

The Perception of Stallholders About the Early Childhood Education Male Teachers: A Systematic Review

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Abstract : The global call for increased male representation in early childhood education (ECE) has garnered significant attention. Emerging studies have indicated that involving men in ECE can yield positive outcomes for children's physical and psychological development. Challenging the prevailing misconception and stereotype that women dominate the ECE sector is crucial. In light of this, the present study undertakes a systematic review of nine studies on males working in ECE, revealing a dearth of male presence in the field in China as well. To address this issue, substantial structural changes must be implemented to enhance the inadequate pay and working conditions that dissuade both men and women from pursuing a sustainable career in ECE. It is recommended that school leadership raise awareness among female teachers and parents, encouraging them to support and uphold virtuous values for male teachers. Additionally, governing bodies should provide explicit guidelines during training programs to address concerns regarding potential abuse and gender biases. The findings of this review underscore the need for future studies to examine the self-identities of male teachers from various stakeholders' perspectives and explore the consequences of being in the profession through rigorous and robust methodologies that can inform policymakers.

Keywords : male teachers, Early Childhood Education (ECE), self-identity, perception of stakeholders

Conference Title : ICCE 2024 : International Conference on Contemporary Education

Conference Location : Istanbul, Türkiye

Conference Dates : July 29-30, 2024