or email exchange. Both my primary and secondary supervisors reviewed the study to ensure validity. I also bracketed the preconceived notions that I had regarding the phenomenon throughout the collection and interpretation phase of the study.

3.14 Summary

This chapter has described and justified the methodology used in this study. The reasons for choosing a qualitative approach for exploring this issue were discussed, and my research questions identified. Having chosen to take a phenomenological stance, this chapter outlined a particular method for transcendental phenomenology designed by Moustakas (1994), which I have used for my study. Details of the study participants, methods of data collection and strategy for analysis, have all been described within this chapter. Finally, this chapter addressed issues of trustworthiness and the ethical considerations related to the design of my study.

Chapter 4: Findings

4.1 Introduction

The purpose of this study was to gain understanding of male student-teachers' experiences of choosing a career in teaching in early childhood and primary education, in order to improve future male recruitment to teacher education programmes in Jamaica. Through the exploration of the experiences of eight student-teachers, the findings presented in this chapter, provided an account of their perspectives on the reasons or motivations for men entering teaching; possible barriers preventing men from entering the profession; and why few men have selected this profession.

Data were obtained for the study through semi-structured interviews with eight male student-teachers. The van Kaam (1966) method of phenomenological data analysis, modified by Moustakas (1994), was used to analyse the experiences, views and perceptions of the male student-teachers gathered in the interviews. The findings are presented according to the topic of the research questions. Each participant was assigned a number to protect their confidentiality. No further details about the participants are given such as their programme or year of study, in order to limit the risk of identification. This chapter will give an account of the data analysis process I undertook, which includes examples of an individual textural description, an individual structural description, and an individual textural-structural description. I will then focus on a full account of the concluding textural - structural composite descriptions of the participants as a group, with regard to the phenomenon. The chapter also ends with a brief summary of the key findings.

4.2 Data analysis process

Below are the seven steps of Moustakas' (1994) modified van Kaam (1966) method of analysis used to analyse the transcribed interview of each participant.

4.2.1 Epoche

Moustakas (1994) described the Epoche as the first stage in the phenomenological research method. According to Moustakas (1994) this is where the researcher is able to see the preconceptions "free of prejudgements and preconceptions" (Moustakas, 1994, p.90). In this process I set aside my own preconceived ideas, thoughts and biases of the phenomenon. This was done by writing in my reflective journal my thoughts and perceptions about the phenomenon. An example of a reflection was included in Chapter 3. I engaged in Epoche before transcribing the interviews to ensure that my ideas did not interfere with the participants' responses. I then transcribed the audio recording for each participant. I ensured that I captured the interview word for word.

4.2.2 Listing and Preliminary Grouping (Horizontalization)

In this stage I read the verbatim transcripts for each participant several times. Every statement or horizons by the participant were given equal value. Then I went through the transcription and highlighted every statement relevant to the research questions. I then copied the highlighted statements and pasted them in another Microsoft Word document to prepare for the phenomenology reduction.

4.2.3 Phenomenology Reduction and Elimination

The third stage is determining the invariant constituents. All the statements relevant to the experience that were listed are then tested using two questions suggested by Moustakas (1994): "Does it contain a moment of the experience that is a necessary and sufficient constituent for understanding it? Is it possible to abstract and label it? If so, then it is a horizon of experience."

(p. 121). I then removed repetitious, unclear and overlapping expressions. When this process is completed, these statements are the invariant constituents of the experience. The invariant constituents are the perceptions and the experiences of the participants. They are also related to the research topic.

4.2.4 Clustering and Thematizing the Invariant Constituents

The invariant constituents of the experience that were related or similar were then clustered. It is important to note that these invariant constituents were clustered based on the research question and how they related to one another. After the constituents were clustered, I then identified the themes. These were now the core themes of the experience. Moustakas (1994) highlighted that in this step the researcher uses the invariant constituents or horizons, phenomenological reflection and imaginative variation to construct themes. As discussed in Chapter 3, the imaginative variation means to “approach the phenomenon from divergent perspectives” (Moustakas, 1994, p. 97). I allowed the themes to emerge naturally from the data during analysis. In addition, the phrases and words that were frequent within data were examined (Moustakas, 1994).

4.2.5 Identification of the Invariant Constituents and Themes

The invariant constituents and themes are then checked against the participant's transcriptions to see if they are relevant to the participant's experience. I followed Moustakas (1994) recommendations by asking myself: Are these expressed or are clear in the transcriptions? Are they compatible? If they were not, I deleted them.

4.2.6 Construct Textural Descriptions

A textural description is a description of the phenomena experienced by individual participants (Moustakas, 1994). This includes quotes from the participants' transcripts. It is also

the “what” of the participants’ experience. An example of a textural description for one participant, using the invariant constituents and the themes is included (see Appendix G).

4.2.7 Construct Structural Descriptions

Creswell (2007) stated that structural descriptions are descriptions of “how” the phenomenon happened. Moustakas (1994) noted that it is the “underlying dynamics of the experience” (p. 135). He noted that the imaginative variation should be used to look for the “how”, from different angles, then ensure that all meanings in the data have been taken into consideration. I analysed the data for the structures that explain “how” the experience occurred. In addition, I took into consideration how the experience made the participants feel. In other words, the structural descriptions will include participants’ feelings and thoughts and how their experience came about. Below is an individual structural description for one participant.

4.2.8 Construct Textural-Structural Descriptions

At this stage I used the invariant constituents and the themes in order to establish the “essences of the experiences” (Moustakas, 1994, p.121). In addition, I summarized what (textural descriptions) each participant experienced as well as how (structural descriptions) the participant experienced the phenomenon.

4.2.9 Composite Description for the Group/ Essence of the Experience

This is the final stage in the data analysis. It is the narrative for the group, or the universal description for the group. In this section I used all the participants textural-structural descriptions and combined them to form the composite description for the group. According to Moustakas (1994) this is the essence of the experience of the group. The composite description for the group includes the common experiences of the participants. It is important to note that I

have also included quotes from the participants' transcripts from the textual descriptions. Table 2 represents the themes identified by exploring the lived experiences of the eight participants.

There is an overlap between the themes. For example, gender and masculinity and gender stereotype are closely interrelated.

Table 2

Themes by Research Questions

Research Questions	Themes
1. What motivated male student-teachers to choose a career in early childhood or primary education?	Influence of others Passion, love working and interacting with children Making a difference Role model and father figure Future career opportunities
2. What barriers or difficulties, if any, have male student-teachers teachers experienced, or witnessed, when choosing pursuing a career in early childhood or primary education?	Reactions and discouragement from others Fear of being accused of sexual abuse Female dominated Financial Challenges
3. How do male student-teachers describe their perceptions regarding low recruitment of males into early childhood and primary education?	Nature of the role Salary/Financial incentives Masculinity in the Jamaican culture Gender Stereotype
4. How can recruitment of males into early childhood and primary education be enhanced, as viewed by male student-teachers?	Support Make men aware Scholarships and Incentives
5. What are the experiences of male student-teachers as they pursue early childhood and primary education teacher careers?	Feeling of joy Ignored

4.3 Male student-teachers' motivation to seek a career in early childhood or primary education.

The findings in this study revealed that male student-teachers' motivations to seek a career in early childhood or primary education are, the influence of others, passion, love working and interacting with children, making a difference, being a father figure or role model, and the perceived future career opportunities.

4.3.1 Influence of Others

The first theme was related to the participants' descriptions of what motivated them to choose teaching as a career. Seven of the eight participants referred to their career choice being influenced by significant others. Five of those significant others were female family members namely, a grandmother, a mother, a sister and there were two aunts who were themselves teachers. The two aunts had strongly influenced one participant. Another participant was influenced by one of his own female primary teacher. Two participants had been influenced by males: one by a pastor and one by a guidance counsellor. One participant did not describe being influenced by others. He cited his own self-motivation and desire to achieve something as influencing his decision to pursue a career in Early Childhood/Primary Education. He stated, *“well basically I was motivated by myself. I wanted to achieve something in life, I wanted to be something.”* (Elliott)

The participants explained how the experience happened, that is, how they were influenced by others to choose teaching in early childhood and primary education. Aaden noted that he lives in the same community as his female primary school teacher. He shared that they would have conversations about career opportunities in early childhood/primary education. While Gerald noted that his guidance counsellor saw the potential in him and encouraged him to

pursue teaching. He added that it was at the final grade in high school that he considered his profession. He noted that, *“this path was chosen when I was in 5th form in high school, my guidance counsellor, he really saw potential because at that time I was not sure of what area I wanted to go in.”* Cedric also noted that a member of the community, his pastor was the one who motivated him. Three other male student-teachers who were motivated by their female family members reported that they saw these members of their families as role models or these family members saw a quality in them. For example, Bryan stated: *“my sister she is currently my role model because she is a person who is ... and she has encouraged me to choose this area, which ... she feels ... will benefit me in the long run.”* Bryan also spoke about a matriculation programme that he attended before starting the early childhood/primary programme. He said this programme is also located at the teacher education college, and he was able to achieve the necessary qualifications to enter the teacher education programme because he attended the matriculation programme.

4.3.2 Passion, Love Working and Interacting with Children

The second theme that was developed from the participants' responses revealed that six of the eight participants have a passion for teaching, or love working and interacting with children. These were also factors that helped to motivate the male student-teachers to choose teaching in early childhood/primary education. Aaden shared that: *“I always wanted to be a teacher, and ... education is one that helps you to interact more with the students.”* He noted that an early childhood/primary male teacher has to have passion in order to carry out his studies. He described passion as: *“you have to love it. You don't see yourself doing something else other than it.”* While Cedric shared that: *“I choose...and not any other area of specialisation, is because I have a passion for teaching.”* Other participants shared their love for children and

teaching, for example, Elliott shared that: *“I am good with children. I like to teach,”* while Gerald stated: *“I chose...because of the passion and love for kids.”*

This passion and love for working with children came from working in the community or the church. For example, Cedric shared that, *“I normally teach Sunday school, and I realize that small children I normally get involved with them like they are easy to work.”* While, Dylan noted that *“in my community and being around kids, I found myself trying to help everybody like with homework.”* Male student-teachers explained how they developed the love for working with children, they noted that they can manage children or they are good with children, and they love to show and instruct. These are some of the influences that contributed to the love for working with children. Bryan and Fitz did not mention a passion for teaching or the love of working and interacting with children when asked what motivated them to select early childhood/primary education. These two participants did not choose early childhood/primary for themselves. One participant's first option was in the sciences, but when he came to the Teacher Education College he only had the option of physical education and early childhood/primary. The other participant, shared that his sister influenced him in choosing early childhood/primary because it will benefit him in the future. It is important to note, that while these two participants did not mention their passion or that they loved working with children, they still felt they needed to create an impact on children.

4.3.3 Making a Difference

The third theme which came from the responses of the participants was that men who choose to teach in early childhood and primary education want to make a difference in the lives of individual students and also society. All participants have shared that recruiting more men in early childhood and primary education will benefit students. The male student-teachers believe

that men will impact lives by improving academic and behavioural performance. They also spoke about the importance of moulding children and their presence in early childhood/primary education. For example, Gerald explained the importance a male early childhood/primary teacher has on student's lives, he stated:

“If you coming into ... as a male you must come in there with the intention to create an impact, as you never know the life that you can touch and the life that person can turn out to be later in life.”

Gerald shared how he felt when he went on teaching practice, he noted that the presence of a male teacher, or just being there, in the classroom perhaps makes a difference also to students. He noted that, *“I don't know if it was my teaching style or I don't know. It was my presence there, it was felt and it made a difference.”* Another male student teacher, Cedric, shared that making a difference means preparing students at the primary for secondary education, that is, ensuring that they have a good foundation. He noted, *“[I] want to impact students' lives at that level so that ... they are ready to move on to secondary level.”* He further explained that he wants to be that teacher who teaches and the students learn. According to Cedric, he selected teaching because he wants to *“impact students' [lives] from an early age then that will prepare [them for] society.”* Fitz also indicated that he wants to have an impact on students academically, but he also wants to help in the development of these students' lives. He shared,

“The sweet part of it is the fact that I can go out there and I know I can build students' minds not where I just teach them past tense, but I get to impact them in a way that their parents can't and to help to mould them to help them grow.”

While Elliott, shared that when he has this drive to make a change in students' lives. He indicated that he wants to make a change in boys lives, he wants them to reach their true potential. Elliott further added that he wants boys, particularly the ones from a similar background to his, to know that they do not have to get involved in criminal activities. The importance of helping boys was not only shared by Elliott, another participant, Dylan reported that he decided to enter teaching in early childhood/primary because he observed his two aunties making changes with the society. He also shared, *"I wanted to be a part of change within my society. I wanted to help, especially with boys within you know the society, to help them excel."* Bryan also shared that he wants to contribute to change in society, particularly in giving children guidance. He reported, *"we as male teachers can help to change that positively by helping students to know the good and travel on the right path to help better society."*

4.3.4 Father Figure and Role Model

A common theme amongst the male student-teachers was the need for more male teachers in early childhood and primary education to act as father figures or role models, particularly for children who are from homes with absent fathers. The participants believe that male students will benefit from having male teachers who they can relate to, who show them care, or someone they can emulate. Elliott shared that he did not have a male teacher until high school, and he realised that there is a difference between a male teacher and female teacher. He noted that the male teacher is one that boys can discuss personal issues with. He further explained that boys may have some issues that they will feel uncomfortable talking to a female teacher, so that is the difference between having a male teacher in the classroom. While Dylan highlighted that boys are hardly exposed to male teachers, and they need someone *"they can relate to."* Similarly, Harold noted that, *"when there is a male figure in the classroom it will be more good because really the boys*

can relate more to the male.” For Bryan, he shared that men are role models. He said, *“Male teacher is in a classroom, students will look up to more than a female teacher.”* Similar, Dylan shared the same views he noted, *“Male students will have someone to look up to.”*

Whereas the others spoke about having a role model to communicate with, Aaden discussed the importance of having male teachers in the classroom as an example to male students to show that men care. He pointed out that some children *“don’t grow up with their fathers so closely, so having the males in the ... school with the students at a tender age, they will see ... really care about them and will go an extra mile for them.”* This was also noted by Fitz who said, *“here in Jamaica a lot of these homes are fatherless.”* The male student-teachers all seem to link the need for a father figure/role model to children who do not have fathers at their homes, or the absence of a father figure or role model to the crime and violence in Jamaica. For example, Cedric noted that, *“so having more males in the ... you will have less crime and violence you will find more males wanting to be a teacher.”* While Harold emphasized the importance of having a male figure in the classroom he said, *“I believe that the reason why crime and violence is so high in Jamaica today, is because there are certain things that a woman cannot do the child spends most of his days in a classroom.”*

4.3.5 Future Career Opportunities

A subtheme that emerged from few of the male student-teachers’ responses was that there are future career opportunities for men in early childhood/primary education. This was indicated by three of the eight participants, and examples of their responses included:

Yes, my primary teacher, she lives in the community where I am from, and where my primary school is where I normally I attend...She said if I go into the ... school I can get the opportunity to be a principal quick quick time. (Aaden)

The saying is still there that it is easy for us to get a job and it is easier for us to become principals (Fitz)

Men should become a part of the programme because they will move up the rank ...especially for a male. As a male you can move up the rank to a vice principal or principal post. (Cedric)

Interestingly, Aaden and Cedric reported that they have a passion for teaching, but they appeared to be also motivated by the perceived future career opportunity.

4.4 Barriers or difficulties male student-teachers experienced, or witnessed, when choosing or pursuing a career in early childhood or primary education

The findings indicate that all the participants experienced barriers or difficulties when pursuing their career in early childhood or primary education and they include: negative reactions and discouragement, fear of accusation of sexual abuse, the predominately female environment and financial challenges.

4.4.1 Reactions and Discouragement

One of the main barriers the male student-teachers highlighted was that they have received negative reaction from others because of their career choice. They believe this is one of the barriers that prevent men from choosing teaching in the early childhood and primary education. These negative reactions are categorised into two areas. They are negative reactions from peers/student-teachers and negative reactions from others in the society. Harold stated that men are afraid of the reaction from others. He noted that even if they have a passion for early childhood or primary education, they would not choose it because of the negative reaction from

others. Harold also revealed that one of the barriers he faced is negative reactions from his male friends from high school when they see him with his student-teacher identification card. He shared:

“wear my ID around and I see some of my friends from high school, I never knew you wanted to be a teacher, some of the males say why you never turn police or soldier, is teacher you go turn.”

For Bryan, he noted other student-teachers on campus *“turn other persons minds from going into this field.”* He further explained that students in the programme will say pursuing early childhood and primary is hard work. Another male student teacher, Cedric, shared his experience, he said other student-teachers are usually surprised when they find out his area of specialisation. In the Jamaican Patois language, he said, *“others will say “mi think yuh did do maths, or something like that.”* The male student-teachers in the study not only received negative reactions from peers or other student-teachers, but from other individuals. For example, Harold said, *“so when I tell people that I am in the ... education department, I can see the expression on their faces like why didn't you choose like construction.”* Fitz gave his advice to men who want to enter early childhood and primary education. He noted that male student-teachers must expect to receive negative reactions from others. He said *“you are going to be ridiculed at some point, especially if you are on the road, and someone asks you what you are studying.”* While, For Dylan, said one of the barriers he experienced is discouragement from others, that is, individuals have discouraged him from choosing teaching in early childhood/primary. He noted that *“people will try to discourage you; why don't you try to do something else like a lawyer... or something.”* Elliott also shared similar experiences, he noted that the reaction from others is also a barrier that will prevent men from entering early childhood and primary education. These

reactions have caused him to question himself whether he needs to change this profession. He said the reactions he has received from others are that they asked him, *“are you happy with this profession? can you live off this profession? They make you start to think twice.”* The reactions from others he said will *“make a lot of us think of branching out into something different.”* As a male student teacher, Fitz said he *“feels bad”* when he tells people what is his area of study. He revealed that people would ask him why he did not choose another area of study. He added persons have told him that teaching is a female job, and a man does not have *the “soft touch or the emotions”* that a woman has.

4.4.2 Fear of Accusation of Sexual Abuse

Three participants shared their concerns about fear of accusation of sexual abuse. These male student-teachers are aware, or are fearful of being accused of sexual abuse. According to Elliott, the fear of being accused of sexual abuse prevents men from entering the profession. He stated,

“there is that fear about male teachers teaching young children wondering if they going to abuse them... Or molest them or so on... now I think that is rubbish because female teachers too, so why fear, they going to fear one teacher they should also fear the other.”

Being a male student teacher, the fear of being accused is a concern, Gerald said, *“I believe that is major situation sometimes you hear things as it relates to sex, it always linked to males. I think that is the major barrier.”* He shared how he felt when he went on teaching practice, and how he tried to avoid physical contact with students. He said *“I had to say to them step back, and they were pushing up on to me.”* Fitz shared that there are student-teachers that believe that men are not suitable to work with girls. He said, *“women on campus who have told*

me that I should not be teaching little children because they don't feel comfortable with a man teaching little children because men might molest little girls."

4.4.3 Predominately Female

The next theme that emerged from the interview data was the belief that men will not choose teaching in early childhood/primary education because the profession is considered to be for female. Three male student-teachers in this study have expressed that they feel like minority and another three have stated that the profession needs more men. When asked what were the barriers preventing men from entering early childhood/primary education, Gerald noted that *"it is a more female dominated profession."* Similarly, Aaden believe that if men are not visible in the schools it will not encourage other men to choose the profession. He said, *"they don't see mostly males in the schools, and some of them think that males don't do ... education."* Cedric shared that when he came to the Teacher Education College and realized that early childhood/primary education is predominantly female he had difficulties selecting the career. In fact, he said that he was going to select another option after seeing mostly female student-teachers, but he was encouraged by a representative from the teacher education college to choose early childhood/primary education. He further revealed that when he becomes a teacher he will encourage other male students to enter the profession. Similarly, Fitz described that there is low recruitment of men in early childhood and primary education because there is a predominance of women in the field. However, Harold noted that he is in an environment with mostly female his lecturers ensure that he participates in class. He said *"most of the courses [I am the] only boy in class so that I kind of put me on the spot. I am outnumbered."*

4.4.4 Financial Challenges

Three of the eight male student-teachers shared that they have experienced or witnessed men having financial challenges while pursuing early childhood and primary education. Cedric pointed out that financial challenges are a barrier to men who want to enter teaching in early childhood and primary education. He said men will not choose the programmes if *“they don’t have the monetary funding for themselves to even pay for the programme.”* He further explained that he has seen men who have selected other options that are funded, because they did not have the financial support to start early childhood and primary education. Dylan also noted that the lack of funding is one of the barriers preventing men from choosing early childhood and primary education. He shared, *“before I started college, I started to look for some funding ...there was no funding, and I think that was a barrier for me.”* For Elliott, during the programme he had challenges purchasing the materials for class activities. He also shared that *“one of the biggest barriers is financial support getting the money to come to school.”*

4.5 Male Student-teachers’ Perceptions Regarding Low Recruitment of Men

There are several reasons there are few men in the early childhood and primary education. The data showed that the nature of the role of teaching, masculinity in the Jamaican culture and gender stereotype and the low salary/financial incentives are some of the reasons few men choose teaching in early childhood and primary education.

4.5.1. The Nature of the Role of Teaching

A theme that emerged was the perception from male student-teachers that early childhood/primary education is seen as female job, and that the roles and the duties of teaching maybe one of the reasons few men choose the profession. This theme was revealed in the responses for Question 3. Five of the eight participants indicated that few men are in early childhood and primary education because of the roles of the profession. They stated that some

men do not like to teach several subjects, men do not like to teach small children and is hard work to teach in early childhood/primary education. Elliott argued that more men need to be in the profession. He highlighted that in Jamaica it is believed that teaching in early childhood and primary education is a female job. He said, “*say the Jamaican culture why male a turn teacher, a male fi do a male job. Teacher a female job.*” Elliott also noted that the roles of an early childhood/primary teacher maybe one of the reasons few men are in the profession. He said:

very time consuming being a ... teacher is very time consuming you have to be patient, very very patient, because you are dealing with young children young children they take time to develop they take time to grasp things you have to take time with them also very time consuming, and certain males we more like quick, you do things orderly, but you like when things move fast, why most of us choose high school children

Gerald explained that the roles or the duties of teaching are some of the reasons there is a low recruitment in the early childhood/primary education. He noted that, “*most men are not driven by coming to school and sitting in classroom...*” Gerald also shared:

I believe that most males even if they go into the teaching profession they mostly go into secondary level. They do not see ... Education as something, or maybe the student's behavioural problems they don't want to deal with that. Maybe the cognition level. The content level, they don't want to break it down the knowledge to that level. They just want deal with the complex level.

Another participant Aaden, also explained that few men want to pursue early childhood/primary education because of the duties they will have to carry out. He added that an early childhood/primary teacher spends more time in the classroom with children than a secondary teacher. He further stated that men do not like teaching several subjects. He explained,

“you have to be like in the classroom with the children often, normally when in secondary education when you go to class, you just teach and go like that. In ... you have to teach a number of subjects, so most men don't really like that, so maybe that is why they drift from doing it”

While Cedric described his belief, he said, *“when you speak to males their responses are, I can't bother with small children because they are hard to deal with so they rather teach secondary level children whereby they can connect with them at their level.”*

4.5.2 Masculinity in the Jamaican Culture

The views surfaced mainly in relation to gender and masculinity, when participants were asked why few men want to enter teaching in early childhood and primary education. Six of the eight participants indicated that societal beliefs related to gender/masculinity are reasons few men choose early childhood/primary education. Fitz stated that,

Jamaican society, there are certain career choices that are based on the gender, and if you drift away from that you are challenging peoples' mind-set, then you are going to be looked on in a certain way, which nobody wants to, especially in this society in Jamaica. so I think that is why a lot of men stay away from going into that field.

For Dylan, he shared that it is believed that *“men should take on more masculine jobs, most of them move to the sciences or something that includes technology or mechanic.”* Similarly, Harold noted that men *“go for the courses and subjects that is considered by society as manly such as technology.”* Gerald also noted that men choose their jobs based on societal beliefs of what is considered manly. For example, he said, *“more strenuous, some men see that as being more manly. That is why I see as one of the reasons why we have low recruitment.”* He further explained that men like *“to take on big things or things to prove how much of a man we are.”*

4.5.3 Gender Stereotype

The theme gender stereotype recurred throughout the data. Several of the male student-teachers have shared that they have been told that men do not have the characteristics to become an early childhood or primary teacher. For example, Fitz said that he was told that he does not have the soft touch to teach children. He further explained that it is believed that women have the emotions to teach children and men do not have these characteristics. While Aaden said it is believed that “*men don't like to do things that are hard*”, therefore, they avoid entering the early childhood and primary education. The male student-teachers also shared that in Jamaica, there are courses and jobs that are for each gender. Therefore, subjects and jobs that are associated to women are usually avoided by men. These findings suggest that gender stereotypes are present in the culture that prevent men from entering the profession.

Interestingly, all the male student-teachers showed evidence that they too have a number of stereotypes, and only one of them seem to be aware it. The male student-teachers believe that men are leaders, students listen or respect them, they have classroom management or they are disciplinarians, while women rarely have these characteristics. The male student-teachers believe men are the dominant gender. For example, Cedric stated that “*male teachers are more dominant ... because children tend to listen to a male more ... Dominance meaning, they have more power.*” Gerald said “*we are the more dominant specie.*” He further noted that in the profession “*men do not get recognition even though men are the dominant gender.*” Elliott sees men as leaders and he spoke about masculinity, he stated “*we need men to lead, we need men to show young boys how to be men.*” While Harold said the lecturers “*allow me to be dominant.*” Aaden stated that men are leaders and that “*having the males in the ...schools most students will listen to them and respect them more.*” Similarly, Bryan shared that when a “*male teacher is in*

classroom students will look up to more than a female teacher.” Dylan also added that men in the classroom will *“improve academic performance and behavioural patterns as male teachers are considered disciplinarians.”* Similarly, Cedric shared that in his view, there are some teaching strategies that female teachers cannot do effectively. He also noted that in his opinion, male teachers are disciplinarians and students tend to listen to them. He said:

a female teacher may not have control in the class, so students will tend to find that teacher as inferior, but when a male in the class students will want to listen and settle down. Inferior meaning that teacher is a walk over “oh miss a talk and she nah duh nutting” stuff like that.

4.5.4 Salary and Financial Incentives

Another theme that prevailed across interviews was low salary and financial incentives. Four participants perceived that the low salary is one of the reasons few men choose teaching in early childhood and primary education. While five participants thought that the lack of funding is one of the reasons few men are in the profession. According Cedric, men do not want to enter early childhood and primary education because the salary is low. He also suggested that men should look at the change they will make in the society. He advised, *“do not focus on the remuneration that we will be receiving, but focus on making a change within that system.”* When asked why there are few men in early childhood/primary education, Dylan stated that individuals will discourage boys because of the low salary teachers receive. He also believed that most men only look at how well they are paid. He added *“I guess everyone one wants to maintain a high standard of living.”* Dylan further added that he believes that men *“look at the salary other than the actual purpose or passion.”* Similarly, Gerald shared that most men are motivated by money. He noted, *“most men are more driven by, I would say to fast cash and*

getting the money faster.” According to Elliott, a teacher’s salary is one of the reasons few men enter teaching in the early childhood and primary education. Elliott also shared, *“they need to pay us more when we go out in the schools, they need to pay us more to keep us in the profession.”*

Dylan emphasized that in other areas of specialization, scholarships are available for students, but not for students who want to pursue a career in early childhood and primary education. He said, *“before I started college, I started to look for some funding, but everywhere I look it was either Science, Math or Medical, there was no funding, and I think that was a barrier for me.”* Dylan suggested that if scholarships and incentives were offered to men there would be more men in early childhood/primary education. He said that even if they did not intend to come to university, they perhaps would consider if they were given scholarships. However, he further stated that even though incentives and scholarships are good to encourage men to enter and remain in early childhood/primary education, it can be seen as bias if they are going given to one gender. Similarly, Elliott emphasized that obtaining the financial assistance is one of the reasons few men enter teaching in early childhood and primary education. For Cedric, funding was the main reason he believes there is a low recruitment of males in primary education. He said that more male students would choose primary or early childhood if they were given scholarships. He also shared:

I know males who really wanted to teach at the primary/early childhood level but ... they don't have the monetary funding for themselves to even pay for the programme, they have to take the scholarship that was offered at the Ministry of Education which is the Math and Science Scholarship.

4.6 Enhancing Male Recruitment in Early Childhood and Primary Education

When asked how can recruitment of males into early childhood and primary education be enhanced, the male student-teachers noted that, supporting male student-teachers, the use of marketing materials, incentives for males, raising awareness amongst young male school students, using media to portray males in teaching and promoting gender neutral careers/courses are the strategies that would be effective in recruitment more men in the profession.

4.6.1 Support

The male student-teachers believe that men need to be supported, and if their needs and interests are catered to they will choose teaching in early childhood and primary education. Gerald said the relevant authorities need to make men interesting in teaching in the early childhood and the primary education, by making them know that the field does not only include teaching and learning. Gerald further explained that to recruit men you have to show *“them that education is not about sitting down and writing, but using their skills and hands and I believe males could be drawn to the education system.”* Gerald shared that to make men stay in early childhood and primary education they have to *“give them leadership roles and responsibilities.”* He added that men like to be *“in charge”*, so give them principal and coordinator roles. Gerald also noted that it is very important to take into consideration how men learn. He said, *“I believe that males are more tactile learners. I believe going out, doing different seminars different things to highlight benefits of having males in the education system, but don’t do it a way where it won’t spot their interest.”* While Fitz shared that the courses in the programmes are gendered, and this will deter men from teaching in these areas. He further explained that participating in some of courses in the programme makes him feel awkward. For Fitz, some strategies to help men stay in the programmes are allowing male student-teachers to express themselves or share their ideas through a *“man’s perspective.”* Fitz said, *“the whole course outline is surrounded*

around women... and does not really cater for us as men, that we don't have the understanding about what they are talking about." Although Harold did not explain, he recommended that implementing gender neutral careers and courses would enhance the recruitment of men in the early childhood and primary programme.

4.6.2 Scholarship/Incentives

Five of the eight male student-teachers believe that giving men scholarships and incentives will encourage them to choose teaching in early childhood and primary education. When asked what would enhance the recruitment of men in the early childhood and primary programmes, the first thing Aaden said was, *"Give them more scholarship opportunities."* Gerald said that giving men incentives will encourage them to enter teaching in the early childhood and primary education. He shared, *"men are mainly driven to, I believe that incentive or something has to be there to pull them to it."* Elliott recommended that in order to recruit more men in early childhood and primary education scholarships and funding is very critical. He further advised that these scholarships need to be separated. This means they must have a scholarship for male students because if this is not done, they will still be a gender imbalance in the profession. Similarly, Dylan suggested that if scholarships and incentives were offered to men there would be more men in early childhood/primary education. He said that even if they did not intend to come to the university, they perhaps would consider, if they were given scholarships. However, he further stated that even though incentives and scholarships are good to encourage men to enter and remain in early childhood/primary education, giving scholarships to one gender can be seen as unfair. He said,

If they are to begin offering scholarships for males or let me say for ... Education on a whole. I guess a lot more people would push towards it. Because they are not able to finance it. I think if males if males are given incentives ... it as favouritism.

4.6.3 Make Men Aware

When asked how he believes the low enrolment of men in teaching early childhood and primary education can be enhanced, Aaden added that recruitment can be enhanced if men are informed or made aware, which means, raising awareness amongst young male school students about the profession. He said,

“Just let them know and be aware of the things that will happen in schools. Most of them feel like it is hard, and knowing that they don't see mostly males in the schools, and some of them think that males don't do primary education. Because they don't really see them in the schools. So you just have to make them be aware.”

Similarly, Cedric noted that more men will enter teaching if they see men in the profession. But he is convinced that recruitment drives, advertisements and word of mouth are ways in which recruitment of men in early childhood/primary can be enhanced. He would like to encourage teacher education colleges to use students already in the programme to inform other prospective students. Cedric suggested that if others are informed about the advantages and disadvantages of the programme they would choose the profession. But Dylan is convinced that there have been no efforts to recruit men in the profession. He stated: *“They don't put a lot of emphasis on ... education on getting them into the system. I feel they don't try hard enough to get the males into the field and it baffles me.”*

Harold recommended that conducting seminars, promoting the programme using word of mouth, social media and advertisement will enhance recruitment of males into early childhood

and primary education. He further added that recruitment in the early childhood and primary education can be enhanced if there are seminars to educate other males of the benefits of choosing the programmes. Harold said this also means informing these men that these programmes are not only for women. He also suggested that social media should be used for advertising and inviting men to the seminars. According to Bryan, the recruitment of men into early childhood/ primary education can be enhanced by the Teacher Education College by having meetings with men to encourage them to enter the profession. He emphasized that *“there can be initiatives or meetings that persons come together and have information introduced to males.”*

4.7 Experiences of Male Student-teachers as they Pursue Early Childhood and Primary Education

The experiences of the male student teacher pursuing a career in early childhood or primary education gives a feeling of joy, but there are challenges such as feeling ignored.

4.7.1 The Feeling of Joy

The decision to become a male student teacher in early childhood or primary education appears to come with joy. The male student-teachers also shared that the programme has transformed their lives, they love the courses offered and the learning environment. Some of the participants spoke about their most memorable moments on teaching practice. For example, Gerald shared the pleasure of working with children, he said early childhood/primary *“is a fascinating area some people don't see the joy in ... of being around the students.”* Gerald described his experience pursuing early childhood/primary education as *“both good and bad.”* He pointed out that interacting with students and impacting students' lives as his good experiences. He added that students are drawn to him, and this he said opened his eyes to see the

importance of men in early childhood/primary education. Gerald stated that, *"I am very happy that I came here. I have grown so far."* He also added that the teacher education college, *"...helps you to develop yourself. We do some professional enhancement courses which helps to develop you."* He shared that growing up in the rural community he did not interact much, but in this programme he is now exposed to different people from different background. This experience has made him become open minded

Aaden spoke about getting the opportunity to use his creativity skills and that he appreciated learning about the development of children. He also shared that the lecturers welcome male student-teachers in the programme. Similarly, Harold spoke about the feeling of being creative and the experience with his lecturers. Harold described his experience at the teacher education college as good. He said he has not started teaching practice, but he finds the teaching strategies very interesting. He noted that he is in a female dominated environment, but his lecturers ensure that he participates in class. Harold shared also an experience of doing something he did not know he could do, for example, being creative. For Harold his most memorable experience in the programme was when it brought out the creativity. He mentioned also that the programme brings out critical thinking. He finds the subjects to be very interesting, particularly Social Studies, Science, Mathematics and English.

Elliott disclosed that he is happy that he has selected this profession. He said:

I feel good about choosing this career ...I am very close to achieving one of my goals. I never see it possible growing up, I never see that possible, I never have college in my mind at all... When I came here and I see and I realise that it manageable don't have to be afraid and so far I have been managing.

Teaching practice is one of Elliott's memorable experiences while pursuing early childhood/primary education. He shared that he felt joy because of the students' reception. Elliott noted that even after the teaching practice these students would acknowledge him when they see him on the road. He shared one experience he does not like is to work in groups. However, he noted that he knows the benefits of group work. At the Teacher Education College, he has a good relationship with his lecturers.

Bryan spoke enthusiastically about his experiences so far having chosen a career in early/primary education. He has learnt about his learners and how to teach them. He spoke passionately about changing students' lives positively. He mentioned that the programme has made him see the importance of setting the foundation for children especially at the early childhood and primary stage. Bryan noted that he loves the Teacher Education College. He noted that he likes the physical environment, that is, the design of the buildings, and he loves the learning communities' activities and meetings at the college.

While Cedric shared that his experience as a student teacher in early childhood and primary education involves working collaboratively. Cedric said the students in his class like to work with him. He shared the joy he feels when teaching children, particularly when he sees the difference he has made in their lives. He described his love for the 5E model lesson plan, a lesson plan that encourages the constructivism approach, and encouraged male teachers to utilize them. He shared, "*I love this course at ..., for example 5E model lesson plan where you engage students, explore, elaborate, explain. Is like I love to see the 21st century way of teaching. I believe more teachers should use them.*"

For Dylan, his practicum experience was one of the most memorable experience, because of his desire to work with children and the impact he has on them. He spoke of the joy he gets

when he sees the change in these students. Dylan shared the experience how he felt when he had completed the practicum experience, he said “*so when we were about to leave they wrote messages, poems, they sang. I don't think I wanted to cry, but I held it in. Those changes I made brought joy.*” He encouraged men who want to enter early childhood/primary teaching that they should “*do it.*” Another experience Dylan shared was that studying in a female dominated programme comes with advantages. He stated “*my field is female dominated. Within my class there is less than five of us in my class. So I think working with the female [student-teachers] can be positive, we sometimes want to have our own way.*”

4.7.2 Ignored

Dylan and Gerald have noted two concerns in the programme. Gerald said student-teachers in early childhood and primary education have been pushed aside in the institution. While Dylan said that while pursuing early childhood/ primary education he thought that he would have been given the opportunity to specialize. He felt upset when he realized that he did not have the option. Dylan believed that specializing will help the teacher to master one area and to cater to “*certain students.*” He noted however, that after reflection he realised that creating an impact does not only include specializing. He said:

In my pursuits before starting I believed that I would have a chance to minor in a certain area. Since recently I heard I was not able to do this...I wanted to know how and why and what was the reason for us not minoring ... them removing the minor is not putting a limit on my capabilities, and at the end of day I am able to make an impact whether or not I do the minor, even though it would be advantageous if I had the minor on my paper.

Interestingly, Gerald had opposite views, he emphasized that he did not like the idea of allowing teachers to specialize in early childhood and primary education, particularly because the children

are young. Gerald, also highlighted that early childhood and primary education students are “*pushed aside in the institution*”, and he does not like that in the Teacher Education College that early childhood and primary is not seen as relevant. He argued that early childhood and primary education set the foundation for secondary education, therefore they are very important.

4.7.3 Hard Work.

The thought that early childhood/primary education is hard work was common throughout many interviews. For Harold, the work in the programme is hard. While Bryan shared that when he started the programme he found it challenging. He said, “*it was very difficult for me.*” Similarly, Fitz stated, it was “*completely different from what I expected to be. I expected it to be easy and breezy. I did not know that it would a lot of research. I did not know it was going to be so hard.*” Elliott said, “*basically there is a lot of work to be done.*” While Fitz advised men who want to enter the profession that they will have to work hard.

4.8 Summary

In this chapter, I have presented the findings of the study obtained from interview data of eight male student-teachers at a teacher education institution in Jamaica. The interviews were used to explore and understand the experiences and perceptions of these male students. The chapter presented the research questions and the analysis process used for this study. Through the analysis of the data, thematic categories were developed and the categories represent the experiences and perceptions of the participants. The analysis of the interview data generated thematic categories, the individual textural descriptions, the individual structural descriptions, the individual textural and structural descriptions of the participants and the composite description of the group. Which represented the lived experiences and perceptions of the eight participants relevant to the research questions of the study. Chapter 5 provides a discussion of

the research questions related to the findings of the analysis. It also provides recommendation for future research, discusses the implications and limitations of the study, followed by a conclusion of the study.

Chapter 5: Discussion

5.1 Introduction

The purpose of this study was to gain understanding of male student-teachers' experiences of choosing a career in teaching in early childhood and primary education, in order to improve future male recruitment to teacher education programmes in Jamaica. This chapter focusses on a discussion of the major findings of this study, and makes comparison to the literature on: the reasons or motivations for entering teaching; possible barriers preventing men from entering the profession; why so few men have selected this profession; and the programmes, strategies and initiatives thought to improve recruitment of men. Also included, is a discussion on connections between the study findings and the theoretical frameworks discussed in Chapter 2. In this chapter Brown's (2002) values-based theory, Bem's (1981) gender schema theory and Hofstede's (2011) dimension model were used to analyse the data. This chapter concludes with a brief summary of the main points of discussion. It is important to note that there is an overlap between the themes, as concepts such as gender stereotypes, gender roles and masculinity are closely related.

5.2. Male student-teachers' motivation to seek a career in early childhood or primary education

Participants in the present study mostly gave statements that fell in the category of intrinsic motivations. However, participants' statements fell in two categories: intrinsic and extrinsic. All participants have noted intrinsic motivations. Seven of the eight participants have noted extrinsic motivations (see Appendix F). As previously noted, intrinsic motivations cover aspects of the job activities. Gultekina and Acar (2014) noted that in intrinsic motivation individuals engage in an activity because it is enjoyable and satisfying. In other words, intrinsic motivations are also

“interest, desire, personal satisfaction and love of profession” (Atemnkeng et al., 2020, p 50). Extrinsic motivations on the other hand, are reasons that are related to benefits, rewards or opportunities of a job, for example, job guarantee, money, holiday, salary and status (Balyer & Ozcan, 2014; Low et al., 2011). It also involves the external forces that influence an individual to select their career (Gultekina & Acar, 2014).

In this present study, Gultekina and Acar’s (2014) typology was used to group the statements given by the participants into the two categories intrinsic and extrinsic. Gultekina and Acar’s (2014) typology was selected because it was easy to follow. In this current study, the themes *passion for teaching, role model and father figure, making a difference, love working and interacting with children* fell in intrinsic category. While the themes *future career opportunities and influence of others* fell in the category of extrinsic. Table three presents the themes of participants’ motivations, categorized into the typology of intrinsic and extrinsic motivation (Gultekina & Acar, 2014).

Table 3

Motivations of Male Student-teachers

Intrinsic	Extrinsic
Passion for Teaching	Influence of others
Love working and Interacting with children	Future career Opportunities
Making a difference	
Role model and	

father figure

5.2.1 Influence of Others

The current study found that five of the eight participants were influenced by female family members namely, a grandmother, a mother, a sister and two aunts who were themselves teachers, and a female primary school teacher. While only two participants had been influenced by men. When comparing the study's findings with the Brown (2002) values based theory, similarities exist. Brown's (2002) values-based theory stated that family or group values influence individuals to choose their careers. According to Brown (2002) individuals who hold collective values or come from families or groups that are influenced by collective values will choose careers that are considered appropriate by the group. Values mean something that is of great importance. Brown (2002) suggested that if the family does not believe the job or career is suitable then persons who belong to the family may not choose that career. The findings are also consistent with Hofstede et al. (2010) cultural dimensions, which stated that individuals who belong to a collectivist society will make decisions based on the values of the members of their groups. These groups are for example, the family, school and community. Therefore, this may suggest that they will rely on others in making their career choices.

Although in this current study findings indicated that female family members have a greater influence of the participants, the literature review showed that another Caribbean study (Joseph & Wright, 2016) suggested more of a male influence. However, they had only two participants from the early-years sector of education. An earlier study had highlighted that men have disapproved of males teaching in primary education, for example Cushman (2005) noted that fathers thought that teaching was not appropriate for men. While Wyatt-Smith et al. (2017, p. iv), a study conducted in Australia, revealed that parents/family had great influence in participants' career

choice. However, Richardson and Watt (2006), a study that was also conducted in Australia contradicted these findings, they shared that “social influences” was the lowest rated motivation in their study (p. 44). They noted that others have instead advised the participants not to enter the teaching profession. Drudy et al. (2005) conducted a study in Ireland with a sample of primary student-teachers. The participants shared that their mothers, fathers and other relations, who were teachers, had influenced them. Brown’s (2002) values based theory can be used to explain the findings and the literature, that the influence of others on individual’s career choice, which seem to be borne out in this present study, shows that groups and families play a significant role in influencing others to enter or not to enter a profession. It is important to note that, in this present study although participants were influenced by others to choose teaching as a career, they received strong negative reactions from other students/ peers and others and this will be discussed later on.

5.2.2 Passion, Love Working and Interacting with Children

The findings in this study revealed that six of the eight participants noted that they have a passion for teaching. Passion “is a driver, a motivational force emanating from strength of emotion.” (Day, 2009, p. 4). According to Day (2009) when people are passionate they are determined and committed to carry out a goal. Moses et al. (2017) call student-teachers who have a passion, the “committed passionate” (p, 450). These student-teachers are normally committed to teaching and learning and “the development of students” (Moses et al., 2017, p. 450). In this present study, one participant questioned whether the passion will remain with him. Rampa (2012) informed that while passion is the “core of teaching”, it must be nurtured, developed and sustained” in order for it to be beneficial to students (p. 1282). The findings from this study is very significant because it may help in designing or reviewing courses or programmes in teacher education college.

This means that teacher education colleges should plan courses that ensure that the passion in student-teachers are developed and sustained.

In this study, data also suggest that previous experience of working with children helped to influence participants' career choice. Several of the participants have worked with children at church or in their communities assisting children with their homework, before coming to the Teacher Education College. Several participants in this study were encouraged to choose the profession because they had been recognized by others as working well with children. These current findings support Mulholland and Hansen (2003) research which reported that male students shared that working with children and hearing the views of parents and friends that they were good with children motivated them to become teachers. Similarly, Stroud et al. (2000) noted that interacting with children will motivate men to choose teaching as a profession. The findings from this study suggest that male student-teachers who have experienced working with younger children prior to entering the teacher education college, may select teaching in early childhood/primary education. This is not surprising because the literature shows that some men prefer to work with younger children. For example, in Xu's (2019) study, all the men indicated that they preferred to work with younger children and that was one of their reasons for choosing early childhood education. She conducted a study with 12 male student-teachers in early childhood, they shared that "they preferred to work with younger children, and they want to support them positively" (p.26). These findings seem to be also consistent with Johnson et al. (1999) study that examined the motivation of 334 male student-teachers enrolled in Irish elementary and primary education. The findings revealed that men ranked working with children as the most important factor for choosing the profession (Johnson et al., 1999). The findings are significant because they indicate that some men who choose teaching in early childhood or primary education have a passion for

teaching and they have previous experience working with children. Therefore, it may be that working with organisations such as churches, clubs, societies and community centres to identify men who have experience of working with children may help in recruiting men in the profession.

5.2.3 Making a Difference

The current study found that all participants want to make a difference in individual students' lives and society more generally. The participants in this study believe they can improve students' academic and behavioural performance. They shared that they want to prepare students for the for secondary schools and society. Brown (2002) values-based theory stated that work values are very important when choosing a career. He further explained that altruism is an example of work values, and if an individual has altruism work values they will be motivated to help others. Similarly, these findings are in line with Hofstede et al. (2010) cultural dimensions theory, which stated that in collectivist societies individuals mainly think about the greater good of everyone. These individuals are driven by the value to want to serve or benefit their communities. Therefore, their career choices may be based on the reason to serve their communities. In this present study, the participants shared their feeling of contributing to the betterment of society, and they emphasized how they feel after seeing the impact they created when they are on teaching practice. They spoke about helping children to become better citizens and by moulding their minds. These altruistic purpose may explain the reason they remain in the programmes despite the barriers and challenges they face. Sharma and Yukhymenko-Lescroart (2018) found that students that are mainly motivated altruistically, have a "stronger sense of purpose", and are committed to completing their programmes (p. 489). According to Sharma and De Alba (2018) purpose is mainly referred to as "goal setting" (p. 137).

Improving students' performance is one of the goals for the participants. It could be assumed that one of the factors that may have influenced this sense of purpose in the participants is the social problems that Jamaica faces. For example, as discussed in Chapter 2, the 2019 PEP result showed that the percentage of both boys and girls who were proficient in mathematics and science was below 50%. In addition, the percentage of students who were highly proficient in both mathematics and science was below 10%. Another social problem is that a quarter of children live in poverty (UNICEF, 2018). According to UNICEF (2018) many of the children are affected by poverty, which results in absenteeism in schools and poor educational performance, particularly in the lower socio-economic communities. They further explained that in Jamaica, boys living in these communities are mainly affected, and they may become involved in criminal activities or drop out of school. While the girls may become teenage mothers (UNICEF, 2018). The participants in this present study are motivated to make a difference in these children's lives and in their county. These findings in this present study reflect those of Struyven et al. (2013) in Belgium, who found that the student-teachers, both male and female, pursuing primary education choose teaching because they want "to help children and make a difference in the world" (p. 11). The findings of this study are also in line with that of Cushman (2005) where the male teachers in primary education noted that they entered teaching "to make a difference." Findings in this area, that is, "making a difference" was common to all male student-teachers, which is very important to this study. This means these findings have important implications for recruitment and retention.

5.2.4 Role Model

The findings in this study are an indication that men believe that they are beneficial in schools, and they have a role to play. Similarly, Wood and Brownhill (2018) indicated that male

primary teachers believe they are role models to students. It is important to note that the participants in this study see themselves as potential role models and yet their own role models in their primary education were all females. Participants also seem to link the need for role models to the crime and violence in Jamaica. A possible explanation for this might be that citizens from weak uncertainty avoidance countries usually want to participate or volunteer in activities that are for the benefit of their societies (Hofstede et al., 2010). One participant explained he is from a garrison community, and one of his motivations is to become a role model for boys who are from similar background, to show them they do not have to choose crime. According to Wilkinson (2020), crime in Jamaica is “severe but also costly and youth dominated” (p.2). Campbell et al. (2020) also highlighted that in 2019, Jamaica was ranked the second most murderous nation in the world.

The participants in this study definitions of role model mean someone students can *look up to* or someone they *can relate to*. They believe that boys will benefit from having male teachers who show them care, or someone they can emulate. These findings seem to be consistent with Brownhill et al. (2021) research conducted in England which found that primary male teachers and student-teachers shared that being a role model is “someone to look up to” (p. 651). One of the issues that emerged from the present study findings is that boys may feel uncomfortable talking to their female teachers about certain issues. This finding suggests that female teachers need to take this into consideration as they work with both girls and boys.

5.2.5 Father Figure

The participants see the need for more male teachers in early childhood and primary education to act as father figures, particularly for children who are from homes with absent fathers. Four participants spoke about being a father figure to students who do not have fathers. Another

two participants noted that most students will listen and respect a male teacher, while two other participants shared that boys can relate to men more. A possible explanation for these findings may be related to the family structure in Jamaica. For example, as discussed in Chapter 2, 45.4% of all households in Jamaica are female-headed. According to Wyss (2001) the Jamaican families are mainly supported by mothers because the fathers are absent. She further explained that in some cases, children live with their aunts or their grandmothers. Petersen's (2014) findings were similar to this present study, she interviewed first year student-teachers in South Africa. Participants in her study shared that men are beneficial to early childhood education because they can act as a father figure for students who do not have the presence of a father within the homes (Petersen, 2014).

5.2.6 Future Career Opportunities

Several participants noted that there is an advantage of working in a female dominated environment. One shared that the experience working with women can be positive. While three participants highlighted that entering a female dominated profession can be an advantage for men when it comes to employment and promotion. This finding is consistent with that of Hofstede et al. (2010) cultural dimensions theory, which stated that in a masculine society "job choice is based on career opportunities" (p. 165). These participants' views are also similar to the participants' views in Cruickshank's (2012) study, where he highlighted that participants in his study perceived that they will gain employment because of their gender. Similarly, Smith (2004) shared that male student-teachers believe that when they leave university they will gain employment because of their gender. However, Cushman (2006) noted that not all principals employ men because of their gender. She further explained that some principals select the best candidate for the job and do not consider gender. In Jamaica, there are 550 principals in the Infant and Primary Schools that are

managed by the Government, of which 73% is female and 27% male (Ministry of Education, Youth and Information, 2019). It is important to note that there are no male principals in the Infant Schools/Early Childhood Schools that are managed by the Government. These findings may suggest that there are some stereotypical views that maybe influencing the numbers in the infant or early childhood government schools. Therefore, this could be a possible area for research to examine if this is the case in Jamaica.

5.3 Barriers or Difficulties Male Student-Teachers Experienced, or Witnessed, when Choosing or Pursuing a Career in Early Childhood or Primary Education.

The study revealed that male student-teachers in early childhood and primary education experience barriers when choosing their career such as: reactions and discouragement from others; the fear of being accused of sexual child abuse; and pursuing a career in a predominately female profession. These findings are consistent with Brown's (2002) value-based theory, in which he stated, "perceptions that discrimination may occur if an occupation is chosen will be a deterrent to choosing that occupation" (p. 477). This means an individual may not want to choose a career or profession because of the beliefs held by society. It is important to note that nearly all of the barriers and difficulties that the male student-teachers experienced maybe related to gender and cultural beliefs.

5.3.1 Reactions and Discouragement

As mentioned earlier, most participants were influenced by others to choose teaching. However, the findings also revealed that participants had all received several negative comments regarding their career choice. These negative reactions are categorised into two areas. They are negative reactions from peers/student-teachers and negative reactions from others in the society. These findings are consistent with Kinhead-Clark (2018), who noted that men who have selected

early childhood education as a career have shared that they felt stigmatized. In addition, Kinkead-Clark (2018) highlighted that a participant shared that his friends made fun of his specialization. Even though Kinkead-Clark's (2018) study had one student teacher, the findings of this present study are directly in line with her study where participants also noted that their friends have asked why they have selected teaching or that specialization. Lewis (2011) found that in Jamaica men have "to conform to societal expectations or risk labelling and or ridicule from peers as well as critical adult groups" (p. 51). The findings in this present study appears to confirm Bem's (1981) argument for a change, that is, to encourage government and policy makers to work with the schools to encourage behaviours and attitudes which are not sex-typed.

The findings are also consistent with Richardson and Watt (2006) results from their large scale research which was conducted in Australia. They noted that individuals who choose teaching, experience great "social dissuasion" (p. 39). This means others had advised them not to enter the profession or others would question their career choice. But Richardson and Watt (2006) failed to state what were some of the views or reasons that were given to their participants. In this current study, participants received discouragement from their female classmates, for example, one participant was told by a female peer that he does not have the soft touch or emotions for the job, not because of his personal traits, but because of his gender. One participant shared that his high school friends would question his career choice. While another participant mentioned that people have asked him why would he enter a profession that receives a low salary. It is critical to note that several participants said they felt embarrassed to say that they are pursuing early childhood and primary education because of the fear of what others might say. This is supported by Brown (2002) value-based theory which explained how people use values to judge self and others. Brown (2002) asserted that values are beliefs that guide societal perceptions of how people

should behave and act. According to Brown (2002) people choose careers that are gender stereotyped. Therefore, individuals will receive negative reactions from others if their career is not in alignment with being male or female (Brown, 2002). In addition, if people think others in the society will discriminate against them because of their career choice, they may not select that profession (Dos Santos, 2020). On the other hand, two participants have shared that the lecturers are usually happy to see a male in the classroom. These findings suggest that male student-teachers receive negative reactions from both their peers and other members of the society. But the participants continue to pursue their career choice despite the many challenges. It would appear that their strong motivations work towards their persistence.

5.3.2 Fear of Accusation of Sexual Abuse

Three participants in this study mentioned the fear of being accused of sexual abuse. One participant shared his experience while he was on teaching practice, he noted that a female pupil came and hugged him and he had to ask her to step back. Another shared that some of his female classmates would argue that they do not feel comfortable that he will be working with little children. Similarly, in previous studies, findings suggested that men in early childhood and primary fear the suspicion of sexual abuse (Cushman, 2005, Cruickshank, 2020, Johnson et al., 1999, Joseph & Wright, 2016, Kinkead Clarke, 2018). In Petersen's (2014) study, pre-service primary teachers noted that they do not think men should teach small children because the presence of men is a "threat of sexual abuse and molestation" to these children (p. 5). In this current study a participant questioned the views that people have when it comes to male teachers and physical contact with children. He emphasized that women can sexually abuse children too. These "double standard" statements are similar to Cruickshank (2018, p. 3) discussions, where he noted that most of his male teachers shared that they have experienced "double standards." For example, he shared

that one participant pointed out that individuals have gendered views, for them it is fine for a female teacher to comfort a child if he or she gets hurt, but it is not good if a male teacher does that (Cruickshank, 2018). My findings indicate that participants are aware of, or even fearful, of such accusations and perceptions. The literature seems to suggest that these fears are not unfounded, and they may indeed be perceived as possible perpetrators of abuse positioning themselves to have access to small children. For example, Moosa and Bhana (2019) conducted a study in South Africa, and their study found that both male and female teachers noted that some men desire to teach young children because they have sexual intentions. They further explained that these suspicions “have become normalized” because even the male teachers perceive that some men disguise as teachers, but they may be paedophiles (p.9). The findings of this current study suggested that the teacher education colleges need to address the matter of how student-teachers deal with handling physical contact with children on teaching practice. In addition, teacher education colleges need to review what is taught in the curriculum about safeguarding children.

5.3.3 Female Dominated Job

The participants in this current study described their concerns regarding the need for more men in early childhood and primary education. One participant had mentioned that the education system needs to have a gender balance. While some have shared that when they are in the classroom they stand out. The male student-teachers shared that if men are not visible in the schools, other men will not choose that profession. One of the male student-teachers even shared his experience that he was going to change his specialisation after seeing predominately women at the Teacher Education College. Similarly, Xu (2019) noted that in her study, participants shared that they stood out in the classroom, and they highlighted the need to increase the number of men

in the profession. Likewise, in this study several participants noted that employing more men in the classroom will show students that teaching early childhood and primary is not only for women, and will encourage other men to enter the profession. According to Brown (2004) men with collective social value will avoid “a more restricted range of occupations” than women (p. 476). Therefore, it may be argued that you will find few men in occupations that are considered female work.

In the literature, researchers have discussed the impact of female domination. For example, Skelton (2012) noted that many believe that the few men in teaching has impacted the profession negatively causing the low status and salary. She further highlighted that the societal belief is that the schools are at a disadvantage regarding discipline and leadership. Skelton (2012) argued that predominance of women in teaching is not “detrimental” it is just a perception held by others (p. 9). While Kelleher (2011) explained that the predominance of women has impacted in a positive way, in that, it has provided jobs for many women. But Kelleher (2011) noted that it can also be perceived as “woman’s work” (p. 6). In Chapter 2, Dee’s (2006) findings were discussed, in which he argued that boys need male teachers to teach them in order to improve the low academic achievement. However, policy makers need to consider Bem’s (1981) gender schema theory which stated that children’s gender knowledge is constructed based on their observation. Therefore, the fewer opportunities of seeing men in the classroom, the harder it will be to challenge stereotypical gender roles.

5.3.4 Financial Challenges

The present study revealed that several of the participants have experienced or witnessed men having financial challenges while pursuing early childhood and primary education. One participant noted that it was costly to purchase materials for the learning and teaching activities in

the programme. These findings confirm Roofe and Miller (2013) study that a group of male and female student-teachers enrolled in a teacher education programme in Jamaica, had challenges purchasing resources or materials for teaching practice. In another study conducted in a teacher education college in Jamaica, Black-Chen (2013) noted that one of the challenges student-teachers face is financial difficulties. However, she failed to share some of the financial difficulties the participants faced. These findings suggest that teacher education colleges need to help student-teachers or seek support in purchasing materials for teaching practice and other learning activities in the programmes.

5.4 Male Student-Teachers' Perceptions Regarding Low Recruitment of Men

In this study participants perceived that the nature of the role of teaching, the issues of gender/masculinity, gender stereotype, and the salary/financial incentives are the reasons there is a low recruitment of men in early childhood and primary education. Bem (1981) gender schema theory helps to explain the findings of this present study. Bem (1981) noted that individuals see the world through gendered lens. Because gender is socially constructed there are roles and responsibilities for specific jobs. Bem (1981) also stated that our gender schema categorises behaviours as male or female, therefore, our career choices or decisions will be based on our gender and society perceptions.

5.4.1 The Nature of the Role of Teaching

Skelton (2002) highlighted that teaching in elementary schools have always been seen as a female role. In this study, participants specifically noted that early childhood/primary education is considered a female job by many of their peers and others in society. These findings highlight that feminisation is not merely a case of numbers, as the definition by Drudy (2008) suggests, but because the actual role of teaching is viewed as a female job. Some of the participants believe that

some men do not want to choose early childhood and primary education because of the roles and duties of the profession. One participant noted that men do not like to teach several subjects. While another pointed out that some men do not want to work with small children. Several participants noted that in Jamaica teaching small children is considered a female job. A participant in this current study noted that men like things that challenge them intellectually. He pointed out that teaching small children requires patience, he implied that it is a characteristic some men do not have. According to Sood and Mistry (2013) caring is associated with being a female, and it is believed that men do not have that characteristic. Another male student teacher said that some men will find teaching the content and the student cognitive level not challenging, because men like complex things. A possible explanation for this might be how individuals are gendered (Bem, 1981). Hofstede et al. (2010) noted that “different job choices by men and women can partly explained by differences in perceptual abilities” (p. 162). Hofstede et al. (2010) also explained that it is difficult to change gender roles because in every society there is a “men’s culture that differs from a women’s culture” (p. 45). They also noted that in masculine societies individuals believe women teach younger children and men teach mainly in tertiary institutions (Hofstede et al., 2010). The findings in this area are essential to this study because they indicate that roles are connected to gender and career choice, which appear to be mainly influenced by socialisation. Therefore, administrators may need to consider this factor in attracting potential students.

5.4.2 Masculinity in the Jamaican Culture

As previously noted, there is an overlap between the themes in this study. The themes *The nature of the role of teaching* and *Masculinity in the Jamaican Culture* are closely related, particularly because roles help to define masculinity. However, *the nature of the role of teaching* speaks about specific roles in teaching, which are considered feminine, while *masculinity in the*

Jamaican culture is mainly addressing societal beliefs related to being a man or the role of masculinity in Jamaica. According to Cushman (2005, p. 235) “extra pressures related to ones’ maleness” may prevent men from wanting to enter or stay in the teaching profession. It is important to note that in this present study participants also received discouragement from others for not choosing a profession with female roles. The findings of this study align with Hofstede (2011) dimension model that the influence of culture plays a part in individual’s decisions. His masculinity and femininity dimensions explain the distribution of values and roles between genders in a society. Hofstede (2011) defined masculinity as competitive and assertive and femininity as caring and modest. This means a culture that is feminine, both female and male would take on the characteristics of being caring (Hofstede, 2011). Whilst a country with a predominant masculine culture, for example Jamaica, the men would not want to take on caring roles or tasks. One participant shared that there are subjects that are considered by society as manly, and the men will select those subjects. Another participant noted that there are certain career choices that are based on gender, while another highlighted that it is believed that men must do more strenuous jobs because they are manly. These findings are in line with Bem’s (1981) gender schema theory, which highlighted how sex-typing may guide individuals’ views, choice and behaviour. As noted in the literature review, sex-typing is the process by which society converts male and female into masculine and feminine. Lewis (2011) found that some people in Jamaica still believe that labour should be divided among men and women based on gender. He noted that many believe that women should care for children, while men go out and work the money. This explains the findings of this study, which implied that few men will enter teaching in early childhood and primary education because they are afraid what other persons might think, and men choose their profession because of their perceptions of masculinity. In other words, a

country that has a culture with high masculinity, the men are more likely to choose jobs that are considered masculine.

There may also be a cultural dimension which contributes to perceptions of the 'softer' skills of teaching being considered less suitable for men. Clark (2004) argues that Jamaican men are expected to practise hegemonic masculinity, therefore, they will not want to engage in anything that includes activities that are considered soft. Hegemonic masculinity guides men how to be a man, in other words, it directs men how to behave (Clark, 2004). It is important to note that these guides are specific to each culture. According to James and Davis (2014) Jamaican men are pressured to be tough, both emotionally and physically and it does not matter what communities they are from or where they live. Similarly, Gayle (2009, p. 55) described that in the Jamaican homes boys are expected to have different roles from girls, they are expected to be "independent, self-reliant" and avoid showing emotions. If they act differently they are punished harshly by adults in the home (Gayle, 2009). Gayle (2009) further explained that when boys enter schools these values and norms do not change. It is clear, that gender roles that are related to masculinity or considered to be manly may limit male student's career options. This is also well explained by Bem (1981) gender schema theory, she noted that gender stereotypes are socially and culturally constructed, and this can affect men in their career choice. Individuals that are sex-typed, that is, individuals that are masculine males and feminine females will choose or reject activities, roles and interests based on whether they are masculine or feminine defined by culture. According to Solbes- Canales et al. (2020) these stereotypes affect their academic development, abilities and career choices. Therefore, it is critical that societies encourage or promote gender equality to protect children from the expectations, attributes and behaviours that are gender bias (Solbes- Canales et al., 2020).

5.4.3 Gender Stereotype

The participants in this study received gender stereotypical comments from their peers and others in the society, but they too demonstrated strong stereotypical views. Participants shared that their peers have told them they do not have the characteristics to become early childhood or primary teachers. While participants believe that they are the dominant gender, they are disciplinarians and leaders. Hofstede et al. (2010) cultural dimensions theory might help to understand why gender stereotyping was evident in this study. As noted previously, masculinity and femininity dimensions refer to the extent to which gender roles are distributed within a society. In masculine societies men are supposed to be assertive, focused and tough, while women are tender, take care of the home and people. Therefore, gender stereotyping will be evident in masculine cultures. Ankers de Salis et al. (2018) found in their study which was conducted in England with both female and male primary preservice teachers they had stereotypical views, and recommended that the higher education institutions evaluate the content being taught. Malaby and Ramsey's (2011) study on male primary student-teachers in USA, found that their participants were aware of the societal views regarding their job, but unlike the participants in this present study, Malaby and Ramsey's (2011) participants rejected societal views that men are considered disciplinarians. However, they noted they are role models, which was one of their motivations to choose the profession. These student-teachers refused to be identified with characteristics of being masculine or feminine (Malaby & Ramsey, 2011). An earlier study, Skelton (2003) noted that gender stereotype is one of the barriers for achieving gender balance in education, and advised that schools need to address the perception or idea of the appropriate boy and girl. It is clear that if stereotyping continues then jobs will always be identified by gender. Bem (1981) did not use the term gender stereotype, but she noted the process of how individuals' characteristics become sex

linked in society. She argued that the belief that there are particular characteristics, skills or roles suitable only for men and others suitable for women can be negative to society. These findings in this study have implications for teacher education colleges to engage students in gender issues in schools, so as to prepare them for the classroom. As well as giving them the tools to challenge this in their teaching practice with children.

5.4.4 Salary and Financial Incentives

In this study four of the eight participants believe that salary is one of the reasons few men enter early childhood and primary education. One participant noted that men want to make money quickly, therefore they would not want to enter teaching. Another participant argued that the government needs to increase teachers' pay. While another noted that he would encourage other men to enter the profession, but they should focus less on the salary. It seems possible that these results are due to the fact that in masculine societies earnings, recognition and career advancements are very important (Hofstede, 2011). These findings are consistent with Thornton et al. (2002) where participants shared that low salary might deter others from choosing teaching as a career. Kinkead-Clark (2018) found similar findings in Jamaica. While James and Davis (2014) highlighted that in Jamaica, men are seen as the breadwinner, that means they give financial support to their families. It is important to note, that in Jamaica, while some fathers are absent in the homes they still send monies to the home. Hence jobs that are not paid highly will be rejected by men. A possible reason for these findings might be connected to men's belief that they are the breadwinners. However, Davis and Hay (2018) argued that this may not be true, because based on research only one in 10 persons who leave the profession have noted low salaries. Nonetheless, Drudy (2008) noted that in patriarchal societies, as the number of women increases in a profession, the salary lowers and it becomes "an increasingly difficult choice for men" (p. 319). But this is

not the case in Jamaica, because police and soldiers are not paid highly, and they are in professions that are dominated by men.

5.5 Enhancing Male Recruitment in Early Childhood and Primary Education

In this section are the participants' perceptions of the strategies that may enhance male recruitment in early childhood and primary education. The study found that giving men the support, offering scholarships and making men aware of the opportunities in the programmes are some of the strategies that may improve recruitment.

5.5.1 Support

Participants emphasized that catering to the needs and supporting men would encourage men to enrol in the programme and remain in the profession. For example, supporting them prior to recruitment by providing scholarships, which will be discussed below. Participants also emphasized that recruiting more men would make other men feel supported and pursue their careers in early childhood and primary education. Some other examples noted were: considering how men learn, giving men leadership positions, not making the courses so feminine. The male student teacher who noted that the courses are feminine said that some of the activities in the programme made him felt awkward as a man, however, he did not expand on this area. There was also a feeling that the men in the programme are not allowed to express themselves from a *man's perspective*. He noted everything in the programme was seen from a woman's experience and views. Nelson and Shikwambi (2010) recommended that student-teachers and men in teaching may benefit from a support group, created to help them talk about the issues they experience. This support group would be a safe place that men meet and discuss how to solve the problems they experience, share confidential issues and work on assignments (Nelson & Shikwambi, 2010). Three participants in this current study shared that they found the courses

difficult, while another two said the programme involves hard work. It is difficult to say if the experience is particularly associated with being male because female student-teachers were not interviewed to make that comparison. However, these present findings are significant to the Teacher Education College, particularly for making improvements to the early childhood and primary programmes.

5.5.2 Scholarships

In this study five of the eight participants emphasized that giving scholarships and incentives will encourage more men to enter the profession. According to Nelson and Shikwambi (2010) the cost of higher education is preventing men from entering the teaching profession. Therefore, they recommended that scholarships or stipends be given to them to attract them. Okeke and Nyanhoto (2021) also recommended scholarships to encourage men to choose the profession. While this may be true, many will argue that women also face financial challenges, yet this does not prevent them from entering the profession. However, Gayle (2009) noted that in Jamaican homes where the resources are limited, the boys will be expected to do without, while the girls continue to improve their lives. Gayle (2009) also added that in some cases the boys are required to work at a very young age to provide for the family. Wyss (2001) highlighted that because of the “gender differentiated economic opportunities in Jamaica” it is easier for young boys than the girls to help themselves financially (Wyss, 2001, 434). He further argued that in a Jamaican home the girls are given more support because it is perceived that “the daughters are more vulnerable than sons” (Wyss, 2001, p. 434). This may be true because in Jamaica, although youth participation in the labour force is low, in 2018 young male labour force participation was 47.1 per cent and female was 35.7 per cent (ILO, 2018). The findings align with one of the key premises of Hofstede et al., 2010, p. 155), that in masculine societies “the

pattern is that the father earns, and the mother cares.” It would appear that because men are expected to be breadwinners or higher income earners and supporters of the family they will find it harder to choose a low paid profession.

5.5.3 Make Men Aware

When asked how can recruitment of men into the early childhood and primary education may enhanced, several participants shared that issuing brochures, using social media and advertisements will enhance recruitment. Six participants believed that sharing information and making people more aware of the opportunities for men in this sector, will enhance recruitment. Some examples noted were, making them aware through word of mouth, meetings or initiatives. Interestingly, one participant shared that people need to know the importance of early childhood and primary education. Similarly, in Joseph and Wright (2016) study, one participant shared that the strategies to recruit men in the profession is making them aware of the importance of early childhood teaching. Another participant in their study noted that conducting career days for high school students and other members of the community will help with recruiting men in the profession.

However, in Wyatt-Smith et al. (2017) the findings revealed that marketing sources and information sharing had little influence compared to the influence of others. They further explained that although marketing materials had little influence, strategies used by the Universities such as their promotional items had more influence than media, advertisement and career fairs. It is important to note that none of the male student-teachers in this current study reported being influenced by marketing materials or institutional promotional items or branded products for the teacher education college such as t-shirts and cups. The reason for this is not

clear, but a possible explanation for this might be, as highlighted by Hofstede (2011), that the influence of others will have impact on the choice and actions of men from collectivists societies.

5.6 Experiences in the Early Childhood and Primary Programmes

In this section the experiences of the participants are discussed. The participants shared that while pursuing early childhood and primary education they have experienced good and bad times.

5.6.1 The Feeling of Joy

Several of the participants said they enjoy being a part of the early childhood or primary education programmes. Similarly, Low et al. (2017) said their participants shared that they felt a sense of fulfilment and enjoyment in the teacher education programme. The male student-teachers in this present study also shared that the programme has transformed their lives, they love the courses offered and the learning environment. Some of the participants spoke about their most memorable moments on teaching practice. Two male student-teachers shared that the programme has transformed their lives, and two emphasized that they are happy they selected the programme. Three shared that they love the courses offered in the programme, and another two participant emphasized that the lecturers are accommodative towards them. These findings are consistent with Xu (2019) findings where participants shared that they had a caring and encouraging learning environment. They shared that their professors were supportive and that gender equality was evident in the learning environment (Xu, 2019). The findings in this section could be a source of information for the teacher education college, and could also be used to direct marketing specifically at men.

5.6.2 Ignored

The findings of the study showed that the participants had two concerns. One participant noted that it would appear that the teacher education college does not recognise the important role of early childhood and primary education. He also added that they are pushed aside in the institution. Secondly, the topic of specialising arose, two participants spoke about specialising in the programme, with opposing viewpoints. One spoke passionately about the need for specialising an area of strength. He shared that he was disappointed when he was told he would not be given the opportunity to specialise. Smith (2004) findings highlighted that men in primary education want to specialise because they want to differentiate from female teachers. Interestingly, the other participant noted that he does not like the idea of specialising. This aligns with Cushman (2010) study which revealed that not all male teachers in primary education are interested in specialising. These findings in this section are very significant because they may help with improving the programmes in the teacher education college.

5.7 Summary

This chapter has focused on discussing the main findings and relating them to relevant literature. I have mapped the participants' motivations for pursuing a career in this sector, to the typology discussed by Gultekina and Acar (2014) which defines two categories of motivation: intrinsic and extrinsic. Some of the major barriers or difficulties that male student-teachers experienced when choosing their career were: reactions and discouragements from others, fear of accusation of sexual abuse while pursuing a career in a predominately female environment. The male student-teachers felt that the nature of the role of teaching, the low salary/lack of incentives and issues of gender and masculinities are some of the reasons few men choose teaching in early childhood and primary education. However, they argued that supporting and making men aware of the profession will help to retain and recruit men in the profession. In Chapter 6, I will

discuss the conclusions, the limitations, recommendations, the implications, and areas for future research of the study. Included in the chapter is also my closing remarks.

Chapter 6: Conclusions

6.1 Introduction

The purpose of this study was to gain understanding of male student-teachers' experiences of choosing a career in teaching in early childhood and primary education, in order to improve future male recruitment to teacher education programmes in Jamaica. Through examining the perceptions and experiences of eight male student-teachers, the findings of this study revealed their motivations for entering teaching; their perceptions of why few men have selected the profession; some possible barriers preventing men from entering the profession; and the strategies and initiatives to improve recruitment of men in teacher education colleges. This chapter begins with a summary of the conclusions in relation to the research questions which guided the study. I will then discuss the limitations of the study, followed by the contributions and recommendations of the findings for practice. In this chapter, I also identify areas for future research and conclude with a reflection on my research journey.

For ease of reading, I will restate the research questions here before drawing conclusions about the areas explored.

My overall research question was: What are the experiences of male student-teachers as they pursue early childhood and primary education teacher careers? This was then broken down into the four sub-questions below:

1. What motivated male student-teachers to seek a career in early childhood or primary education?
2. What barriers or difficulties, if any, have male student-teachers experienced, or witnessed, when choosing or pursuing a career in early childhood or primary education?

3. How do male student-teachers describe their perceptions regarding low recruitment of males into early childhood and primary education?
4. How can recruitment of males into early childhood and primary education be enhanced, as viewed by male student-teachers?

6.2 What Motivated Male Student-Teachers to Seek a Career in Early Childhood or Primary Education

In conclusion it can be seen that the motivations to pursue a career in early childhood or primary education are multiple and varied. The male students in this study are motivated by the influence of others and the perception that there are future career opportunities for men in early childhood and primary education. They are also motivated by their passion, their love for working and interacting with children. A key proposition within Brown's (2002) values-based theory is that values indicate what is important to the individual, and they play a role in the individual's career choice. The male student-teachers entered teaching because of their values. These male student-teachers value making a difference in children's lives and they also believe it is important to be positive role models and father figures. Participants in this study want to improve students' academic and behavioural performance and they want to have an impact on individuals and on society more generally. In addition, several of the male student-teachers have indicated that they have an interest in changing the lives of boys specifically. This appears to be connected to their perception of many young boys being without male role models, or from homes with absent fathers, in Jamaican society.

Participants' motivations were categorized into two areas, based on the work by Gultekina and Acar (2014), intrinsic and extrinsic motivations. They were motivated to pursue a career in early childhood or primary education, by a blend of intrinsic and extrinsic motivators.

However, participants mainly gave intrinsic statements, which included reasons such as a desire to teach, to impact on lives, to help societal change and professing a strong passion for teaching itself. Findings also suggested that several male student-teachers in early childhood/primary education have a desire to teach because they have worked with children. Several of the male student-teachers have worked in their communities, for example, assisted children with homework or taught Sunday school. These findings have implications for recruitment. Recruitment campaigns or teacher education colleges must target potential male students who are currently working with children in the communities.

An extrinsic motivation identified in this study relates to the perception by several participants that the career opportunities for men in this female dominated profession, were very positive. Several participants suggested that the desire to have a greater gender balance in the profession might make it easier to be recruited, and also easier to be promoted long term. If this had been seen as a sole or main motivation, it might have been even more a cause for concern. However, it was one of many motivations expressed alongside more intrinsic motivations, which presents more of a balanced view. Nevertheless, care is needed to ensure that any strategies to promote male participation in early childhood or primary education avoid any suggestion of unfair recruitment or promotion processes. There was also a suggestion that stereotypical views of males being better at leadership and discipline might be behind the perceptions of favourable promotion opportunities. It would seem that challenging gender stereotyping would be beneficial for male and female student-teachers. My findings indicate that male student-teachers are not just victims of gender stereotyping, but hold such views themselves. It is important to note that these findings have implications for teacher education colleges to engage students in gender issues in schools, so as to prepare them for the classroom.

6.3 What Barriers or Difficulties, if any, have Male Student-Teachers Experienced, or Witnessed, when Choosing or Pursuing a Career in Early Childhood or Primary Education?

The comments of the male student-teachers in this study confirm that the major barriers or difficulties faced by them or others they have observed are, reactions and discouragement from others, financial challenges and the fear of accusation of sexual abuse in a predominately female environment. The data suggested that societal construction of gender and masculinity maybe the reasons for most of these barriers. Interestingly, male student-teachers mainly received negative reactions and discouragements from their peers rather than other members in the society. Hofstede (2011) stated that in a masculine society individuals believe that women have caring, soft, kind characteristics and that young children must be taught by women. It is clear that there is a public image of teaching in early childhood or primary education as being a profession that men avoid because they do not have the characteristics. The statements from peers and others in the society suggest that closer attention needs to be given by the government and teacher education colleges to remove these gender stereotypes.

According to the findings in this study the male student-teachers are fearful or aware of sexual abuse accusation. Although not all the participants spoke about this issue, it appears that there were no clear instructions given to them by the teacher education college on how to deal with this matter. In addition, perhaps why this issue was not raised by others is because some of them have not yet been on teaching practice. The participants' comments in general highlight the need to address the issue of student-teachers and physical contact with children in the classroom.

The male student-teachers did not discuss many disadvantages that they have experienced in a predominately female environment. As discussed earlier, several of them thought that in this

environment it is easier for them to be recruited or promoted. However, several participants became fully aware that they selected a profession with predominately female when they commenced the programme. The participants have noted that boys and girls need to know that teaching in early childhood and primary is not only for women. Therefore, they argued that more men need to be employed in the profession. These findings indicate that male student-teachers do not perceive the number of female in the profession as a disadvantage, they only want more men to choose the profession.

6.4 How do male student-teachers describe their perceptions regarding low recruitment of males into early childhood and primary education?

The male student-teachers perceive that the nature of the role of teaching, the salary/financial incentives and the issues of gender/masculinity are the reasons there is a low recruitment of men in early childhood and primary education. Bem (1981) noted that the division between masculine and feminine roles will influence how women and men behave. Meaning, men and women are taught the characteristics or attributes that are socially accepted for their gender. Therefore, they will believe that there are specific roles and responsibilities for men and women. The male student-teachers noted that roles such as working with small children, teaching several subjects, teaching early childhood and primary content and the cognitive level of the children are the reasons there are few men in the profession. The participants also highlighted that there are few men in early childhood and primary education because men believe the profession is not masculine. Jamaica is a country that has a culture with high masculinity, which means that the men are more likely to choose jobs that are considered masculine (Hofstede, 2011). If a man challenges masculinity, he will receive negative reactions from others within the society.

The participants noted that the low salary is one of the reasons few men are in early childhood and primary education. A possible reason for men refusing to enter the profession might be connected to men's belief that they are the breadwinners, and money is very important to them. The male student-teachers in this study pointed out that low salary will deter men from choosing the profession because men want to live a particular lifestyle.

6.5 How can recruitment of males into early childhood and primary education be enhanced, as viewed by male student-teachers?

The findings of this study indicate that recruitment should be focused on values. None of the participants in this study noted that they were motivated by advertisements, initiatives or the media to select teaching in early childhood and primary, however, they suggested them as being useful in recruiting men in the profession. When asked how can recruitment of men into the early childhood and primary education be enhanced, some of the participants shared that issuing brochures, using media to portray men in teaching, using the male student-teachers in the programme to share their experiences, using social media and advertisements will enhance recruitment. Others believed that sharing information, and making people aware of the benefits of choosing the profession and the different levels for professional growth, will enhance recruitment. Findings are important to this study because they will help the recruiting process, this means, the information can be used to inform or convince potential male student-teachers to select the programmes.

In this study, most participants emphasized that offering scholarships and incentives will encourage more men to enter the profession. They noted that they are aware of other men who would have selected the programmes, but they choose other specialisations that were offering scholarships. They also emphasized that catering to the needs and supporting men would

encourage men to enrol in the programme and remain in the profession. This may indicate scholarship is important in attracting men into the profession, and therefore, policy makers may need to consider this factor in attracting and retaining young recruits. However, both male and female should have the same opportunities. In addition, the recruitment of men must not affect the recruitment of women.

The findings of the study suggest that recruitment campaigns or teacher education must not just target men, but men who have a passion, love working and interacting with children, want to become positive role models and want to make a change in society. The findings also indicate that the beliefs held by people in the society maybe be barriers preventing boys or men from choosing the profession of their choice. These stereotypical beliefs or perceptions are learnt from an early age (Bem, 1981). Therefore, government needs to encourage behaviours and attitudes that are not stereotyped in order to recruit more male student-teachers in early childhood and primary education. But until the negative reactions, discouragements from others and stereotypes are addressed there will not be a gender balance in the profession.

6.6 Limitations

Limitations are restrictions or weaknesses that are out of the control of the researcher (Theofanidis & Fountouki, 2019). There were several limitations to this study that should be considered. The sample that was used included only eight of 13 male student-teachers in the early childhood and primary education programmes at one teacher education institution. I had hoped to recruit all 13 male student-teachers, however only eight responded to the advertisement. I considered eight participants to be an adequate sample size for this study as saturation was achieved after the fourth participant. I continued the interview sessions with all eight participants in order to ensure that data saturation was really achieved. According to Saunders et

al. (2018) saturation occurs when no additional data are being found during the data collection. With this size sample, it is not possible to say if these findings can be generalised for the study population. However, it is a reasonable sample for institutional purposes and provides a bases from which to explore this issue further on the Island. Hence, future research needs to expand across the (11) state owned teacher education institutions in Jamaica. Additionally, there was only one male early childhood student teacher in the study, and also in the teacher education institution. This limitation must be considered when applying these findings to other teacher education institutions. More participants within the sample may yield different results.

In this study, I did not include the age and educational background of the participants as part of data collection. In hindsight I believe this information could have been useful in the data analysis and provided additional information to the study. However, with such a small sample, there would have been a risk of compromising confidentiality by identifying markers of participants. Another limitation is that I did not pilot test the interview protocols. A pilot test was not conducted because I had a small study population and a pilot may have compromised my ability to recruit for the main study. However, this limitation was addressed by asking a colleague and my supervisors to review the questions to enhance the reliability of the research instrument. According to Castillo-Montoya (2016), ensuring the reliability of the research instrument entails “a colleague, a research team member, or research assistant examining the protocols for structure, length, writing style, and comprehension” (p. 826).

A final limitation is my level of knowledge, abilities and skills as a novice researcher. For example, in the interview sessions I was afraid to influence the participants' responses, so I did not deviate from the interview protocol, which may have created limitations as it relates to probing the participants. A question I wished I had explored with the participants was what was

it that kept them in the programme in spite of all the challenges and negative reactions from others. It is important to note that this may be one of the weaknesses of this study, but does suggest a direction for further research.

6.7 Contributions and Recommendations

I present the contributions and recommendations in four sections, contributions and recommendations to practice, contributions and recommendations to policy, contributions and recommendations to future research, and contributions to knowledge.

6.7.1 Contributions and Recommendations to practice

The main contribution of this study is its contribution to practice. The findings will be of interest to the administrators at my institution, particularly because they want to improve recruitment of males, but they had no data to direct their efforts. In addition, they are not aware of the public image or how the profession is perceived. This study will help to inform my institution on what motivates early childhood and primary student-teachers to choose a career in teaching. It will also contribute to the solution through identification of recruitment strategies and to identify the barriers preventing men from choosing a career in early childhood and primary education. I think it also contributes to the conversation about gender bias and gender stereotypical beliefs amongst the student body – both male and female. This is very worrying as they will be influencing the thinking of the next generation. The teacher education college needs to address this issue in the student body, but also to give them the tools to address it in their own teaching practice in early childhood and primary schools.

Recruitment

In order to recruit more men in early childhood and primary education, teacher education colleges need to consider the motivations of the participants. This study, along with Wyatt-Smith (2017) highlighted that intrinsic motivation is critical influence on candidates' decisions to

enter teaching. Findings from the study suggest that men who want to teach in early childhood and primary education love children and like interacting with them. Most of these men have had prior experiences with children. For example, they usually teach at Sunday schools and in their communities. It is therefore advisable that we think about where to recruit these men.

Teacher education colleges need to recruit them at churches, homework centres in the communities and other clubs in the communities that these men volunteer to work with children. Additionally, this means the teacher education college will have to develop relationships with the communities if they want to target these potential students.

The influence of others is identified as important in student-teachers' decisions to enter teaching. By drawing on Hofstede (2011) cultural dimensions, which highlighted that individuals from collectivist societies make their decisions based on the influence of others in their groups, teacher education colleges should try to target family members, teachers and guidance counsellors to encourage potential students with the characteristics stated above. It is important to target also teachers in the high schools to identify these students with the characteristics and ask them to encourage these students to consider teaching in early childhood and primary education.

Awareness Campaign

The participants in this study shared that in order to recruit more men, the teacher education college needs to make men aware. They shared that the teacher education college needs to let men become knowledgeable about the programmes and the benefits of choosing the profession. Therefore, a reasonable approach to tackle this issue could be to coordinate an awareness campaign to promote the early childhood and primary programmes. The data suggest that the campaign should promote the appeal of future career opportunities. The campaign

should also highlight the impact of working with children and making a difference in children's lives and the society. Similarly, Wyatt-Smith et al. (2017) suggested that to recruit early childhood and primary teachers "a focus on the appeal of working with and shaping the future of children" is important (p. x). It is also important that potential candidates or applicants hear the experiences of the male student-teachers who are currently in the early childhood and primary programmes. Participants' data indicated that they enjoy the programmes and their lives have been improved.

Education on Gender Stereotyping and Bias

There was some stereotypical thinking and self-images shared by the participants. In addition, some participants shared that they were ridiculed by female students on campus. This indicates that the teacher education college must include a course examining unconscious bias to include gender bias or gender stereotyping, and engage students in gender discussions. In other words, the teacher education college needs to revise the content of their courses (Ankers, et al., 2018). This is very critical because these student-teachers will become teachers who will be guiding children in the classroom on gender issues.

Code of Conduct Training

Several of the participants shared their fear or awareness of the issue of physical contact with children within the classroom. They also appeared to be unsure of how to deal with the issue in the classroom. This is a view also shared by Cruickshank's (2020), findings from his study also showed that there were no clear guidelines for preservice teachers to follow regarding physical contact. It is therefore necessary that the teacher education colleges include a code of conduct training in the programmes or create clear guidelines to ensure that both male and female student-teachers know the expected conduct.

Expansion of P.U.M.P.

Several student-teachers in this study have shared that they find the courses in the programme to be difficult and one participant emphasized the cost of purchasing materials for teaching and learning in the programmes. According to Hofstede et al., (2010), individuals from weak uncertainty avoidance societies are motivated “by achievement, esteem or belonging” (p.217). This indicate that the male student-teachers need support while they pursue early childhood and primary education in order for them to remain in the profession. It is therefore recommended that the P.U.M.P programme be expanded to meet the needs of male student-teachers in the early childhood and primary programmes. The expansion of this programme could be both an institutional and a governmental initiative. As stated in Chapter 2, this programme was created in 2008 particularly for young men from the inner-city communities and rural Jamaica and is targeted to prepare them for entry into a degree programme. It is recommended that the P.U.M.P. replicate some of the strategies used in the Call Me Mister Programme. In the Call Me Mister Programme students receive academic and financial support. The programme also does recruitment and training. The P.U.M.P for example, could provide academic and social support for male student-teachers; and assist student-teachers to purchase resources or materials for activities in the programme. It is also suggested that P.U.M.P involve the Jamaica Teachers Association (JTA), an Association that was mandated to make representation on matters related to education and teachers (JTA, 2020). This institution also provides professional development for teachers. There is, therefore, a definite need for P.U.M.P to also involve Jamaica Teaching Council (JTC). This institution was established to ensure teacher professionalism in Jamaica. Its main goal is for “teaching to become the profession of choice” (JTC, 2020). These institutions will help with professional development and provide

financial assistance or funds for male student-teachers. Another recommendation is that the P.U.M.P be extended to other teacher education colleges in Jamaica to help provide academic and social support for male student-teachers who are currently pursuing early childhood or primary education.

6.7.2 Contributions and recommendations to policy

It is recommended that The Ministry of Education, Youth and Information (MoEYI) give serious consideration to the issue of scholarships for students who have selected the early childhood and primary education. Because the salary of teachers is considered low, some additional encouragement to join the profession may attract students who previously have not considered it as a career choice. The issue of financial challenges would appear to be more of a barrier to males than females. Nelson and Shikwambi's (2010) have identified that the cost of higher education is preventing men from entering the teaching profession. This view is supported by Okeke and Nyanhoto (2021), they suggested that men be given bursaries to be encouraged to choose the teaching profession. However, scholarships should be applicable for both male and female student-teachers. I would suggest a fixed quota of male and female scholarships be available, in order to avoid affecting the recruitment of women and to ensure gender equity.

Bem's (1981) gender schema theory emphasized how children's gender knowledge can be constructed from the culture in which they live. She further explained that through these observations, children form perceptions on what men and women can and cannot do. From the evidence in this study, both male and female students arrive in higher education with quite marked stereotypical views of gender related roles and behaviours. I would suggest this needs addressing in schools, as well as within the teacher training programmes. This will ensure that

children reach their greatest potential, and not become limited to some perceived ability based on their gender. In addition, the findings indicate that some boys do not feel comfortable talking to their female teachers about some of their personal issues. It is recommended that both male and female teachers be trained to work with both boys and girls to help them feel comfortable in speaking about their problems.

6.7.3 Contributions and recommendations for future research

This study described the experiences and perceptions of early childhood and primary education male student-teachers at a teacher education college in the island nation of Jamaica. Future research on this topic could be expanded across the 11 state owned teacher education institutions in Jamaica. A study to a broader demographic of participants may give more insight into the motivations of male student-teachers in the early childhood and primary education programmes in Jamaica.

Most of the participants have shared that they have been discouraged while pursuing teaching in early childhood and primary education. They spoke about people stigmatizing them and few shared the financial challenges they had. As stated earlier, what remains unclear is what was it that kept them in the programme. Another possible study could be a qualitative study on: male student-teachers in early childhood and primary education, adversities and challenges, what is keeping them in the programmes?

Several participants shared that men who enter early years and primary education, have favourable employment and promotion opportunities. Whilst it is currently unclear from where this perception arises, I would like to examine the evidence to support or contradict this perception. Another area for future research is the question whether to allow student-teachers in early childhood and primary education to have the option to specialize in a subject area of their

choice. In this study, one male student teacher noted that few men choose early childhood and primary because they will have to teach several subjects. Another male student teacher shared that he wanted to specialise because he thought it would benefit his students. However, another student noted that he does not think having specialist teachers in early childhood and primary would be effective for students. Future research is required on student-teachers' perceptions on the option of specialising in a subject area of their choice in early childhood and primary education. This is also an area that I am interested to find out more.

One avenue for further study would be research on the female student-teachers' perceptions of the male student-teachers, in order to expand our understanding of experiences of male student-teachers. Future research could also be on the female choices for professions in Jamaica. I do wonder not only about the low number of males in the teaching profession, but about high numbers of females in the teaching profession. Can the balance be achieved by allowing women to go to other professions? How many other choices for professions do women have in Jamaica? Because it would appear that when women have more choices, the balance would be more likely in the teaching profession.

6.7.4 Contributions to knowledge

This study contributes to the existing body of knowledge regarding male student-teachers' experiences of choosing a career in teaching in both primary and early childhood programmes. With special focus on male student-teachers' motivations and the possible barriers they experience. These insights into what are the barriers preventing men from entering early and primary education, their motivations for entering the profession will be used to improve recruitment and retention. This study is an original contribution because it is the first in Jamaica,

to my knowledge, to conduct a phenomenological study on student-teachers' experiences of choosing a career in teaching in both primary and early childhood education.

6.8 Closing Remarks

Moustakas (1994) recommended that the researcher includes a reflection “that speaks to the essence of the study and its inspiration to you in terms of the value of the knowledge and future directions of your professional personal life (p. 184).” As stated before, I became aware that there were few men in the early childhood and primary education programmes after seeing the few male students enrolling each year and observing the few men at the graduation ceremonies. Conducting this study has allowed me to gain new insights into the problem, broaden my perspective and changed my mind-set. For instance, I held several assumptions before conducting the research and during reviewing the literature. I thought that enrolling more men in teaching would improve boys' behaviours. In others words I was convinced by the argument that having more male role models in early childhood and primary education, can improve the attainment of male students. These beliefs were discovered through reflection. When I became aware of these subjectivity and bias, I ensured that they were not the lens in which used to look at the data. I ensured that by reminding myself of these beliefs. Cohen et al. (2011) highlighted that background, values, biases, gender and culture may influence the researcher. However, reflexivity can make the researcher be conscious of these influences (Moustakas, 1994). I followed Moustakas (1994) and I took a reflexive approach to the design and implementation of the research, and it is through extensive reflection and analysing of the data I became open minded.

I have learnt that my assumptions and beliefs mentioned above are stereotypical thinking, although I have seen many researchers shared similar views in the literature. But based on the evidence in this study I argue for a more diverse school environment that all genders have equal

opportunities. I have also learnt that the problem in society is how we socialise boys and girls, particularly the socialisation of masculinity and femininity, which has serious consequences. For example, one consequence is that boys maybe barred or feel afraid to obtain educational or career opportunities in an environment that is considered a female profession.

This was my first experience conducting a research of this kind. This process, particularly conducting the interviews and the data analysis, was certainly a learning experience. Although my confidence had grown in conducting interviews, if I were to go through this process again there are few questions I would ask my participants. I still believe I could have probed the participants more in some instances, for example, when they shared that men will not choose teaching because of financial challenges. I could have asked them why is it more of an issue for men than women. However, these questions can be answered in future research.

An experience that stood out for me during the research process was the level of professionalism modelled by my supervisors. Their numerous reviews and feedback have taught me how to deal with my students in the classroom. I now try to model the same attitudes so that my students will do the same to their students. At work, I ensure that I provide timely responses to students' questions by email. I also provide timely feedback to my students when they send in their assignments.

This study focused on examining the lived experiences of male student-teachers pursuing early childhood/ primary education. The findings could be used by teacher education colleges, government and policy makers. My intent was to share these findings with the teacher education college where the study was conducted and to the Ministry of Education, Jamaica. I hope that the recommendations will be useful to them. I also hope to publish the findings of this study.

References

- Abonyi, U. K., Awhireng, D., & Luguterah, A. W. (2021). Motivations of pre-service teachers in the colleges of education in Ghana for choosing teaching as a career, *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186X.2020.1870803>
- Adom, D., Yeboah, A., & Ankrah, A. K. (2016). Constructivism philosophical paradigm: Implication for research, teaching and learning. *Global Journal of Arts Humanities and Social Sciences* 4(10), 1–9.
- Akpochafo, G. O. (2020). Motivation for preservice students to choose a teaching career by gender, age, and subject area in Nigeria. *International Journal of Education and Practice*, 8(2), 289–297
- Ankers de Salis, C., Rowley, A., Stokell, K., & Brundrett, M. (2018). Do we need more male primary teachers? Tensions and contradictions in the perspectives of male and female trainees. *Education 3–13*, 47(4), 475–489.
<https://doi.org/10.1080/03004279.2018.1498997>
- Antwi, S. K., & Hamza, K. (2015). Qualitative and quantitative research paradigms in business research: A philosophical reflexion. *European Journal of Business and Management*, 7(3), 217–225.
- Ashley, M. (2003). Primary school boys' identity formation and the male role model: An exploration of sexual identity and gender identity in the UK through attachment theory. *Sex Education: Sexuality, Society and Learning*, 3, 257–270.
<https://doi.org/10.1080/1468181032000119131>
- Asia Society, Partnership for Global Learning. (2013). *Teacher quality: The 2013 international summit on the teaching profession*. <https://asiasociety.org/files/teachingsummit2013.pdf>

- Atemnkeng, N., Akum, F.C., Ngwokabuenui, P. Y., & Chu, A. M. (2020). Choosing teaching as a career: Perspective of pre-service teachers in Cameroon. *Asian Journal of Education and Social Studies*, 13(1), 48-58.
- Azman, N. (2013). Choosing teaching as a career: perspectives of male and female Malaysian student teachers in training. *European Journal of Teacher Education*, 36(1), 113–130.
- Bailey, A. (2011). The Jamaican adolescent's perspective on violence and its effects. *West Indian Medical Journal* 60(2), 165–171.
- Bakar, A. R., Mohamad, S., Suhid, A. & Hamzah, R. (2014). So you want to be a teacher: What are your reasons? *International Education Studies*, 7(11), 155–161.
- Balyer, A. & Ozcan, K. (2014). Choosing teaching profession as a career: Students' reasons. *International Education Studies*, 7(5).
- Bastick, T. (1999). A three factor model to resolve the controversies of why trainees are motivated to choose the teaching profession.
<https://files.eric.ed.gov/fulltext/ED451230.pdf>
- Bastick, T. (2000). Why teacher trainees choose the teaching professions: Comparing trainees in metropolitan and developing countries.
<https://link.springer.com/article/10.1023/A:1004090415953>
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544–559.
<https://pdfs.semanticscholar.org/d31c/98006560fbd37ee0ce2c09ad03618c39d3c5.pdf>
- Bem, L. S. (1981). Gender schema theory: A cognitive account of sex typing. *Psychological Review*, 88(4), 354–364.

- http://www.academia.edu/24914989/Gender_Schema_Theory_A_Cognitive_Account_of_Sex_Typing
- Bennett, F. (2019, June 23). Pump: Its development and projections. *The Gleaner*.
<https://www.pressreader.com/jamaica/jamaica-gleaner/20190623/283394833359949>
- Black-Chen, M. (2013). Caribbean women finding a balance between returning to higher education and being successful: Voices from Jamaica. *International Research and Review: Journal of Phi Beta Delta Honor Society for International Scholars*, 3(1), 40-54.
- Blair, E. J., Roofe, C. & Timmins, S. (2020). *A cross-cultural consideration of teacher leaders' narratives of power, agency, and school culture*. Myers Education Press, L.L.C.
https://www.wcu.edu/WebFiles/PDFs/JAM_2019UCJAccred_Article_Blair.pdf
- Bokhove, C., & Downey, C. (2018). Automated generation of 'good enough' transcripts as a first step to transcription of audio-recorded data. *Methodology Innovations, Sage*.
<https://eprints.soton.ac.uk/422043/2/2059799118790743.pdf>
- Bowe, B., & Sloan, A. (2014). Phenomenology and hermeneutic phenomenology: The philosophy, the methodologies and using hermeneutic phenomenology to investigate lecturers' experiences of curriculum design.
<https://arrow.dit.ie/cgi/viewcontent.cgi?article=1002&context=engineducart>
- Brody, D. L., Rohrman, T., Emilsen, K., & Warin, J. (2021). *Exploring career trajectories of men in the early childhood education and care workforce: Why they leave and why they stay*. Routledge.
- Broughton, D. E., Brannigan, R. E., & Omurtag, K. R. (2017). Sex and gender: You should know the difference. *Fertility and Sterility*, 107(6), 1294-1295.

- Brown, D. (2002). The role of work and cultural values in occupational choice, satisfaction, and success: A theoretical statement. *Journal of Counseling & Development, 80*(1), 48-56.
<https://jtcounseling.files.wordpress.com/2015/05/the-role-of-work-and-cultural-values.pdf>
- Brown, M. M. (1992). Caribbean first year teachers' reasons for choosing teaching as a career. *Journal of Education for Teaching, 18*(2), 185–195.
- Brownhill, S., Warwick, P., Warwick, J., & Hajdukova, E. B. (2021). Role model or facilitator? Exploring male teachers' and male trainees' perceptions of the term 'role model' in England. *Gender and Education*. <https://doi.org/10.1080/09540253.2020.1825638>
- Bryant A. L., & Zimmerman M. A. (2003). Role models and psychosocial outcomes among African American adolescents. *Journal of Adolescent Research, 18*, 36–67.
- Burusic, J., Babarović, T., & Šerić, M. (2011). Differences in elementary school achievement between girls and boys: Does the teacher gender play a role? *European Journal of Psychology of Education, 27*(4), 523-538. <https://doi.org/10.1007/s10212-011-0093-2>
- Bureau of Women's Affairs; Gender Advisory Committee. (2010). *National policy for gender equality (NPGE): Jamaica. (Kingston, Jamaica, BWA and GAC)*.
https://japarliament.gov.jm/attachments/461_National%20Policy%20for%20Gender%20Equality%20%28NPGE%29.pdf
- Cameron, C. (2001). Promise or problem? A review of the literature on men working in early childhood services. *Gender, Work and Organization, 8*(4), 430–453.
- Campbell, H., Bourne, P., Peterkin, V., & Burke, M. (2020). Politicking with crimes in Jamaica: Specially established paramilitary units in the Jamaica constabulary force, zones of

- special operations, and states of emergency. *The Corporate International [ISSN: 2581-6438 (online)]*, 4(1).
- Cardichon, J., Darling-Hammond, L., Yang, M., Scott, C., Shields, P. M., & Burns, D. (2020). *Inequitable opportunity to learn: Student access to certified and experienced teachers*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/crdc-teacher-access-report>
- Carrington, B., & Skelton, C. (2003). Re-thinking 'role models': Equal opportunities in teacher recruitment in England and Wales. *Journal of Education Policy*, 18(3), 253–265.
- Carter N, Bryant-Lukosius D, DiCenso A, Blythe J, Neville A. J. (2014). The Use of Triangulation in Qualitative Research. *Oncology Nursing Forum*, 41(5), 545-547.
- Castillo-Montoya, M. (2016). Preparing for Interview Research: The Interview Protocol Refinement Framework. *Qualitative Report*, 21(5), 811-831.
- Census and Statistics Department Hong Kong Special Administrative Region (2016). *Women and men in Hong Kong key statistics*. <http://www.statistics.gov.hk/pub/B11303032016AN16B0100.pdf>
- Clarke, C. (2004). Socialization and teacher expectations of Jamaican boys in school: The need for a responsive teacher preparation program. *International Journal of Educational Policy, Research, & Practice*, 5(4).
- Clingan, P. (2021). The effects workplace discrimination has on veteran male adjuncts: A literature review of current issues within higher education. *SPAST Express*, 1(2).
- Cohen, L., Manion, L., Morrison, K. (2007). *Research methods in education*. (6th ed.). Routledge.

- Cohen, L., Manion, L., Morrison, K. (2011). *Research methods in education*. (7th ed.). Routledge.
- Cooney, M. H. & Bittner, M. T. (2001). Men in early childhood education: Their emergent issues. *Early Childhood Education Journal*, 29(2), 77–82.
- Creswell, J. W. & Miller, D. L. (2000). *Determining validity in qualitative inquiry. Theory into practice*, 39, 124–130.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Sage.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications,
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications,
- Crisp, T., & King, J. R. (2016). “I just love kids...is that a problem?”: Desire, suspicion, and other good reasons men don't choose early childhood education. *Taboo: The Journal of Culture and Education* 15(1), 41–60. <https://doi.org/10.31390/taboo.15.1.06>
- Cruickshank, V., Kerby, M., & Baguley, M. (2021). How do pre-service male primary teachers cope with gender related challenges? *Australian Journal of Teacher Education*, 46(1).
- Cruickshank, V. (2012). Why men choose to become primary teachers. *Joint AARE APERA International Conference, Sydney*.

- Cruickshank, V. (2018). Male primary teachers' fear and uncertainty surrounding physical contact. *Education 3–23: International Journal of Primary, Elementary and Early Years Education*, 1–12.
- Cruickshank, V. (2020). Appropriate physical contact: The alignment of policy and male primary teacher perceptions. *Issues in Educational Research* 30(2).
- Cunningham, B., & Watson, L. W. (2002). Recruiting male teachers. *Young Children*, 57(6), 10–15.
- Cushman, P. (2005). Let's hear it from the males: Issues facing male primary school teachers. *Teaching and Teacher Education* 21(3), 227–240.
- Cypress, B. S. (2017). Rigor or reliability and validity in qualitative research: Perspectives, strategies, reconceptualization, and recommendations. *Dimensions of critical care nursing*, 36(4), 253-263.
<https://doi.org/10.1097/DCC.0000000000000253>
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291–309.
<https://doi.org/10.1080/02619768.2017.1315399>
- Davis, R. (2004). *Taskforce on educational reform, Jamaica: A transformed education system report*. Jamaica Information Service.
- Davis, I., & Hay, S. (2018). Primary masculinities: How male teachers are regarded as employees within education – a global systematic literature review, *Sex Education*, 18(3), 280–292. <https://doi.org/10.1080/14681811.2017.1400963>
- Day, C. (2009). A passion for quality: Teachers who make a difference. *Ijdschrift Voor Lerarenopleiders*, 30(3).

- Dee, T. S. (2006). *The why chromosome: How a teacher's gender affects boys and girls*. Education Next. <http://educationnext.org/the-why-chromosome/>
- Denzin, N. K., & Lincoln, Y. S. (2005). *The handbook of qualitative research (3rd ed.)*. Sage Publications.
- DiCicco-Bloom, B., & Crabtree, B. F. (2006). Making sense of qualitative research. *Medical Education, 40*(4), 314-321. <https://doi.org/10.1111/j.1365-2929.2006.02418.x>
- Dos, Santos, L. M. (2020). Becoming a pre-school and elementary school educator: How do male teachers describe their career decision and career development from the perspective of the social cognitive career approach and human resource management. *Journal of Education and e-Learning research, 7*(2), 159–166.
- Drudy, S. (2008). Gender balance/gender bias: The teaching profession and the impact of feminization. *Gender and Education, 20*(4), 309–323.
- Dudley Grant Memorial Trust. (2010). *The Jamaica early childhood curriculum guide: Four and five getting ready for life*. Kingston, Jamaica: University of the West Indies. <http://www.open.uwi.edu/caribecd/multimedia-resources>
- Eichler, M. (2021). Seeing sex, gender, and intersectionality in military, Veteran, and family health research. *Journal of Military, Veteran and Family Health, 7*(S1), 1-2.
- Elliott, K. (2020). Bringing in margin and centre: 'Open' and 'closed' as concepts for considering men and masculinities. *Gender, Place & Culture 10*(23), 1–22.
- Englander, M. (2016). The phenomenological method in qualitative psychology and psychiatry. *International Journal of Qualitative Studies on Health and Well-being, 11*(1), 30682. <https://doi.org/10.3402/qhw.v11.30682>

- Erden, S., Ozgun, O., Ciftci, M. A. (2011). "I am a man, but I am a pre-school education teacher": Self- and social-perception of male pre-school teachers. *Procedia—Social and Behavioral Sciences*, 15, 3199–3204.
- Eringa, K., Caudron, L. N., Rieck, K., Xie, F., & Gerhardt, T. (2015). How relevant are Hofstede's dimensions for inter-cultural studies? A replication of Hofstede's research among current international business students. *Research in Hospitality Management*, 5, 187–198.
- Etikan, I., Musa, S. A., Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling, *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4.
[https://doi.org/ 10.11648/j.ajtas.20160501.11](https://doi.org/10.11648/j.ajtas.20160501.11)
- Eurostat. (2016). *World teachers' day, women teachers largely over-represented in primary education in the EU*. <http://ec.europa.eu/eurostat/documents/2995521/7672738/3-04102016-BP-EN.pdf/9f0d2d04-211a-487d-87c3-0a5f7d6b22ce>
- Evans, H. (1993). The choice of teaching as a career. *Social Economic Studies*, 42(2 & 3).
- Ferguson, G. M. (2007). Gender differences in role models and academic functioning among Jamaican high school students. *Caribbean Journal of Education*, 29(1), 92–125.
- Ferguson, T., & Roofe, C. G. (2020). SDG 4 in higher education: Challenges and opportunities. *International Journal of Sustainability in Higher Education*, 21(5), 959–975. <https://doi.org/10.1108/IJSHE-12-2019-0353>
- Farquhar, S. (1998). *Are male teachers really necessary?*
<https://files.eric.ed.gov/fulltext/ED417821.pdf>
- Finn, M., Mihut, G., Darmody, M. (2021). Academic satisfaction of international students at Irish higher education institutions: The role of region of origin and cultural distance in the

- context of marketization. *Journal of Studies in International Education*, 1–18.
<https://doi.org/10.1177/10283153211027009>
- Foote, M. Q., & Bartell, T. G. (2011). Pathways to equity in Mathematics education: How life experiences impact researcher positionality. *Educational Studies in Mathematics*, 78(1), 45–68.
- Foster, D. (2019). *Initial teacher training in England*. House of Commons Library.
<https://dera.ioe.ac.uk/34777/1/SN06710.pdf>
- Fox, N. (2009). *Using interviews in a research project*. The NIHR RDS for the East Midlands/ Yorkshire & the Humber. https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/15_Using-Interviews-2009.pdf
- Frei, A. K., Berweger, S., & Buschor, C. B. (2017). Men considering (and choosing) teaching as a career: What accounts for their decision to become a teacher? *European Journal of Teacher Education*, 40(4), 535–549. <https://doi.org/10.1080/02619768.2017>
- Fusch, P., Fusch, G. E. & Ness, L. R. (2018). Denzin's paradigm shift: Revisiting triangulation in qualitative research. *Journal of Social Change*, 10(1), 19–32.
- Galbraith, M. (1992). Understanding career choices of men in elementary education. *The Journal of Educational Research*, 85(4), 246–253.
- Gayle, H. (2002). *Adolescent male survivability in Jamaica*. Jamaica Adolescent Reproductive Health Activity (Youth Now).
- Gayle, H. (2009). Young boys learning to fear, hate, and harm: A recipe for sustaining tribal political violence in Jamaica's garrisons. *IDS Bulletin*, 40(1), 53–62.
- Gentles, C. (2017). *Re-thinking teacher professional education: Using research findings for better learning*. 61st World Assembly ICET 2017. Book of Abstracts.

- Gerlach, P., & Eriksson, K. (2021). Measuring cultural dimensions: External validity and internal consistency of Hofstede's VSM 2013 Scales. *Frontiers in Psychology, 12*.
<https://doi.org/10.3389/fpsyg.2021.662604>
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal, 204*(6), 291-295. <https://doi.org/10.1038/bdj.2008.192>
- Glesne, C. (2011). *Becoming qualitative researchers: An introduction (4th ed.)*. Pearson.
- Global Education Monitoring Report Gender Review (2018). *Meeting our commitments to gender equality in education. Gender Review of the Global Education Monitoring Report Series. Unesco, Paris*.
- Goodwin, A. L., & Low, L. F. (2021) Rethinking conceptualisations of teacher quality in Singapore and Hong Kong: A comparative analysis. *European Journal of Teacher Education, 44*(3), 365–382. <https://doi.org/10.1080/02619768.2021.1913117>
- Gore, J., Holmes, K., Smith, M., & Fray, L. (2015). *Investigating the factors that influence the choice of teaching as a first career: A report commissioned by the Queensland College of Teachers. Australia: University of Newcastle*.
- Goulart, B.N.G., Levey, S. & Rech, R. S. (2018). The role of ethics and research integrity in the training of health professionals and the development of human research. *The CEFAC Journal, 20*(5), 561–564. <https://doi.org/10.1590/1982-0216201820513518>
- Gray, D. E. (2009). *Doing research in the real world (2nd ed.)*. Sage.
- Grossoehme, D. H. (2014). Overview of qualitative research. *Journal of Health Care Chaplin, 20*(3), 109-122. <https://doi.org/10.1080/08854726.2014.925660>

- Gultekin, H., Acar, E. (2014). The intrinsic and extrinsic factors for teacher motivation. *Revista de Cercetare si Interventie Sociala*, 47, 291–306.
- Hamilton, M. A. (1985). Performance levels in science and other subjects for Jamaican adolescents attending single-sex and co-educational high schools. *International Science Education*, 69(4), 535–547.
- Harriot, A. D., & Jones, M. (2016). *Crime and violence in Jamaica: IDB series on crime and violence in the Caribbean*.
- Haskan-Avci, O., Zencir, T., Karababa, A., Bozdag, F., Ozturk, S. B. (2018). The opinions of male pre-school teacher candidates on their occupational preferences: An analysis in the context of gender. *Journal of Education and Future*, 13, 33–48.
- Hedlin, M., Åberg, M., & Johansson, C. (2019). Fun guy and possible perpetrator: An interview study of how men are positioned within early childhood education and care. *Education Inquiry*, 10(2), 95–115. <https://doi.org/10.1080/20004508.2018.1492844>
- Heinz, M., Keane, E., & Davison, K. (2021). Gender in initial teacher education: Entry patterns, intersectionality and a dialectic rationale for diverse masculinities in schooling. *European Journal of Teacher Education*. <https://doi.org/10.1080/02619768.2021.1890709>
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1). <https://doi.org/10.9707/2307-0919.1014>
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and Organizations - Software of the mind* (2nd ed.). McGraw-Hill.
- Hofstede Insights. (Ed.). (2021). *Country comparison*. <https://www.hofstede-insights.com/country-comparison>

- Hope, D. P. (2021). Chi-chi man fi get sladi: Exploring homophobia as alternative discourses of masculinity in dancehall culture.
- Htang, L. K. (2019). Motivations for choosing teaching as a career: Teacher trainees' perspective from a Myanmar context. *Journal of Education for Teaching*, 45(5), 511–524.
<https://doi.org/10.1080/02607476.2019.1674561>
- Husserl, E. (1931). *Ideas: General introduction to pure phenomenology*. [Trans. by W. R. B. Gibson]. Macmillan.
- Husserl, E. (1965). *Phenomenology and the crisis of philosophy* (Q. Lauer, Trans.). Harper & Row.
- Hutton, D. M. (2016). Gender difference of school constituents and their rating of the performance dimension of high-performing principals. *Power and Education*, 8(3), 237–250. <https://doi.org/10.1177/1757743816674489>
- Hwang, N., & Fitzpatrick, B. (2021). Male teacher assignment and teacher turnover in elementary schools. *AERA Open*. <https://doi.org/10.1177/23328584211054106>
- Internal Labour Organization. (2018). *Gender and work in the Caribbean, Jamaica*. https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/---sro-port_of_spain/documents/publication/wcms_651948.pdf
- Internal Labour Organization. (2014). *Labour market transitions of young women and men in Jamaica*. https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_250104.pdf
- Itulua-Abumere, F. (2013). Understanding men and masculinity in modern society. *Open Journal of Social Science Research*, 1(2), 42–45.

- Jackman, W. M. & Joseph, S. (2014). Men who teach and leave. *International Journal of Learning, Teaching and Educational Research* 5(1), 72–83.
- Jacob, S. A. & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research: *The Qualitative Report*, 17.
- Jamaica National Heritage Trust. (2020). *Jamaica, History*. http://jnht.com/history_english.php
- James, C. E., & Davis, A. (2014). Jamaica males' readings of masculinities and the relationship to violence. *Caribbean Review of Gender Studies*, (8), 218–251.
- Jamshed, S. (2014). Qualitative research method – interviewing and observation. *Journal of Basic and Clinical Pharmacy*, 5(4), 87.
- Jennings, Z. & Cook, L. (2019). The value attached to education by Jamaican secondary school students: Gender and school type difference. *Caribbean Journal of Education*, 41(1).
- Johnston, J., McKeown, E. & McEwen, A. (1999). Primary teaching as a career choice: The views of male and female sixth-form students. *Research Papers in Education*, 14(2), 181–197.
- Johnson, S. P. (2008). The status of male teachers in public education today. *Education Policy Brief*, 6(4), 1–11.
- Jones, D. (2006). The “right kind of man”: The ambiguities of re-gendering the key stage one environment. *Sex Education*, 6(1), 61–76.
- Joseph, S. (2015). Surviving a feminized profession: An insight into why men choose to stay in teaching. *Advances in Social Sciences Research Journal*, 2(6) 144–151.
- Joseph, S., & Wright, Z. (2016). Men as early childhood educators: Experiences and perspectives of two male prospective teachers. *Journal of Education and Human Development*, 5(1), 213-219.

Kelleher, F. (2011). *Women and the teaching profession: Exploring the feminization debate*.

<http://unesdoc.unesco.org/images/0021/002122/212200e.pdf>

Kelly-Williams, S., Berson, R. I., & Berson, M. J. (2017). Tablet nuff but life still rough:

Technology for early childhood sustainable development in Jamaica. *Discourse and Communication for Sustainable Education*, 8(1), 5–18.

Kinkead-Clark, Z. (2015) Ready for big school: Making the transition to primary school—a

Jamaican perspective. *International Journal of Early Years Education* 23(1), 67–82.

Kinkead-Clark, Z. (2018). Where are the men in Jamaica's early childhood classrooms? The

experiences of those who choose to teach young children. *NZ International Research in Early Childhood Education Journal* 21(1), 35–46.

Kinkead-Clark, Z. (2019). Exploring children's play in early years learning environments: What

are the factors that shape children's play in the classroom? *Journal of Early Childhood Research* 17(3), 177–189.

Kinkead-Clark, Z. (2021) Teachers' tensions and children's readiness: Taking a discursive

approach to understanding readiness for primary school, *Early Years*, 41(2–3), 262–274.

<https://doi.org/10.1080/09575146.2018.1481826>

Kinkead-Clark, Z., Burns, S., & Abdul-Majied, S. (2020). Actualizing children's rights through

early childhood care and education: A focus on the Caribbean. *Journal of Early Childhood Research* 18(1), 58–72.

Kirk, J. (2006). *The impact of women teachers on girls' education – Advocacy Brief*.

<http://unesdoc.unesco.org/images/0014/001459/145990e.pdf>

Kivunja, C. & Kuyini, B. A. (2017). Understanding and applying research paradigms in

educational contexts. *International Journal of Higher Education*, 6(5), 26-41.

- Klassen, R. M., Al-Dhafri, S., Hannok, W., & Betts, S. M. (2011). Investigating pre-service teacher motivation across cultures using the Teachers' Ten Statements Test, *Teaching and Teacher Education*, 27(3), 579–588.
- Knight, B. A., & Moore, T. (2012). Supporting beginning male teachers as they transform to skilled professional. *Sage Journals* 15(1), 61–72.
<https://doi.org/10.1177/1365480211433729>
- Koch, B., & Farquhar, S. (2015). Breaking through the glass doors: Men working in early childhood education and care with particular reference to research and experience in Austria and New Zealand. *European Early Childhood Education Research Journal*, 23(3), 380–391.
- Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120–124.
<https://doi.org/10.1080/13814788.2017.1375092>
- Kumar, R. (2011). *Research methodology step-by-step guide for beginners (3rd ed.)*, Sage Publications.
- Kusuya, E. L., & Edabu, P. (2021). Women opportunities to show talents in leadership positions in primary schools in Maralal Zone Sambura Country, Kenya. *American Journal of Educational Research*, 9(10), 633–638.
- LaTouche, K. (2021, May 16). Who is a primary-school teacher? *The Gleaner's Youthlink*.
<http://youthlinkjamaica.com/node/325>
- Lewis, D. (2011). *Youth, masculinities and violence project report: Males focus groups*. Guyana: Caricom Secretariat.

- Lee, J., Rhee, D., & Rudolf, R. (2019). Teacher gender, student gender, and primary school achievement: Evidence from ten Francophone African countries. *The Journal of Development Studies*, 55(4), 661–679.
- Liben, L. S., & Signorella, M. L. (1980). Gender related schemata and constructive memory in children. *Child Development*, 51, 11–18.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Lovell, J. S. (2016). 'We are Jamaicans': Living with and challenging the criminalization of homosexuality in Jamaica. *Contemporary Justice Review*, 19(1), 86–102.
- Low, E. L., Lim, S. K., Ch'ng, A. & Goh, K. C. (2011). Pre-service teachers' reasons for choosing teaching as a career in Singapore. *Asia Pacific Journal of Education*, 31(2), 195–210.
- Low, E. L., Ng, P., Hui, C., & Cai, L. (2017). Teaching as a career choice: Triggers and drivers. *Australian Journal of Teacher Education*, 42(2).
- Lubaale, G. (2020). Gender imbalance among students in Kyambogo University of Uganda and Development implications. *Direct Research Journal of Social Science and Educational Studies*, 7(1), 7–14. <https://doi.org/10.26765/DRJSSES67108312>
- Malaby, M., & Ramsey, S. J. (2011). The dilemmas of male elementary preservice teachers. *Curriculum & Teaching Dialogue*, 13(1/2), 1–17.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*. Sage Publications.
- Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research? A review of qualitative interviews in IS research. *Journal of Computer Information Systems*, 54. 11–22.
<https://doi.org/10.1080/08874417.2013.11645667>

- McDonald, P., Thorpe, K., & Irvine, S. (2018). Low pay but still we stay: Retention in early childhood education and care. *Journal of Industrial Relations*, 60(5), 647–668. <https://doi.org/10.1177/0022185618800351>
- McGrath, K., & Sinclair, M. (2013). More male primary-school teachers? Social benefits for boys and girls. *Gender and Education*, 25(5), 531–547.
- McGrath, K. F. & Bergen, P. V. (2017). Are male teachers headed for extinction? The 50-year decline of male teachers in Australia. *Economics of Education Review* 60, 159–167.
- McGrath, K. F. (2020) When female leaders outnumber men: The decline of male school principals in Australia. *Journal of Gender Studies*, 29(5), 604–612. <https://doi.org/10.1080/09589236.2019.1642739>
- McGrath, K. F., Moosa, S., Van Bergen, P., & Bhana, D. (2020). The plight of the male teacher: An interdisciplinary and multileveled theoretical framework for researching a shortage of male teachers. *The Journal of Men's Studies* 28(2), 149–164. <https://doi.org/10.1177/1060826519873860>
- Medford, L., & Knorr, R., & Cook, M. (2013). Men missing from the PK-12 classroom: A discussion of research-based explanations and solutions. *Journal of Southeastern Region Association of Teacher Educators*, 22. 14–21.
- Men in Teaching. (n.d.). *About MIT*. http://www.malesinteaching.com/About_Us.aspx
- Men Teach. (2019). *Data about men teachers*. http://www.menteach.org/resources/data_about_men_teachers
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. Jossey-Bass.

Miller, E. (1983). *Educational reform in independent Jamaica*.

http://www.educoas.org/portal/bdigital/contenido/interamer/bkiacd/interamer/interamerhtml/millerhtml/mil_mil.htm

Miller, E. (1986). *Marginalization of the Black male: Insights from the development of the teaching profession*. Institute of Social and Economic Research.

Miller, E. (1991). *Men at risk*. Jamaica Publishing House.

Milloy, M. (2003). The guy teacher. *NEA Today*, 22(2), 22–31.

Mills, M., Hasse, M., & Charlot, E. (2008). Being the right kind of male teacher: The disciplining of John. *Pedagogy, Culture and Society*, 16(1), 71–84.

Ministry of Education, Youth & Information. (2007). *Jamaica education statistics 2006/2007. Annual statistical review of the education sector*.

Ministry of Education, Youth & Information. (2008). *Jamaica education statistics 2007/2008. Annual statistical review of the education sector*.

Ministry of Education, Youth & Information. (2010). *Jamaica education statistics 2009/2010. Annual statistical review of the education sector*.

Ministry of Education, Youth & Information. (2011). *Jamaica education statistics 2010/2011. Annual statistical review of the education sector*.

Ministry of Education, Youth & Information. (2012). *Jamaica education statistics 2011/2012. Annual statistical review of the education sector*.

Ministry of Education, Youth & Information. (2013). *Jamaica education statistics 2012/2013. Annual statistical review of the education sector*.

Ministry of Education, Youth & Information. (2014). *Jamaica education statistics 2013/2014. Annual statistical review of the education sector*.

- Ministry of Education, Youth & Information. (2015). *Jamaica education statistics 2014/2015. Annual statistical review of the education sector.*
- Ministry of Education, Youth & Information. (2015a). *Education for all 2015 natural review report: Jamaica.* <http://unesdoc.unesco.org/images/0023/002300/230020E.pdf>
- Ministry of Education, Youth & Information. (2016). *Jamaica education statistics 2015/2016. Annual statistical review of the education sector.*
- Ministry of Education, Youth & Information. (2017). *Jamaica education statistics 2016/2017. Annual statistical review of the education sector.*
- Ministry of Education, Youth & Information. (2019). *Primary exit profile 2019, National Report.* <https://japarliament.gov.jm/attachments/article/2128/The%20Primary%20Exit%20Profile%202019%20-%20National%20Report.pdf>
- Ministry of Education, Youth and Information Student Assessment Unit. (2017). *Primary exit profile, bringing abilities to light.* <https://moey.gov.jm/sites/default/files/FAQs%20Updated.pdf>
- Mistry, M., & Sood, K. (2013). Under-representation of males in early years: The challenges leaders face. *Management in Education* 27(2), 63–69. <https://doi.org/10.1177/0892020612470961>
- Mistry, M., & Sood, K. (2015) Why are there still so few men within early years in primary schools: Views from male trainee teachers and male leaders? *Education*, 3–13, 43(2), 115–127. <https://doi.org/10.1080/03004279.2012.759607>
- Moustakas, C. (1994). *Phenomenological research methods.* Sage Publications.
- Moosa, S., & Bhana, D. (2019). Men teaching young children: “You can never be too sure what their intentions might be.” *Oxford Review of Education*, 46(2), 169-184.

- Moosa, S., & Bhana, D. (2019). Masculinity as care: Men can teach young children in the early years. *Early Years*. <https://doi.org/10.1080/09575146.2019.1651697>
- Moosa, S., & Bhana, D. (2020) 'Troubling men who teach young children': Masculinity and the paedophilic threat. *Pedagogy, Culture & Society*.
<https://doi.org/10.1080/14681366.2020.1818117>
- Moses, I., Berry, A., Saab, N., & Admiraal, W. (2017). Who wants to become a teacher? Typology of student-teachers' commitment to teaching, *Journal of Education for Teaching*, 43(4), 444–457. <https://doi.org/10.1080/02607476.2017.1296562>
- Mulholland, J., & Hansen, P. (2003). Men who become primary school teachers: An early portrait. *Asia-Pacific Journal of Teacher Education*, 31(3), 213-224.
- Muralidharan, K., & Sheth, K. (2013). *Bridging education gender gaps in developing countries: The role of female teachers*. https://editorialexpress.com/cgi-bin/conference/download.cgi?db_name=NEUDC2013&paper_id=417
- Murnane, R. J., & Papay, J. P. (2010). Teachers' views on no child left behind: Support for the principles, concerns about the practices. *Journal of Economic Perspectives*, 24(3), 151–66.
- Muswazi, M. T., & Nhamo, E. (2013). Note taking: A lesson for novice qualitative researchers. *IOSR Journal of Research & Method in Education, (IOSR – JRME)*, 2(3), 13–17.
- National University of Educational Planning and Administration. (2016). *School education in India*. <http://www.dise.in/Downloads/Publications/Documents/U-DISE-SchoolEducationInIndia-2015-16.pdf>
- Nelson, B. G., & Shikwambi, S. (2010). Men in your teacher preparation program: Five strategies to recruit and retain them. *YC Young Children*, 65(3), 36.

- Noble, H., & Heale, R. (2019). Triangulation in research, with examples. *Evidence-Based Nursing*, 22(3), 67-68.
- Noor, N., Akram, H., & Karmran, M. (2021). Preferred reasons in selecting teaching profession as a life career: A case study of pre-service teachers. *Pakistan Journal of Educational Research*, 4(1).
- OECD. (2017). *Education indicators in focus*. <https://edudoc.ch/record/126499/files/54f0ef95-en.pdf>
- OECD. (2019). *Leadership for quality early childhood education and care*. <https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP%282019%2919&docLanguage=En>
- OECD. (2019). *Good practice for good jobs in early childhood education and care*. OECD Publishing. <https://doi.org/10.1787/64562be6-en>
- OECD. (2020). *Advancing gender balance in the workforce: A collective responsibility*. Gender Balance Network, Forum on Tax Administration, OECD.
- O'Keeffe, S. (2018). Experiences of care labour, gender and work for men who teach young children. *Palgrave Communications*, 4(1), 1-8.
- Ombati, V., & Ombati, M. (2012). Gender inequality in education in sub-Saharan Africa. *Journal of Women's Entrepreneurship and Education*, 3(4), 114-136.
- Orr, L. M., & W. J. Hauser. (2008). A re-inquiry of Hofstede's cultural dimensions: A call for the 21st century. *Marketing Management Journal*, 18(2), 1-19.
- Oyeniran, R., & Anchomese, I. B. (2018). Women's Leadership Experiences: A Study of Ivorian Women Primary School Principals. *Journal of Educational Issues*, 4(1), 148-173. <https://doi.org/10.5296/jei.v4i1.13042>

- Palmer, C., Cruickshank, V., Drummond, M., & Rei, D. (2019). Male primary school teachers, masculinity and identity work in regional Australia. *Sport, Education and Society*.
<https://doi.org/10.1080/13573322.2019.1578207>
- Papanasasiou, C., & Papanasasiou, E. (1997). Factors that influence students to become teachers. *Educational Research and Evaluation*, 3(4), 305–316
- Parry, O. (2000). *Male underachievement in high school education in Jamaica, Barbados and St. Vincent and the Grenadines*. University of the West Indies Press.
- Perrachione, B., Peterson, G., & Rosser, V. (2008). Why do they stay? Elementary teachers' perceptions of job satisfaction and retention. *The Professional Educator*, 32(2), 1–17.
- Petersen, N. (2014). The 'good', the 'bad' and the 'ugly'? Views on male teachers foundation phase education. *South African Journal of Education*. 34(1), 1-13.
- Planning Institute of Jamaica and STATIN. (2014). *Jamaica survey of living conditions 2012*. PIOJ and STATIN.
- Planning Institute of Jamaica. (2009). *Vision 2030 Jamaica: National Development Plan*. Kingston: Planning Institute of Jamaica.
- Polkinghorne, D. E. (1989). Phenomenological research methods. In R. S. Valle & S. Halling (Eds.), *Existential phenomenological perspectives in psychology* (pp. 41–60). Plenum.
- Pollack, W. S. (1998). *Real boys: Rescuing our sons from the myths of boyhood*. Random House.
- Price, M. (2019). From troops to teachers: Changing careers and narrative identities. *Journal of Education for Teaching*, 45(3), 335–347.
<https://doi.org/10.1080/09589236.2019.1599502>
- Puhani, P. A. (2017). Do boys benefit from male teachers in elementary school? Evidence from administrative panel data. *Labour Economics*, 51, 340-354.

- Punnett, B. J., Dick-Forde, E., & Robinson, J. (2006). The potential impact of cultural values on effective management in the English-speaking Caribbean. *Journal of Eastern Caribbean Studies*, 31(1), 37–54.
- Quintana, A. P., & Hormiga, E. (2015). *The role of androgynous gender stereotypes in entrepreneurship*. http://www.ub.edu/ubbusiness/wp-content/uploads/2015/12/B15_2_P%C3%A9rezQuintana_Hormiga_versi%C3%B3nweb.pdf
- Ramdhani, M. A., & Ramdhani, A. (2014). Verification of research logical framework based on literature review. *International Journal of Basic and Applied Science*, 3(2), 1–9.
- Rampa, S. H. (2012). Passion for teaching: A qualitative study. *Procedia - Social and Behavioral Sciences*, 47, 1281–1285. <https://doi.org/10.1016/j.sbspro.2012.06.812>
- Ravhuhali, F., Mashau, T. S., Lavhelari, P. N., Mudzulwana, N. P., Mulovhedzi, S. (2019). Demystifying foundation phase teaching: Male student teachers' motivation to enrol for B.ED. Degree in foundation phase at a rural school. *South African Journal of Higher Education*, 33(6), 283–299.
- Reach. (2007). *An independent report to Government on raising the aspiration and attainment of black boys and young black men*. <https://dera.ioe.ac.uk/6778/1/reach-report.pdf>
- Reddock, R. (2009). *Gender and achievement in higher education*. Conference of the Association of Caribbean Higher Education Administrators (ACHEA), Hyatt Hotel, Port of Spain, Trinidad.
- Reid, I., & Caudwell, J. (1997). Why did secondary PGCE students choose teaching as a career? *Research in Education*, 58, 46–58

- Richardson, P. W., & Watt, H. M. G. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia Pacific Journal of Teacher Education*, 34(1), 27–56.
- Rokeach, M. (1973). *The nature of human values*. The Free Press.
- Roofe, C., & Miller, P. (2013). 'Miss I am not being fully prepared': Student teachers' concerns about their preparation at the training institution in Jamaica. *Australian Journal of Teacher Education*, 38(5), 1–13. <https://doi.org/10.14221/ajte.2013v39n5.5>
- Roofe, C. G. (2014). One size fits all: Perceptions of the revised primary curriculum at grades one to three in Jamaica. *Research in Comparative and International Education*, 9(1), 4-15.
- Rweldon, P. (2015). *The teacher workforce in Australia: Supply, demand and data issues*. <https://research.acer.edu.au/cgi/viewcontent.cgi?article=1001&context=policyinsights>
- Saleem, S., & Larimo, J. (2017). Hofstede cultural framework and advertising research: An assessment of the literature. In *Advances in Advertising Research*, 7, 247-263. Springer Gabler, Wiesbaden.
- Santrock, J. W. (2008). *Life-span development (11th ed.)*. McGraw Hill.
- Saunders, B., Sim, J., Kingstone, T., & Baker, S. (2018). Saturation in qualitative research: Exploring its conceptualization and operationalization. *Quality & Quantity*, 52. <https://doi.org/10.1007/s11135-017-0574-8>
- Schwartz, S. H. (2012). An overview of the Schwartz theory of basic values. *Online Readings in Psychology and Culture*, 2(1). <https://doi.org/10.9707/2307-0919.1116>

- Sharma, G., & De Alba, E. (2018). Sense of purpose among female students belonging to minority ethnic and Buddhist backgrounds. *Journal of College and Character, 19*(2), 137–151. <https://doi.org/10.1080/2194587X.2018.1445644>
- Sharma, G., & Yukhymenko-Lescroart, M. (2018). The relationships between college students' sense of purpose and degree commitment. *Journal of College Student Development 59*(4)
- Sheehan, S. (2014). *A conceptual framework for understanding transcendental phenomenology through the lived experiences of biblical leaders*.
<https://www.regent.edu/acad/global/publications/elj/vol7iss1/2ELJ-Sheehan.pdf>
- Skelton, C. (2001). *Schooling the boys: Masculinities and primary education*. Open University Press.
- Skelton, C. (2002). 'The 'Feminisation of Schooling' or 'Re-masculinising' Primary Education?' *International Studies in Sociology of Education, 12*(1), 77-96.
<https://doi.org/10.1080/09620210200200084>
- Skelton, C. (2009). Failing to get men into primary teaching: A feminist critique. *Journal of Education Policy, 24*(1), 39–54. <http://dx.doi.org/10.1080/02680930802412677>
- Skelton, C. (2012). Men teachers and the “feminised” primary school: A review of the literature. *Educational Review, 64*(1), 1–19.
- Smith, J. (2004). *Male primary teachers: Disadvantaged or advantaged*. Paper presented at the Australian Association for Research in Education Conference, Melbourne.
<https://www.aare.edu.au/data/publications/2004/smi04051.pdf>
- Solbes-Canales, I., Valverde–Montesino, S., & Herranz-Hernandez, P. (2020). Socialization of gender stereotypes related to attributes and professions among young Spanish school-aged children. *Frontiers in Psychology, 11*(609).

- Starr, C. R., & Zurbriggen, E. L. (2016). Sandra Bem's gender schema theory after 34 years: A review of its reach and impact. *Sex Roles, 76*(9), 566-578.
<https://doi.org/10.1007/s11199-016-0591-4>
- Statistical Institute of Jamaica. (2009). *Population Statistics*.
https://stainja.gov.jm/Demo_SocialStats/PopulationStats.aspx
- Steward, P. (2018). An Analysis of the Jamaican Grades 1-6 Curriculum for the Development of a Media and Information Literacy and Intercultural Dialogue Cross-Curriculum. In *IASL Annual Conference Proceedings*.
- Stroud, J., Smith, L., Ealy, L., & Hurst, R. (2000). Choosing to teach: Perceptions of male pre-service teachers in early childhood and elementary education. *Early Child Development and Care, 163*(1), 149–60.
- Struyven, K., Jacobs, K., & Dochy, F. (2013). Why do they want to teach? The multiple reasons of different groups of students for undertaking teacher education. *European Journal of Psychology of Education, 28*(3), 1007–1022.
- Syam, A., Reeves, D., & Khan, A. (2011). The effects of cultural dimension on people's perception about security on public transport. *WIT Transactions on The Built Environment, 116*, 575-586. <https://doi.org/10.2495/UT110491>
- Thame, M., & Thakur, D. (2014). Patriarchal state and the development of gender policy in Jamaica.
- Theofanidis, D., & Fountouki, A. (2019). Limitations and delimitations in the research process. *Perispective Nursing (GORNA), 7*(3), 155–162. <http://doi.org/10.5281/zenodo.2552022>
- Thomson, M. M., Turner, J. E., & Nietfeld, J. L. (2012). A typological approach to investigate the teaching career decision: Motivations and beliefs about teaching of prospective

- teacher candidates. *Teaching and Teacher Education*, 28(3), 324–335.
<https://doi.org/10.1016/j.tate.2011.10.007>
- Thornton, M. (1999). Reducing wastage among men student teachers in primary courses: A male club approach. *Journal of Education for Teaching* 25(1), 41–53
- Thornton, M. E., Bricheno, P., & Reid, I. (2002). Students' reasons for wanting to teach in primary school. *Research In Education*, 67, 33–43.
- Thorpe, K., Sullivan, V., Jansen, E., McDonald, P., Sumsion, J., & Irvine, S. (2018). A man in the centre: Inclusion and contribution of male educators in early childhood education and care teaching teams. *Early Child Development and Care*, 90(6), 921-934.
- Tokić, R. (2018). Motivation of male students for preschool teacher profession. *Open Journal for Educational Research*, 2(1), 31–44.
- Tufford, L., & Newman, P. (2010). Bracketing in qualitative social work. *Qualitative Social Work*, 11, 80–96.
- UNESCO. (2015). *A guide for gender equality in teacher education policy and practices*.
<http://unesdoc.unesco.org/images/0023/002316/231646e.pdf>
- UNESCO. (2020). *Boosting gender equality in science and technology. A challenge for TVET programmes and careers*.
https://unevoc.unesco.org/pub/boosting_gender_equality_in_science_and_technology.pdf
- UNESCO Statistics. (2020). *Education – human resources – teachers – percentage of female teachers by teaching level of education – 2018 figures*. <http://data.uis.unesco.org>
- UNICEF (2018). *Situation analysis of Jamaican children*. Caribbean Policy Research Institute.
https://www.unicef.org/jamaica/UNICEF_20180618_SituationAnalysis_web.pdf

- Valle, R. (1998). *Phenomenological inquiry in psychology: Existential and transpersonal dimensions*. Plenum Press.
- Virtue, E. (2018, November 29). MPs ignore Mico's plea for help to increase male teachers in the classrooms. *The Gleaner*.
- Warin, J. (2017). Conceptualising the value of male practitioners in early childhood education and care: Gender balance or gender flexibility. *Gender and Education, 31*, 1–16.
<https://doi.org/10.1080/09540253.2017.1380172>
- Watt, H. M. G., & Richardson, P. W. (2007). Motivational factors influencing teaching as a career choice: Development and valuation of the FIT-Choice scale. *Journal of Experimental Education, 75*, 167–202.
- Watt, H. M. G., & Richardson, P. W. (2012). An introduction to teaching motivations in different countries: Comparisons using the FIT-Choice scale. *Asia-Pacific Journal of Teacher Education, 40*(3), 185–197.
- Westat. (2019). *A qualitative evaluation of the early implementation of and current participants' experiences with the NYC Men Teach Program*.
<https://www1.nyc.gov/assets/opportunity/pdf/evidence/nyc-men-teach-rpt-2019.pdf>
- Majid, A. H., Wesarat, P. O., & Sharif, M. Y. (2014). *Role of cultural values in career choice: A conceptual framework*. Conference. In The 3rd International Conference on Entrepreneurship and Business Management (ICEBM).
- Wilkins, J., & Gamble, R. J. (2000). An examination of gender differences among teachers in Jamaican schools. *Multicultural Education, 7*(4), 18–20.
http://www.academia.edu/1244822/An_Examination_of_Gender_Differences_among_Teachers_in_Jamaican_Schools

- Wilkinson, K. (2020). School facilitated juvenile delinquency: A critical interpretive analysis of the schooling experiences of low achieving high school males in Jamaica. *Journal of Human Security Studies*, 9(1), 1–20.
- Winters, M., Haight, R., Swaim, T., & Pickering, K. (2013). The effect of same gender teacher assignment on student achievement in the elementary and secondary grade: Evidence from panel data. *Economics of Education Review*, 17, 429–439.
- Women's Commission for Refugee Women & Children. (2005). *Masculinities: Males roles and male involvement in the promotion of gender equality. A resource packet.*
https://www.unicef.org/emergencies/files/male_roles.pdf
- Wong, W. I., Shi, S. Y., & Chen, Z. (2018). Students from single-sex schools are more gender-salient and more anxious in mixed-gender situations: Results from high school and college samples. *PloS one*, 13(12), e0208707.
- Wood, P., & Brownhill, S. (2018). 'Absent fathers', and children's social and emotional learning: An exploration of the perceptions of 'positive male role models' in the primary school sector. *Gender and Education*, 30(2), 172–186.
- Wyatt-Smith, C., Du Plessis, A., Hand, K., Wang, J., Alexander, C., & Colbert, P. (2017). *Why choose teaching? A matter of choice: Evidence from the field. A report prepared for the Queensland College of Teachers.* Learning Sciences Institute Australia.
- Wyss, B. (2001). Gender and cash child support in Jamaica. *Review of Radical Political Economics*, 33(4), 415-439.
- Xu, T. (2019). Exploring the experiences of male early childhood aspiring teachers. *Journal of Multicultural Affairs*, 4a(1a), 5.

- Yang, Y. (2018). Challenges of men in early childhood education. Case study of an American male early childhood teacher. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 182, 267-269.
- Yin, R. K. (2009). *Case study research design and methods (4th ed.)*. SAGE Publications, Inc.
- Yüce, K., Şahin, E. Y., Koçer, Ö., & Kana, F. (2013). Motivations for choosing teaching as a career: A perspective of pre-service teachers from a Turkish context. *Asia Pacific Education Review*, 14(3), 295-306.
- Zhou, Y., & Kwon, J. (2020). Overview of Hofstede-inspired research over the past 40 years: The network diversity perspective. *Sage Open*. <https://doi.org/10.1177/2158244020947425>

APPENDIX A: Request for permission to Conduct Research Study

February 5, 2019

Vice President Academic Affairs
[REDACTED]

Re: Permission to Conduct Research Study

Dear Professor [REDACTED],

I am writing to request permission to conduct a research study at [REDACTED]. I am currently enrolled in the Doctor of Education programme at the University of Liverpool, and I am in the process of writing my thesis. The study is entitled **“Pursuing Early and Primary Education: Male Student Teachers’ Experiences in Jamaica.”** The purpose of this study is to gain insight into the ‘journey’ that led the male student teachers’ into choosing a career in primary and early year education, in one Jamaican teacher education college. Male recruitment into these educational areas is very low at present, and the benefits of having a more gender balanced workforce are well known. Despite strategies to recruit more males, little has changed in the last decade and more needs to be known about why this might be.

Qualitative research approach is appropriate for this study because it will allow for an in-depth understanding of the phenomenon. The approach will also allow participants to elaborate on their answers and the reasons behind those answers. A transcendental phenomenological approach will be used to collect qualitative data in this study. The chosen method of data collection will be semi-structured interviews, and these interviews will be approximately 45-60 minutes.

I guarantee that the information will be treated with the strictest confidence. In my thesis and any future publications, no participants and your institution will be identified and no identifying features will be disclosed. All recorded interviews and transcripts will be kept secured. They will be stored on my personal laptop which is password protected. It is important to note that the recorded interviews and transcripts will be destroyed five years after data collection.

Students will be informed that their participation is voluntary and they are free to withdraw at any time without giving any reason. Please see copies of the recruitment advertisement, participant information sheet and consent form for your information.

I am therefore seeking permission to gain access to the site and the target group. Your approval to conduct this study will be greatly appreciated. If there are any questions or concerns, please feel free to contact me at theresa.lindsay@online.liverpool.ac.uk

Regards,

APPENDIX B: Letter of Approval to Conduct Research Study

Theresa Lindsay

Research

Inbox



Carol Clarke <carol.clarke@themico.edu.jm>

Tue, Feb 12, 2019,
8:12 AM

Congratulations on your progress towards earning your doctoral degree. We note your request for access to participants and facility for research purposes. The nature and findings of your research will be beneficial to [REDACTED].

We wish you the very best in your studies and look forward to your finished product, which no doubt will assist us in attracting and retaining men in our Primary Education Programme.

Blessings

[REDACTED]

[REDACTED], PhD

Vice President, Academic Affairs

[REDACTED]

APPENDIX C: University of Liverpool Ethics Approval Certificate



UNIVERSITY OF
LIVERPOOL

ONLINE
PROGRAMMES

Dear Theresa Lindsay,		
I am pleased to inform you that the EdD. Virtual Programme Research Ethics Committee (VPREC) has approved your application for ethical approval for your study. Details and conditions of the approval can be found below.		
Sub-Committee:	EdD. Virtual Programme Research Ethics Committee (VPREC)	
Review type:	Expedited	
PI:	Dr. Regan	
School:	UoL, Ed.D. Online	
Title:	Pursuing Early and Primary Education: Male Student-Teachers' Experiences in Jamaica	
First Reviewer:	Dr. Alla Korzh	
Second Reviewer:	Dr. Mike Mimirinis	
Other members of the Committee	Drs. Crosta, Goug, Korzh, Mimirinis, Resi Jorge, Wisker, Yukhymenko.	
Date of Approval:	March 11, 2019	
The application was APPROVED subject to the following conditions:		
Conditions	n/a	
1	Mandatory	M: All serious adverse events must be reported to the VPREC within 24 hours of their occurrence, via the EdD Thesis Primary Supervisor.

This approval applies for the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Sub-Committee should be notified. If it is proposed to make an amendment to the research, you should notify the Sub-Committee by following the Notice of Amendment procedure outlined at <http://www.liv.ac.uk/media/livacuk/researchethics/notice%20of%20amendment.doc>.

Where your research includes elements that are not conducted in the UK, approval to proceed is further conditional upon a thorough risk assessment of the site and local permission to carry out the research, including, where such a body exists, local research ethics committee approval. No documentation of local permission is required (a) if the researcher will simply be asking organizations to distribute research invitations on the researcher's behalf, or (b) if the researcher is using only public means to identify/contact participants. When medical, educational, or business records are analysed or used to identify potential research participants, the site needs to explicitly approve access to data for research purposes (even if the researcher normally has access to that data to perform his or her job).

--	--	--	--

Please note that the approval to proceed depends also on research proposal approval.

Kind regards,
 Lucilla Crosta
 Chair, EdD. VPREC

APPENDIX D: Invitation to Participate in a Research Study**INVITATION TO PARTICIPATE IN A RESEARCH STUDY**

Title of the Study: PURSUING EARLY AND PRIMARY EDUCATION: MALE STUDENT-TEACHERS' EXPERIENCES IN JAMAICA

My name is Theresa Lindsay, and I am a part-time Doctoral student at the University of Liverpool, England. I also work at The [REDACTED] as a Lecturer in the Business Studies. I am conducting research on male student teachers' experiences of choosing a career in primary and early year education in Jamaica. The purpose of the study is to explore male student teachers' experiences of choosing teaching as a career, and to gain understanding of their experiences. This information will then be used to enhance future recruitment of males to these programmes in this institution. It is possible that this information may be useful more widely, which may contribute to improving future recruitment of males in a teacher education college in Jamaica.

All male student teachers in the early and primary education programmes are being invited to attend a meeting April 16, 2019 at 10:30 a.m. in the School [REDACTED], Room 2 to find out more about the nature of this study and have an opportunity to ask me questions.

At the meeting you will also be given a full participant information sheet to take away and read at your leisure. If you wish to participate, you will need to contact me so that we can arrange to meet. At this meeting I will interview you about your experiences and record our conversation. Although the interview will be audio-recorded, you will not be identified by name in any reports or subsequent documents arising from this study. I will not share your interview information with anyone other than my research supervisor. All information will be kept confidential. You may reserve the right to withdraw from the study at any time or request that the data collected from you not be used in the study.

There are no direct benefits to you for participating in this study. However, the benefits of conducting this study is that an evidence-based action plan can then be developed to promote male recruitment; and to minimize barriers, if any, which may currently exist.

If you are interested in participating in this study, following the information meeting, please could you email me at email address: theresa.lindsay@online.liverpool.ac.uk

Thank you for reading this.

APPENDIX E: Interview Protocol**Pursuing Early and Primary Education: Male Student-Teachers' Experiences in Jamaica****Interview Schedule:**

Thank you for agreeing to participate in this study. I would like to talk to you about your journey getting to teachers' training college, and explore your perceptions regarding the low recruitment of men into early years and primary education. Therefore, I wish to ask you a few questions. Please note there are no restrictions on your responses to the questions, so feel free to explain in detail and seek clarification if you need to. Also, you do not have to answer any question(s) that you are uncomfortable with, and you can end the interview at any time if you would rather not continue. Please note this interview is being recorded.

1. Could you tell me about what and/or who motivated you to choose a career in primary or early education?
Prompts if necessary –
 - their own experience
 - Family members
 - Friends
 - School teachers/careers advisors
 - Role models

2. Now I would like to talk to you about any barriers or difficulties you faced with your career choice:
 - a. Could you tell me about any barriers, or difficulties, you experienced when choosing a career in early/primary education?
 - b. Could you describe any barriers or difficulties you witnessed other men experienced when choosing a career in early/primary education?

1. Would you please describe your perceptions regarding low recruitment of men into early/primary education in the teachers' college?
 - a. What are your views about why so few men are choosing primary/early education as a career?
2. What do you believe are the benefits of having men teachers in early/primary education?
3. How do you believe recruitment of men into early/primary education can be enhanced?
 - a) What are some strategies you believe will encourage more men to choose a career in early/primary education?
 - b) What are some strategies you believe will help ensure men stay in early/primary education for the duration of their career?
4. Is there anything else you would like to tell me about your experiences so far, having chosen a career in early/primary education?
 - a. Experiences at college
 - b. Experiences on place (if applicable)

Thank you for participating in this interview!

APPENDIX F: Participants statements categorized into the typology*Male student teachers' motives for choosing early childhood and primary education*

Category	Participants	Statements
Intrinsic	Bryan	To help better society
	Bryan	To help change lives
	Bryan	To help the students positively
	Cedric	I want to impact students' lives
	Dylan	Trying to help everybody like with homework
	Dylan	I wanted to be a part of change within my society
	Dylan	I wanted to help especially with boys
	Elliott	Change especially boys
	Fitz	Build students' minds
	Fitz	I get to impact them
	Fitz	To help to mould them, to help them grow
	Cedric	Impact students' lives...that will prepare society
	Dylan	I want ...to help these boys to be better men
	Gerald	Help the students
	Gerald	Mould them
	Aaden	I always wanted to be a teacher
	Aaden	I am creative person
	Aaden	I just love teaching
	Cedric	Like a father to the children
	Gerald	Give them a father figure
	Elliott	I want to show them...use myself as an example
	Cedric	I normally teach Sunday school
	Cedric	Small children...easy to work with
	Cedric	I have a passion for teaching
	Dylan	In my community and being around kids
	Elliott	I wanted to achieve something in life
	Elliott	I am good with children
	Elliott	I like to teach
	Elliott	I don't think I can manage the older children
	Gerald	The passion and love for kids
Harold	I have always been passionate about teaching	
Harold	I am around...children at Church	

	Gerald	I love kids
	Aaden	Interact more with the students
	Gerald	Interacting with the students
	Harold	Love for children
Extrinsic	Aaden	I can get the opportunity to be a principal
	Aaden	My primary teacher
	Bryan	My sister
	Cedric	My pastor
	Cedric	Move up the rank to ...principal post
	Dylan	My two aunts are teachers
	Fitz	My grandmother
	Fitz	Easier for us to become principal
	Gerald	My guidance counsellor
	Harold	My mother

APPENDIX G: Below is an example of a textural and structural description for one participant, using the invariant constituents and the themes.

Individual Textural Description for Elliott. Elliott is a determined male student teacher who has an inner will to achieve. He said, "*I wanted to achieve something in life, I wanted to be something, so I pursued primary education.*" He disclosed that he is happy that he has selected the teaching profession. He shared that he never thought about attending college. He selected early childhood/ primary education because he likes to teach and work with children. Although he likes working with children, Elliott noted that he prefers the younger ones because they are easier to manage. He noted that he can train them to be disciplined. He said:

I feel good about choosing this career ...I am very close to achieving one of my goals. I never see it possible growing up, I never see that possible, I never have college in my mind at all

Well basically I was motivated by myself ... I like to teach; ... I don't think I can manage the older children I think ... students are more receptive are easier to manage. At that level you can train them to be discipline.

Elliott indicated that one of the barriers preventing men from choosing early childhood/primary education is financial support. He also noted that access to financial support is also one of the reasons there are few men are in the profession. He shared his experience where he finds it difficult to obtain money to come to school. Elliott explained that if he does not get a student loan he will not be able to continue his higher education. He said:

One of the biggest barriers is financial support getting the money to come to school, getting money to pay for it. That is one of the biggest barriers.

Elliott noted that the reaction from others is also a barrier that will prevent men from entering early childhood and primary education. These reactions have caused him to question himself whether he needs to change this profession. For example, he said individuals have asked, *“are you happy with this profession? can you live off this profession? They make you start to think twice.”* The reactions from others he said will *“make a lot of us think of branching out into something different.”*

According to Elliott, a teacher's low salary is one of the reasons few men enter teaching in the early childhood and primary education. Elliott also shared, *“they need to pay us more when we go out in the schools, they need to pay us more to keep us in the profession.”* In addition, he also added that the fear of being accused of sexual abuse also prevent men from entering the profession. He stated that he does not understand why people do not fear women sexually abusing children. He added that their views are biased. He stated,

“there is that fear about male teachers teaching young children wondering if they going to abuse them... Or molest them or so on ...now I think that is rubbish because female teachers too, so why fear, they going to fear one teacher they should also fear the other.”

Elliott highlighted that in Jamaica it is believed that teaching in early childhood and primary education is a female job, because they see mostly women in the profession. It would appear that Elliott perceive patience as a female characteristic. He noted that working with small children requires patience, and this can be difficult for some men. Therefore, men prefer to work with secondary students. He pointed out that men enter the profession because they love teaching or they want to make a change.

He shared that he wants to contribute to change by helping boys reaching their true potential. He noted that he will act as a role model. Elliott made reference to his background,

and stated that he would encourage these boys from similar backgrounds that they do not have to choose crime. Elliott advised that having male teachers in the early childhood and primary classrooms will benefit boys since these male teachers can become role models. He noted that from his experience male teachers make a difference in the classroom. For example, male students feel comfortable communicating with them rather than a female teacher. He further added that students behave themselves when they have a male teacher. Elliott however pointed out that he did not have a male teacher until high school. He sees men as leaders and he spoke about the need to model masculinity, he stated "*we need men to lead, we need men to show young boys how to be men.*"

Elliott recommended that in order to recruit more men in early childhood and primary education scholarships and funding is very critical. He further advised that these scholarships need to be separated. This means they must have a scholarship for male students because if this is not done they will still have a gender imbalance in the profession. Elliott argued that more men need to be in the profession. He said:

they need to separate the scholarships have different scholarships for males and females because mostly the females going up for the ... profession....say the Jamaican culture why male a turn teacher, a male fi do a male job. Teacher a female job.

Elliott explained that the workload in the early childhood and primary education programme is heavy. He further revealed that to carry out some of the activities in the programme can be very expensive. He noted however, that this will not hinder him from achieving his goal:

a lot of work to be done, and we have to purchase or make a lot of things ...they are very costly. All the money that purchase these things come directly from us... somehow we have to get it done, because this is the avenue we choose.

Teaching practice is one of Elliott memorable experiences while pursuing early childhood/primary education. He shared that he felt joy because of the students' reception. Elliott noted that even after the teaching practice these students would acknowledge him when they see him on the road. He shared at the Teacher Education College, one experience he does not like is to work in groups. However, he noted that he knows the benefits of group work. At the Teacher Education College, he has a good relationship with his lecturers. Elliott added that he finds the work in the programme manageable. He advised men who want to enter the profession that is not easy, however, it can be a foundation. He added that even if you do not teach, the knowledge you would have gained would help in another profession.

Individual Structural Description for Elliott. Elliott loves teaching and he selected early childhood/primary education because he thinks he will not be able to manage the older children. He is glad that he had selected early childhood/primary education and will soon be getting a Bachelor Degree. This achievement he did not know was possible while he was growing up. Elliott shared that he has financial challenges and he finds it difficult to purchase the necessary resources for college. But, he revealed that this will not stop him from achieving his goal. He said he wants to help boys reach their true potential. Elliott stated that he wants to show boys that are from communities with social and economic problems that they have another option other than crime. He said he would let them know he is an example. Elliott shared his thoughts about recruiting more men in the profession. He advised that having male teachers in the early childhood/primary classrooms will benefit boys since these male teachers can become

role models. He noted that from his experience male teachers make a difference in the classroom. Elliott shared that he loved the reception he received from the children while he was on teaching practice, and that it was a good experience. He is aware of the challenges of the male early childhood/primary teacher but he has this resilience to continue. Elliott likes his experience at the college, however, he does not like group work.

Textural and Structural Descriptions of Elliott. Elliott is self-driven or self-motivated. He revealed that he wanted to “*become someone*” in life. He is glad that he had selected early childhood/primary education and will be getting a Bachelor Degree. Elliott did not know this achievement was possible while he was growing up. He further explained he loves teaching and he selected early childhood and primary education because he thinks he would not be able to manage the older children.

Elliott shared that he has financial challenges and he finds it difficult to purchase the necessary resources for college. But, he noted that he is persevering, and he is working hard to achieve his goal. He said he wants to help boys reach their true potential. Elliott stated that he wants to show boys that are from communities with social and economic problems that they have another option other than crime. He said he would let them know he is an example.

Teaching practice was a good experience for Elliott. He said he loved the reception he got from the students. He shared that he felt joy because of the students' reception. Elliott noted that even after the teaching practice these students would acknowledge him when they see him on the road. Elliott likes his experience at the college, however, he does not like group work, even though he knows there are benefits of group work. He added that he finds the work in the programme manageable and he likes his lecturers and they like him. Elliott explained that the workload in early childhood/primary education is heavy. He further revealed that some of the

activities in the programme can be costly and there is no financial support. He noted that this will not hinder him from achieving his goal. He advised men who want to enter the profession that it is not easy, but, it can be a foundation. He added that even if they do not teach, the knowledge they would have gained would help in another profession.

There were several reasons Elliott perceived are the barriers preventing men from choosing teaching in early childhood/primary education. Elliott said that one of the barriers preventing men from choosing early childhood and primary education is financial support. He also noted that the reaction from others is a barrier that will prevent men from entering early childhood and primary education. These reactions have caused him to question himself whether he needs to change this profession. According to Elliott, a teacher's low salary is another the reason few men enter teaching in the early childhood and primary education. He also added that the fear of being accused of sexual abuse prevent men from entering the profession. He stated that he does not understand why people do not fear women sexually abusing children. Elliott also shared that working with small children requires patience and this can be time consuming to men. Therefore, they prefer to work with secondary students.

Elliott advised that having male teachers in the early childhood/primary classrooms will benefit boys since these male teachers can become role models. He noted that from his experience male teachers make a difference in the classroom. For example, male students feel comfortable communicating with them rather than a female teacher. He further added that students behave themselves when they have a male teacher. Elliott pointed out that he did not have a male teacher until high school.