

Nordli, Arnt; Lysklett, Olaf B. & Emilsen, Kari (2018).

Should I stay or should I go? Male student's motivation for attending ECEC bachelor studies.

Paper presented on the 28th EECERA Annual Conference, 29.8.2018, Budapest, Hungary.

Abstract

Male students are a minority in early childhood education and care (ECEC) teachers training. The aim of this research is to explore how QMUC facilitates ECEC teacher training for male students. Few men are working in ECECs (Oberhuemer, Schreyer, & Neuman, 2010, Peeters, Rohrmann, & Emilsen, 2015). Norwegian authorities have worked actively to increase the share of men in ECECs (Emilsen 2015) but the percentage of men in Norwegian ECECs is only 8.6 %, most of them unskilled (SSB 2017). Gender can be understood as a social construction (Lorber and Farrell 1991), and a useful theoretical frame. The role, ECEC teacher, is consistently viewed as a female profession making men's choice to enter the profession difficult (Sumsion, 2000, Sargent, 2004). Lysklett and Emilsen (2009) show differences in male and female ECEC workers motivation. We conducted a study among first-year students at QMUC. 130 students, 103 women and 27 men, answered a questionnaire about motivation and well-being. The survey consisted of closed and open questions. The survey follows ethical guidelines for research. Personal data is not collected and all data is anonymised. Both female and male students claims that it is important for them to have male students in their class. 74 % of the students find it important that it is facilitated for male students and different measures to for men to fulfil their studies are suggested. The research is important to reduce drop out among male ECEC students and to understand their motivation for choosing a bachelor in ECEC.

Keywords

ECEC education, male ECEC bachelor students, retention of ECEC workers, motivation, measures for men

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Should I stay or should I go?
How does Queen Maud University college (QMUC) facilitate teacher training for male students? (in Norway)

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QueenMaudUniversityCollege
OF EARLY CHILDHOOD EDUCATION

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Main focus

Male students are a minority in early childhood education and care (ECEC) teachers training. The aim of this research is to explore how QMUC facilitates ECEC teacher training for male students, and how QMUC can take special measures to lower the chances of male students dropping out.



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Backdrop: Why choose a gendered perspective?

Sex and gender matters, both biologically and socially (Kock and Emilsen (2017:413).

The biological sex is linked to the body and its functions, gender is attributed to the biological sex and is a social construction (Emilsen, 2015; Stordal, 2015 Kock and Emilsen 2017:414).

Recognizing and understanding masculinities and femininities is essential according to Connell (1995). Masculinity and femininity refers to qualities, gender roles and behaviours which we traditionally associate with men and women. This matters in ECEC and in recruitment of staff and students.



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Backdrop: Gender and the profession

Traditionally the role of the early childhood teacher is consistently viewed as a female profession, making men's choice to enter the profession challenging (Sargent, 2004).

Lysklett and Emilsen (2009) have found differences in motivation when comparing male and female ECEC workers.

Norwegian authorities have worked actively to increase the share of men in ECECs. A political goal of 20 % men is rooted in legislation and action plans (Emilsen 2015).



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Backdrop: Male representation in ECECs

Few men are working in ECEC (Oberhuemer, Schreyer, & Neuman, 2010, Peeters, Rohrmann, & Emilsen, 2015).

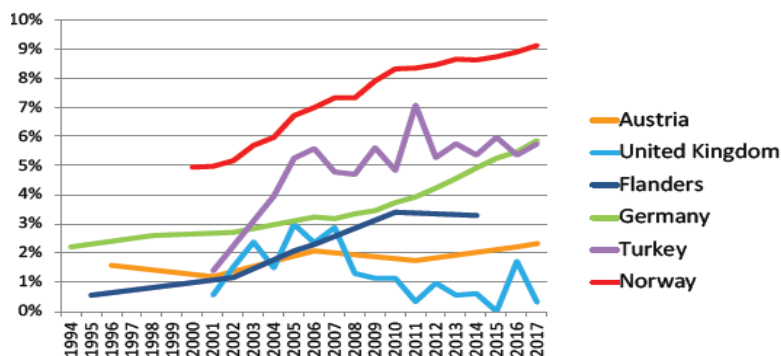


Figure 1: Proportion of male workers in ECEC staff in selected European countries
 Source: authors' calculations from various national statistics. Definitions of "Male workers in ECEC" vary between countries. Rohrmann & Emilsen et al: EECERA (2018).



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Backdrop: Recruiting men and dropout rates in Norway

- **2018:** On a national basis, there are 19.5% males who have applied for ECEC teacher education.
- **QMUC 2018:** 93 male students (22%) accepted
- We find that a relatively high number of student are dropping out (30%) of their ECEC bachelors education in Norway (Gulbrandsen et.al 2016).



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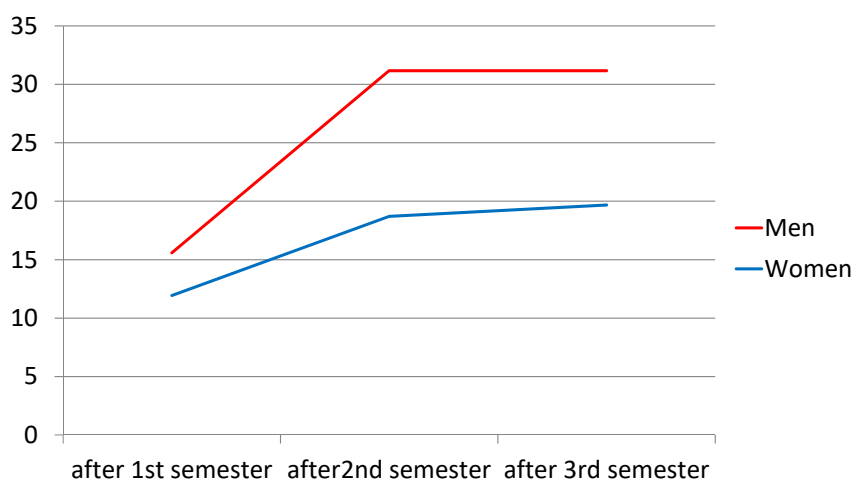
Backdrop: How does QMUC support the individual student?

- Class structure (up to 35 students pr class) and a class teacher.
- Every class is divided into groups of up to 6 students, and a contact teacher is assigned to each group (only for the first year)
- 100 days of practice in a ECEC institution
- Individual practice teacher at the ECEC institution
- Individual tutor from QMUC to follow up the student during and after practice



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Dropout rate at QMUC – students 2016



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Local research project: "Boys who leave – a study of dropout among male students at QMUC".

- The project will run from 2016 to 2019, and is a local investigation at QMUC.

Presumptions:

- *Male bachelor ECEC students:*
 - *dropout more often than female students.*
 - *have different reasons for dropout than female students.*
 - *have different motivation for choosing their education than female students*
 - *report other factors of well-being than female students.*



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Design and methods

Mapping and statistics

- Registration and statistics of dropout
- Student self-report and registration of reasons for drop-out

Research

- Survey to all first year studentes in first semester (Questback)
- Interview with students who dropped out (phone interview)

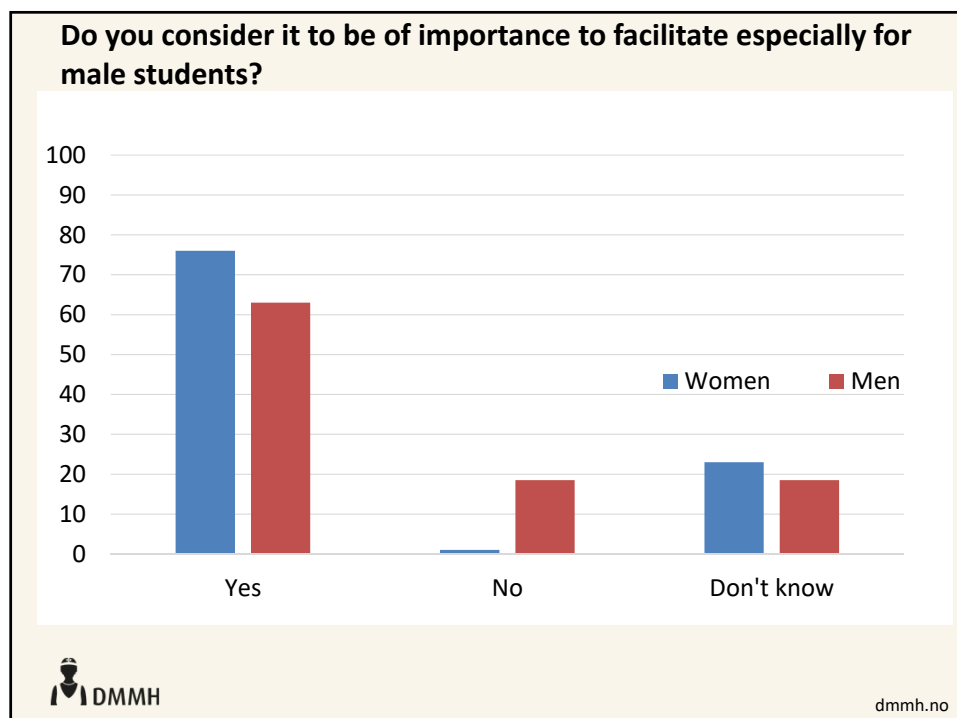
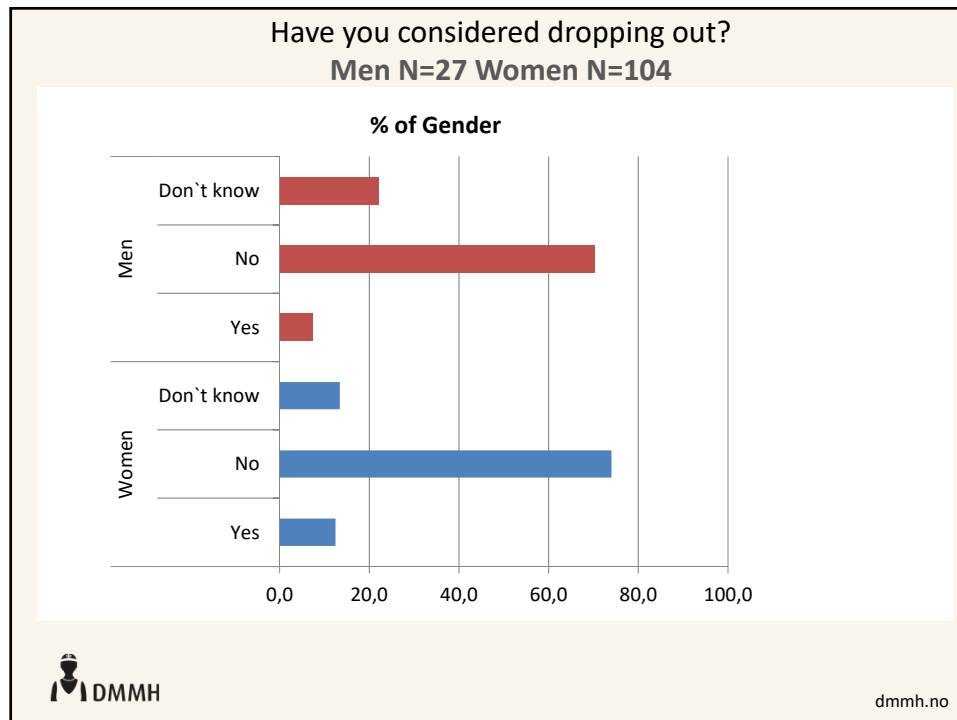
Challenges and limitasjons

- Few students wants to participate – **N = 131**

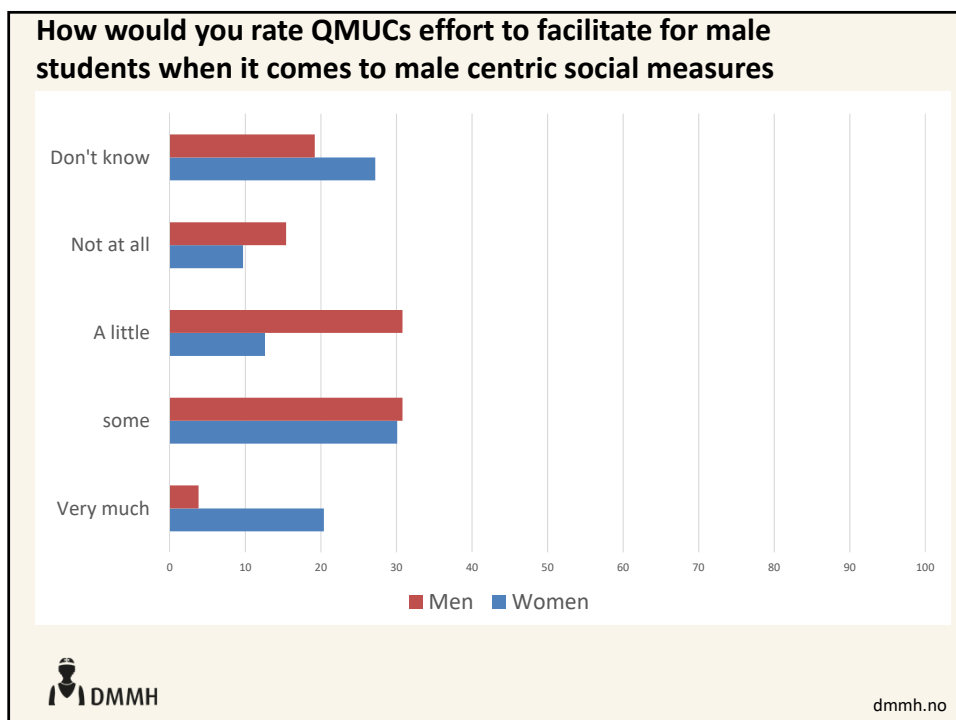
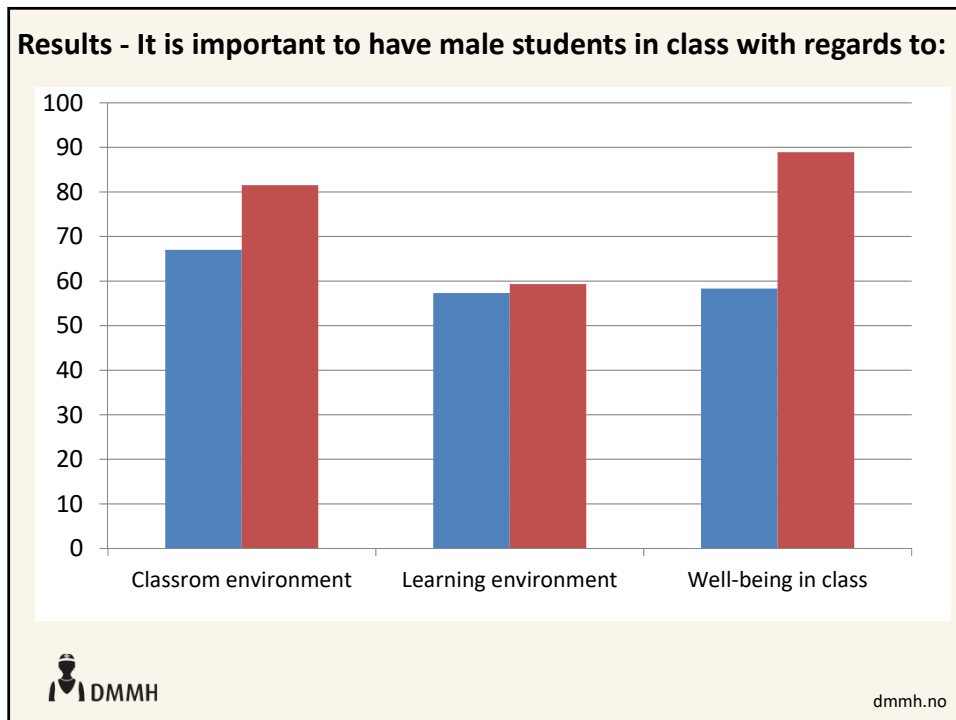


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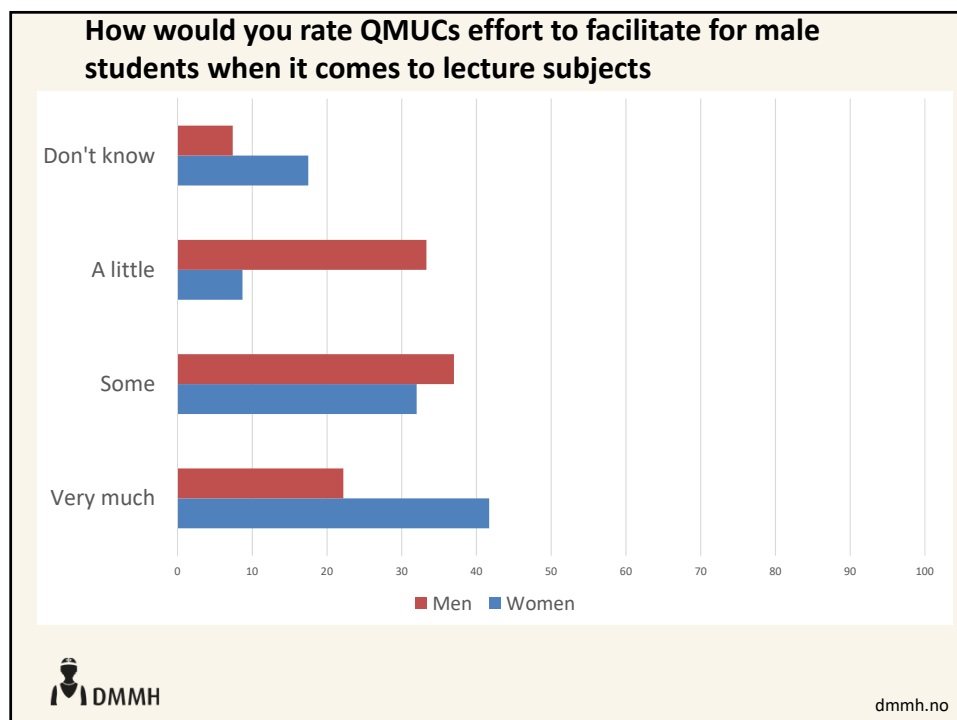
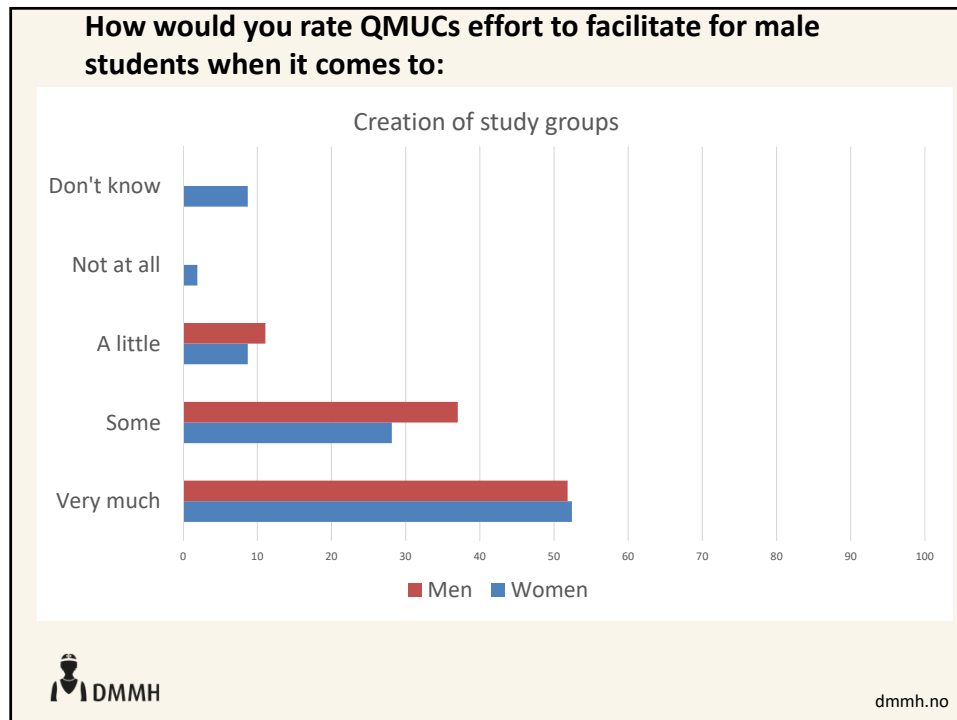
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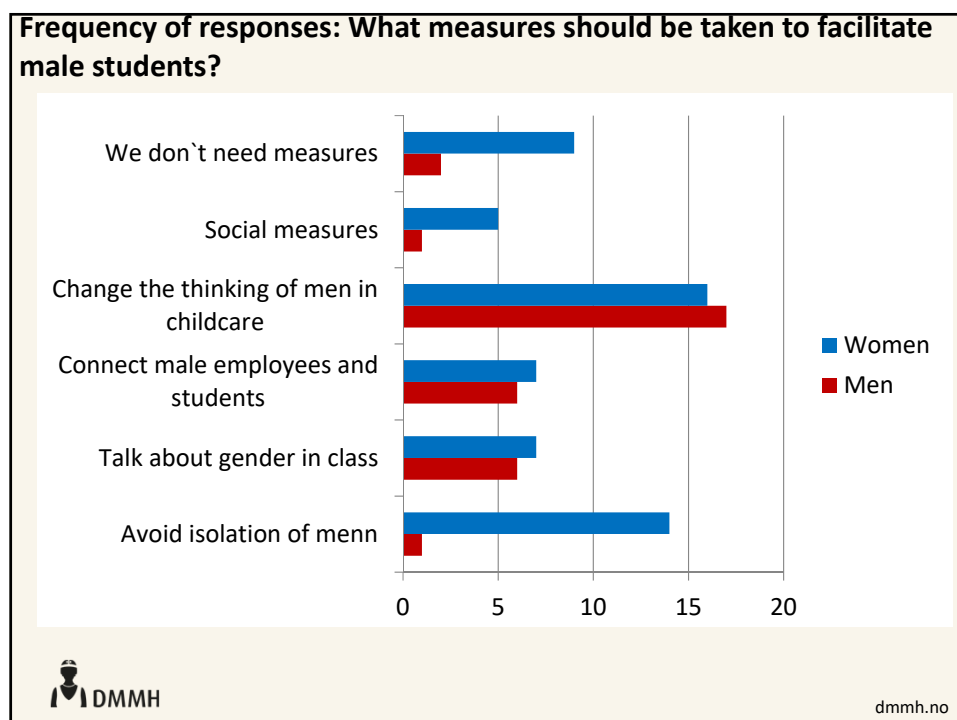
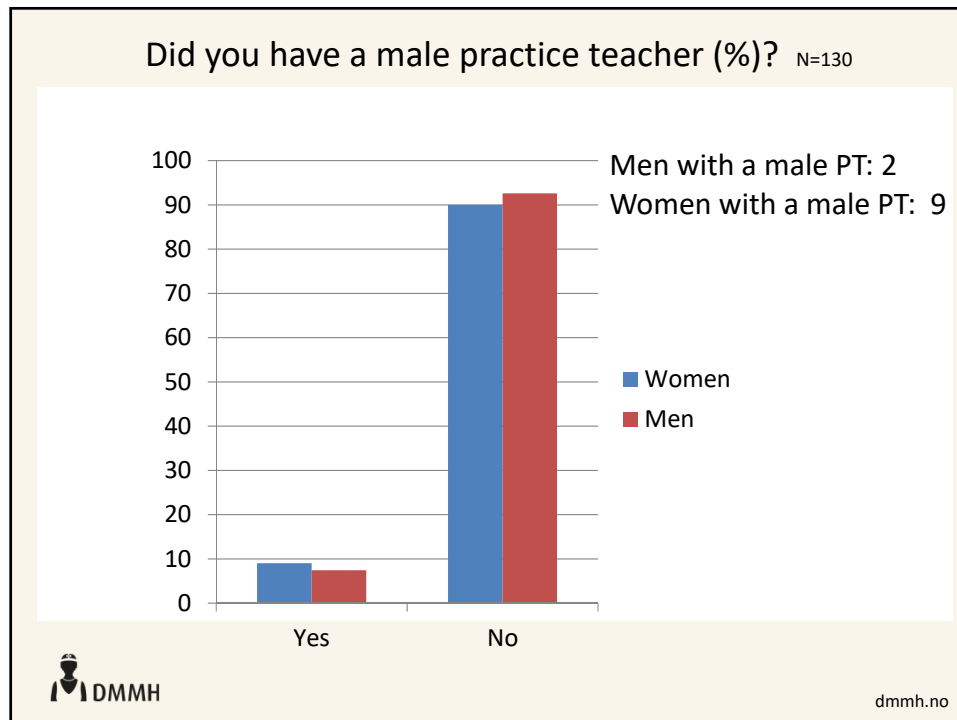
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How to interpret our results?

ECEC work is traditionally seen as a feminine occupation and our students seem to be aware of it.

Our students suggest that we:

- Change how men in childcare are viewed and avoid the isolation of men
 - Creation of study groups
 - Male practice teachers for male students
 - Lecture subjects



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More Research and more questions

- Need to understand how best to socialise male student into a role as ECEC teachers.
 - Male practice teacher during their first practice period
- Very local context, are there ways for us to cooperate on a national/international level to better understand male ECEC students



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