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PRINT: ISSN 0970-9274 ONLINE: ISSN 2456-6608

J Hum Ecol, 65(1-3): 65-74 (2019)

DOI: 10.31901/24566608.2019/65.1-3.3141

Stakeholders' Views on the Participation of Male Educators in Pre-schools: Implications for Policy and Practice

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KEYWORDS Absence. Disempowerment. Gatekeeping. Gender Bias. Perceptions

ABSTRACT This study explored the stakeholders' perceptions towards male educators in the Early Childhood Education (ECD) in East London Education District. A qualitative approach located in the interpretivist paradigm produced in-depth, rich data from personal perspectives and experiences interpreted through the social and cultural context of the respondent's lives. All ethical procedures were observed, and consent forms completed. The findings revealed that while parents desired fathers to be involved with their children in the ECD they were pessimistic about men as ECD educators being gentle, patient and capable of handling young children. The study revealed deep fear of male educators due to negative publicity of men being perpetrators of violence against women and children. The study concludes that breaking stereotype that a pre-school educator is the extension of mother is essential. The study recommends policies and programmes aimed at concerted drive in the recruitment of male educators in the Early Childhood Education.