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Motivation and well-being among male ECEC bachelor students in Norway

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Abstract

In this paper we will discuss motivation among ECEC bachelor students in a gender perspective. The research project aims to investigate drop-out, motivation and wellbeing among first year students. Few men are working in ECEC (Oberhuemer, Schreyer, & Neuman, 2010, Peeters, Rohrmann, & Emilsen, 2015). The Norwegian authorities have worked actively to increase the share of men in ECECs (Emilsen 2015). A political goal of 20 % men is rooted in legislation and action plans (BLD 2011), the percentage of men in Norwegian ECECs is 8.6 %, most of them unskilled (SSB 2015). Lysklett and Emilsen (2009) have found differences in motivation comparing male and female ECEC workers. There is little knowledge about male ECEC students in Norway.

We have a descriptive approach to understanding male student's experiences as a marginalised group. A quantitative online survey of first year students has been carried out. The survey consisted of closed and open questions. The data was analysed in SPSS. The survey follows ethical guidelines for research. Personal data is not collected and all data is anonymized.

As male students are a minority, we aim to shed light on male student's experiences and provide research based knowledge, in order to increase the number of men in Norwegian ECECs. We will present data on important factors for choosing ECEC bachelor studies, motivation factors and initiatives for male student's wellbeing. The research is important in order to recruit more male ECEC students and to provide more skilled male ECEC teachers.

Keywords

ECEC education, male ECEC bachelor students, motivation, wellbeing, retention of ECEC workers

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