

**FACTORS INFLUENCING GENDER DISPARITIES AMONG EARLY
CHILDHOOD EDUCATION TEACHERS IN KAKAMEGA EAST SUB-
COUNTY, KAKAMEGA COUNTY, KENYA.**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

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CERTIFICATION

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DEDICATION

This work is dedicated to my family who have assisted me financially and morally in the course of my study.

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I am grateful to the Almighty God for gracing me with good health and material possession to be able to complete this thesis. I wish to express my heartfelt gratitude to my supervisors, Dr. Edward Okaya and Dr. Manson Sichari for their scholarly guidance and support on this academic journey. I also take this opportunity to thank my classmates for the moral support they have accorded me and my family members for financial support. Special regard also goes to the respondents who participated in my data collection and the authorities who shared their data and my head teacher at school, who allowed me to conduct this research.

ABSTRACT

The ability of individuals to connect and communicate with one another is determined by education. Despite this view, the gaps in education opportunities in most developing countries are large. Public schools in Kakamega East Sub-County haven't escaped the waves of gender disparities that have affected both private and public schools in Kenya. This study, therefore sought to establish the influence of selected factors on gender disparities in early childhood education in Kakamega East, Kenya. Specifically, the objectives of the study were; to establish the influence of human resources on gender disparity among ECDE teachers, to investigate the socio-cultural factors influencing gender disparity, and to examine personal attributes influencing gender disparity among ECDE teachers in Kakamega East Sub-County, Kenya. The study was supported by The Social role theory. A descriptive survey study design was used, which is primarily concerned with the generic statistics that derive from the extraction of data from respondents. The location of study was Kakamega East sub-county in Kakamega County, Kenya. The target population was 1,106 including head teachers, deputy head teachers, teachers, program officer, and Quality assurance officer (QUASO). Simple random sampling for respondents was used to achieve 260 respondents as simple size. Stratified random sampling was used to sample schools as per wards. Data was collected by the use of questionnaires and interviews with 37 head teachers, 37 deputy head teachers, and 184 teachers. A pilot study was conducted to validate the research instruments in advance. Cronbach's alpha (α) as a coefficient method to establish the reliability of the research instruments revealed a coefficient of 0.783 which shows that the instrument was reliable. Data was collected from the teachers in line with the three study objectives using questionnaires and interview schedules. Data obtained from the research instruments were analysed inferentially and descriptively with the help of a Statistical package for social sciences (SPSS) version 22. Quantitative data was summarized to quantify the strength of the association between the variables, the researcher conducted a regression analysis to establish the effect of selected factors on gender disparity. Results were presented in tables. The findings revealed that human resource factors have a positive influence on gender disparity ($\beta=.678$, $p<.05$) and explained 45.9% variance, social-cultural factors had a positive effect ($\beta=.610$, $p<.05$) and accounted for 37.0% variance in gender parity and finally, personal attributes have a positive effect ($\beta=.642$, $p<.05$) and explain 40.9% variance in gender disparity. It was concluded that all the selected factors had a significant influence on gender disparity in the early childhood education profession. It was therefore recommended that human resource factors be considered in the recruitment of early ECD teachers, social cultural cultures considered in their profession enhancement, and personal attributes while undergoing their training. It is hoped that this study may help policy makers to consider encouraging male gender to enroll in ECDE teaching.

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ACRONYMS AND ABBREVIATIONS

AEPAM	Academy of Educational Planning and Management
BLS	Bureau of Labour Statistics
BOM	Board of Management
ECCD	Early childhood care and development
ECEC	Early childhood education and care
ECE	Early Childhood Education
EI	Education International
NAEYC	National Association for the Education of Young Children
PTR	Pupil-Teacher Ratio
SPSS	Statistical package for social sciences
UNESCO	United Nations Educational, Scientific Cultural Organization
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter highlights the background to the study, statement of the problem, research objectives, research questions, scope of the study, significance of the study, limitations of the study, and the theoretical and the conceptual framework.

1.1 Background to the study

Router-switch.com (2020) defines gender disparity as the unfair treatment or judgment of people based on their gender, which results from variations in socially imposed gender roles. Women are heavily represented in the field of education around the world. Women make up the vast majority of educators in the early childhood education sector, which serves children aged one to eight (Sanders, 2016). This gendered professional choice may explain why there are so few male teachers in the field of early childhood education. The country in Europe with the largest percentage of male primary school teachers was Finland, with 10% of its teachers being men (Peeters, 2007) In line with prior studies, the current research aimed to determine what factors at the school level contribute to the persistent gender gap in the early childhood education teaching profession in Kakamega East Sub-county, Kenya.

Early childhood education continues to be one of the most gendered professions. There is no empirical data to rely on in trying to solve this problem. Children and adults from various racial, cultural, and gender backgrounds attend early childhood services and schools. According to Kay Sanders, “they (men) reach a zone of disparity when they take early childhood classes and are hired to work with young children.” This cultural tension can lead to a daily sense of difference and isolation. The early childhood area is extremely feminine (Sanders, 2016). This raises the question of how early childhood establishes a

female culture that goes beyond the apparent. In line with the question, many people in and out of the field of early childhood conclude that women instinctively take care of young children and that men are not (Neugebauer, 2019; Sanders, 2016; Cunningham & Dorsey, 2016). This is because women in most cultures, including Kenya have a responsibility of raising children both at home and in collective approaches (Wardle, 2017). On the other hand, men are believed to contribute much to the way they communicate with themselves and the way they interact with children in one program, actively moving, entertaining and roughly tumbled (Fagan, 2016; Parke, 2016; Lamb, 2016). Although some female teachers are often very physical and engaged, many do not (Fagan, 2016). Hence, this approach may question the way many children's programmes work calmly through sedentary activities which produce minimum mess (Wardle, 2015).

Gender prejudice and stereotyping plays a significant role in the low number of men in childhood education environments with perceptions of teaching young children as a woman's work (Tasic et.al, 2020), a lack of public respect due to perceptions of males performing basic care tasks as uncommon (Rohrmann, 2020), and the stigma of male participation in child violence all contributing. Saigol and Danish (2016) also conducted a survey in Pakistan that showed that a major factor affecting male entrance in early childhood teaching has been compatibility with young children. Teacher compatibility with young learners was measured by the patience, comprehension, and approachability of teachers with young students. The tolerance, understanding and approach needed for young children are not of course available to male adults (Zubairi, Sawari & Ghazali, 2015). The study also found that males in Pakistan did not choose to teach young children because of the low pay and benefits provided to early childhood education teachers. However, there is no distribution of pre-school teachers in Pakistan to reveal the true image of early childhood teachers on the earth.

Typically, early childhood services operate for mothers rather than fathers (Mukuna, 2018). For a number of legal and cultural factors, there are many more single-female-headed households than single-male-headed households, which adds to this fact. In addition, the important male in the life of the infant may not be the biological parent. As already suggested, both of these variables facilitate the work of the program workers closely with the mother of the child and simply neglect the father or other important men in the life of the child. Men work with women more comfortably (Mukuna, 2018). Since social skills need to be achieved, a school must provide an environment for the child's holistic growth. Teachers at pre-schools are to be educative and be symbols of authority, courage, and safety. However, there is a huge gender gap causing concerns and demands on male participation in early childhood education due to the feminisation of the pre-school career. This could be attributed to feminisation of teachers work in ECDE as one of the profound transformations.

Gender disparity can be described as the unfair treatment of a person on the basis of his or her gender (Wokocha, 2019). According to Okeke and Nyanhoto (2021) study, a male pre-school teacher in South Africa claimed that the shortage of male teachers in pre-schools is indicative of the very male teachers currently teaching in the foundation process, primarily due to pervasive cultural and societal stigma towards men working with young children. ECD centres, also known as pre-schools, were developed to provide comprehensive custody and socialization, as well as the general development of children to ensure their physical, social, mental and emotional development. Children begin pre-schools when they are 3 years of age, but some of them take up to age 6 or sooner.

In Kenya, men are increasingly being enrolling in diploma and degree programs to become ECDE professionals. Majority of them are involved in ECDE as managers, not as child caregivers. However, social, cultural, political, and economic systems all contribute to the

perpetuation of gender stereotypes (Kamwitha, Khatete, Riechi, & Muasya, 2022). Men who choose to work with children instead of taking other, higher-paying careers often face social stigma and suspicion. Waigera, Mweru, and Ngige (2020) state that these men are viewed as a society as males who do not comprehend their gender. Therefore, they probably won't fight for equal rights for women. More males participating in ECDE does little to change the way people generally think about gender. The second way in which it is believed that males will benefit from working in early childhood is through an improvement in the dynamics of the workplace and the connection between workers (Wairimu, 2019). Women in Kenya are paid the same as men in administrative posts, but this has been questioned (Waigera et al., 2020).

On the other hand, more male teachers will participate in ECDE programs, as a consequence of the family single parent arrangements or long working hours in many children's homes (Koech, Ochieng & Oseko, 2020). In addition, the gender differences among boys and girls are essential. As a result, male early teachers can recognise and effectively respond to children more than their female peers, since they share a masculinity fundamental and appreciate boys' perceptions and experiences (Obeywa, Okoth-Oluoch, Opiyo & Simiyu, 2022). Therefore in Kenya, the current gender gap in ECDE programs is at the detriment of boys. Only male early childhood educators who consciously oppose existing gender power systems are likely to challenge children's traditional and restrictive gender constructions. Other than female instructors, children enjoy their interactions with males. This research is conducted against this backdrop.

Males may be reluctant to attend early education in the fear of being mislabelled or wrongly charged for child harassment (Magoma, 2021). This can be based on the fact that early learner parents and school administrators have expressed their hesitation about men

teaching young children given their concern about the safety of children in relation to pedophile interaction.

Primary school teaching is regarded as an unattractive occupation for men, as a "boring hustle" that causes tension or necessitates excessive patience (Piper, Merseth & Ngaruiya, 2018). Preschool programs also enable older siblings to attend school and mothers to work to help supplement the family's income (Jaluo, 2015). Pre-school early childhood care and development (ECCD) is critical to the formation of human capital and to improving children's education. It provides an adult base. Pre-schools must provide children of this age with adequate care.

A research by Ngure (2014) found that 83.7% of women and 16.3% of pre-school males were teachers. These were hired by parents who seemed to favor female to male teachers, influencing the vast number of female teachers working in the region's pre-schools. The research also showed that there are a variety of factors in Thika District, Kenya that lead to the gender gap between pre-school teachers. Teacher age, level of education and remuneration are among the variables addressed and analysed. The ECDE Program has also been flexible in terms of time, proximity to centre, socialization, the age of pre-school teachers, the number of dependants and responsibility of the teacher, the regular preschool programme, and lack of government policy in relation to the conditions of service for pre-school teachers (Nganga, Madrid, Kambutu, Thapa & Mwangi, 2023). The majority of male and female parents choose female teachers as the way their children are treated, since female teachers are more like mothers than males, the study says (Chepkonga, 2021). Since different factors contributing to gender disparities have been identified in this research without focusing on social-cultural issues influencing gender inequality, the current study will base on identifying the social-cultural issues affecting gender inequality in Kakamega East sub county, Kenya.

Despite the various benefits to child development that have been observed as a result of gender parity, most ECDE centers in Kenya are not segregated in terms of male to female teachers. Furthermore, in the reviewed studies related to ECDE and pre-school childcare centers in Kenya, the issue of gender parity in childcare does not appear to be discussed. In this vein, the current research examines the influence of gender disparities in early childhood education teachers in Kenya's Kakamega East sub county in Kakamega County.

1.2 Statement of the problem

Social competency requires that a school to create an environment conducive to the child's overall development. In addition to offering warmth and delicate touches, pre-school teachers are supposed to instruct the children, as well as to be a representation of authority, strength and stability. Although pre-school teaching has become increasingly feminine, there is an enormous gender imbalance that has led to concerns which calls for male participation.. According to men who work in the system, another impediment is that men's role in the early childhood sector is invisible and therefore unrecognized. Whereas a few studies have attempted to establish differences in gender differences in teaching profession, rarely have they looked at human resource, social cultural and personal attributes that affect gender disparity among teachers in early childhood education. It is for this reason that the researcher sought to bridge the gap by establishing the influence of selected factors on gender disparities among teachers in early childhood education in Kakamega East Sub-County, Kenya.

1.3 Purpose of the Research

The purpose of this study was to establish the influence of gender disparities in early childhood education a case of Kakamega East Sub-County, Kenya.

1.4 Objectives of the study

The study was guided by the following specific objectives:

- i. To establish the human resource factors influencing gender disparity in development of early childhood education teaching profession in Kakamega East Sub-County, Kenya.
- ii. To investigate the socio-cultural factors influencing gender disparity in development of early childhood education teaching profession in Kakamega East Sub-County, Kenya.
- iii. To examine personal attributes influencing gender disparity in development of early childhood education teaching profession in Kakamega East Sub-County, Kenya.

1.5 Research questions

- i. To what extent does human resource factors influence gender disparity among early childhood education teaching profession in Kakamega East Sub-County, Kenya?
- ii. How are the socio-cultural factors influencing gender disparity among early childhood education teaching profession in Kakamega East Sub-County, Kenya?
- iii. What are the personal attributes influencing gender disparity among early childhood education teaching profession in Kakamega East Sub-County, Kenya?

1.6 Significance of the study

The study findings may help the government and other organizations to design a curriculum that will help in incorporating male teachers within the ECDE section. The study may form a basis to explore factors that affect male teacher's involvement in teaching young children which in turn affects learners' academic achievement. The study findings may be of help to the decision implementers in the Education sector to come up with policies that will prioritize and give emphasis on the vitality of male teachers engagement in preschool children's activities. The aftermath may be preschool learners

who are whole round and competent which will contribute to their later academic achievements in primary schools and onwards. If taught by male teachers, learners may have all round experience of learning across the genders. The aim of the study is to provide useful information to parents and teachers about childcare programs that help children reach their full potential. Individuals, pre-school institutions, and the Kenyan government can find the findings, conclusions, and recommendations useful in dealing with early childhood education and care. The study may aide the education stakeholders in Kakamega County to work on gender balance in respect to the study objectives and therefore enhance both male and female teaching practices among schools. Schools will thus be empowered should they get information from the current study. Finally, the study may contribute to the body of expertise in the field of ECDE.

1.7 Scope and delimitations of the study

Kakamega East Sub-County in Kakamega County, Kenya, was the center of this inquiry. The division was chosen for the study because it has both an urban and a rural environment, and thus should provide enough samples for both genders, particularly given the ethnic diversity. Kakamega East Sub-County, with its strong infrastructure, is considered suitable because of its qualitative approach to data collection, which required participation by selected respondents in actual questionnaires/interviews. Kakamega East Sub-County is the only area protected. The research took place at both private and public ECDE centers. A number of other variables influence ECDE. The research just looked at gender disparities in ECDE teachers. In addition, the managers of ECDE Centres, such as the ECDE in-charge, who are not involved in teaching or managing the children in ECDE Centres, were included in this report.

1.8 Limitation of the study

The study was to some extent limited to the following factors:

- i. i. Questionnaires may not allow the researcher to ask respondents for clarification on their replies if some questions are not addressed. The researcher may not receive an explanation from respondents regarding why some questions are unanswered, and he or she may not be able to predict whether or not respondents have answered the questions until after the retrieval of the instruments. To address this issue, the researcher ensured that the questionnaire questions were straightforward and clear so that respondents could provide accurate responses. Additionally, an interview schedule was implemented to address questions that respondents did not answer on the questionnaire.
- ii. The data collection instruments used were questionnaires and interviews. Interviews, which mostly rely on participants' subjective responses, could possibly generate biased or social desirability bias responses. This was controlled by assuring the participants that their responses will be held in confidence and will only be used for the study.
- iii. iii. Limited time for the profundity of data collection and analysis relative to the breadth of the topic, which may affect the thoroughness of the findings. The fact that this study was conducted during official school working hours indicates that the respondents had hectic schedules; nevertheless, the researcher requested additional time from the school administrator so that a conclusive study could be conducted.
- iv. The research involved frequent travel in primary schools within Kakamega East Sub-County to collect Data. Some roads may not be passable and some respondents may not be willing to provide information.
- v. The study was limited to Kakamega East subcounty since this is where there is high gender imbalance among ECDE teachers.

- vi. The study was also limited to school and ECDE program population, which was necessary in order to target respondents that had sufficient knowledge on ECDE and gender issues.

1.9 Assumptions of the study

The researcher made the following assumptions:

- The respondents of this study are willingly participating in the research and give truthful responses.
- Respondents understand issues related to gender disparity in terms of personal attributes, social cultural factors and human resource factors.
- The respondents were conversant with early childhood education teaching profession in Kakamega East Sub-County, Kenya.
- Results and findings of this research shall be generalized to other public primary schools in the country.

1.10 Theoretical framework

A theory is an argument that is backed up by proof that is intended to clarify a phenomenon. Theories have a wide-range of explanation for an occurrence and a researcher should know the theories applicable to their field (Ngumi, 2013). Theories play a crucial role in guiding research endeavors by offering guidance on computations and statistical correlations (Defee, Randal, Thomas & Williams, 2010). The inclusion of theoretical literature in research endeavors serves to enhance researchers' comprehension of the variables under investigation, furnishes a comprehensive framework for data analysis, and facilitates the selection of an appropriate research design (Ngumi, 2013).

1.10.1 The Social Role Theory

Multiple theoretical frameworks can be employed to comprehend the phenomenon of male absence in early childhood settings. The Social Role Theory is a theoretical framework that characterizes the roles of men and women based on the conventional division of labor, whereby men are anticipated to mostly engage in employment outside of the home, while women are expected to primarily oversee domestic affairs (Eagly, 2013).

Social Role Theory can provide valuable insights into understanding the factors that influence gender disparities among early childhood education teachers. The theory highlights the role expectations and stereotypes present in society, which can affect career choices. For instance, traditional gender norms often associate teaching with nurturing and caregiving roles, which may discourage men from pursuing careers in early childhood education, leading to a gender disparity among teachers. Gender differences suggest that the majority of behavioral differences such as personal interest, education aspirations and self esteem attributed to males and females are also expectations of social roles determined by cultural preconceptions (Eagly, 2013; Eagly and Wood, 2011). Males and females' social behavior has been influenced by stereotypes about gender, and they have acquired various attributes as a result of this socialization process (Eagly and Wood, 2011). Halpern (2013) idea posits that the historical division of labor in society was influenced by the underlying physical disparities between men and women. The association of gender roles with cultural and socioeconomic inequities is evident, whereby women are commonly considered as the major caregivers for children and nurturers within the household, while men are typically viewed as the main providers for their families. The concept of social capital, as proposed by Coleman (1988), shares similarities with the notion that social role is subordinate to it. These expectations, derived from inherent differences between males and females, have led to the formation of gender stereotypes and the categorization of

occupations as either male-dominated or female-dominated. Eagly (2013) cites fields like nursing and education where women outnumber men, but construction and engineering are dominated by men. According to Eagly's idea, women are stronger nurturers than males, and as a result, they dominate in the ECD due to gender-specific occupations cultivated from inborn abilities. Gendered cognitive schemas are thought to foster female and male projected roles around the world. In addition the neglected aspects are human resource which includes career profession, job satisfaction, career progression and job opportunities. As a result, the social role theory explains a wide range of prejudices and demonstrates that men can learn to fulfil specific roles and infiltrate traditionally female domains (Eagly & Wood, 2011). Regardless of early socialization, the social role theory claims that men can learn new skills and behaviors relevant to the provider role through participating in social events previously designated for women. It is also essential to consider intersectionality, the interconnected nature of various social identities, such as race, ethnicity, and socio-economic status in addition to gender. This intersectionality can further influence the disparities observed in early childhood education in Kakamega East Sub-county.

By applying Social Role Theory to the study of gender disparities among early childhood education teachers, researchers can gain a deeper understanding of how societal expectations, stereotypes, and role-related influences contribute to these imbalances. This understanding can help inform strategies and policies aimed at promoting gender equity in the field of early childhood education

1.11 Conceptual framework

The conceptual framework is primarily a conception or model of what is out there that is being studied, and of what is going on and why (Fayolle, Basso & Bouchard, 2013). The aim of this framework is to inform the rest of the design process, to assist with the

evaluation and refinement of the research goals, to establish practical and relevant research hypotheses, to choose appropriate methods, and to identify possible threats to the findings. It also supports the justification of the study (Petrocelli, 2011). On the basis of the literature review, a research model is developed to examine the influence of gender disparity in ECDE in Kakamega East Sub-County. The research model was adapted from Giathi (2016) and modified to suit this study. Figure 1.1 displays the conceptual model and the relationship between the variables.

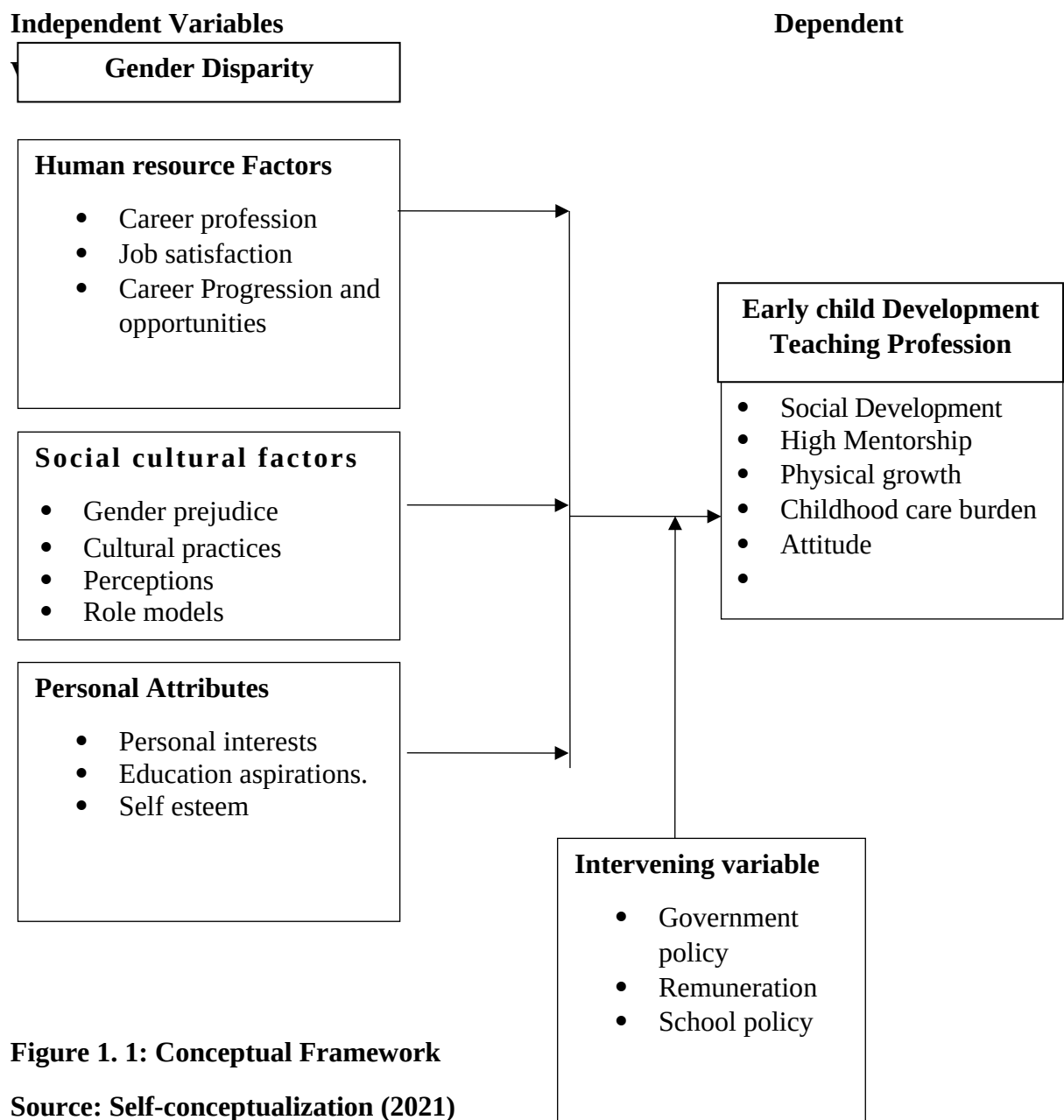


Figure 1. 1: Conceptual Framework
Source: Self-conceptualization (2021)

The conceptual model shows how variables in this model have been used to formulate the study objectives that guided the current study. Sub-variables within each variable were used to measure the respective variables as identified from framework. Sub-variables are vital in measuring each of the variables and further guided in formulation of data collection instruments. Human resource factors with sub variables like career progression, professional aspirations, job satisfaction and occupational choice; socio-cultural factors with sub variables like cultural practices, gender prejudice, perceptions and role models and personal attributes with sub-variables like personal interests, creativity, intellectual curiosity and self-esteem have been used as the independent variables that influence gender disparity with sub-variables such as mentorship, social development. The relationship of these variables was measured considering the impact of the intervening variables upon them.

Gender disparity has significant implications for the developmental trajectory of children, perhaps influencing their subsequent personality development. Children under these circumstances are prone to experiencing fixation or regression, as well as challenges in their social-emotional interactions, sexual identity, feelings of insecurity, and emotional and cognitive development. Moreover, it is probable that they may have a deficiency in suitable role models with whom they might establish a sense of identification. The presence of gender difference is anticipated to impede progress in education, social development, and economic growth, while concurrently exacerbating social inequities. The provided graphic illustrates the conceptual framework outlining the various elements that contribute to gender inequality among pre-school instructors. It also highlights the subsequent impacts on socio-emotional, behavioral, and academic results, as well as cognitive and personality development in children.

1.12 Operational Definition Of Terms

Early Childhood Education; Refers to a branch of education that deals with teaching children in any country from the birth to age eight years.

Gender Disparities: Refers to the idea that men and women are not equal and that gender affects an individual's living experience.

Socio-Cultural: Refers to Norms that focuses on ways in which society and culture affect everyday life. It is a combination of social and cultural ways as used in this study.

Human resource: Refers to the field that deals with managing people, pay, and training. It makes up the workforce of an organization, business sector, industry, or economy.

Personal Attributes: Are the traits teachers naturally have that make them unique and can determine their effectiveness in a ECDE teaching. These qualities can be used to further enhance their suitability as teachers when paired with their teaching experience and academic qualifications.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The section deals with literature review under the following topics: Human resource factors influencing gender disparity, socio-cultural factors influencing gender disparity among ECDE teachers and personal attributes influencing gender parity in ECDE.

2.1 Gender disparities in education

Education plays a pivotal role in shaping individuals' lives and building a prosperous society. However, gender disparities in education remain a challenge that thwarts progress towards equality. These disparities, unequal treatment and opportunities experienced by individuals of different genders within the early year education system. From access to educational resources to academic achievement, there are notable differences between males and females at educators at this level education. Understanding and addressing these disparities are crucial steps towards creating a more inclusive and equitable educational environment for early learners.

Sandberg and Pramling-Samuelsson (2005) conducted an interview-based study to examine the gender variations in the attitudes of preschool teachers towards children's play. The study revealed notable disparities in the play willingness of female and male preschool teachers. This study additionally revealed that male preschool educators demonstrate a greater degree of fun, a characteristic that was observed by both male and female educators. Research has shown that there are differences in the teaching approaches of female and male preschool instructors. Female preschool teachers often prioritize peaceful play and place a strong emphasis on fostering social development among their students. On the other hand, male preschool teachers tend to highlight the importance of

physical development in their teaching practices. The study revealed that all preschool teachers emphasized the significance of establishing stimulating surroundings for play. The study did not establish a foundation for understanding the factors contributing to the differences among early education teachers.

Numerous scholarly investigations have posited the significant involvement of social and behavioral aptitudes in the mechanisms of gender stratification. However, there exists a dearth of knowledge regarding the precise magnitude of the impact of these skills on gender disparities in academic performance. The examination of data derived from the Early Child Longitudinal Study–Kindergarten Cohort reveals that social and behavioral skills exert significant influence on academic achievements spanning from kindergarten to fifth grade. The learning of these skills exhibits gender disparities, which significantly contribute to the gender gap observed in academic achievement during the early elementary school years. Male students experience a comparable academic benefit from their social and behavioral abilities in comparison to their female counterparts. However, female students exhibit more advanced social and behavioral skills upon entering school, and this advantage continues to expand as time progresses. The observed impact may be indicative of an assessment mechanism that incentivizes students who demonstrate greater adherence to established educational standards. However, the findings suggest that the development of social and behavioral competencies also contributes to improved academic performance. The findings of this study suggest the need to reevaluate the mechanisms at the family and school levels that contribute to the emergence of gender disparities in social and behavioral competencies, as highlighted by DiPrete et al. (2012). The present study has not addressed the factors that contribute to gender discrepancies in early childhood, hence leaving a gap in the existing research.

Buchmann et al. (2008) provides an overview of empirical studies and theoretical frameworks pertaining to gender disparities in educational achievement and attainment across several stages of development, ranging from early infancy to young adulthood. The research was conducted at Ohio State University, located in Columbus, Ohio. According to the review, there exists a correlation between academic performance throughout primary and secondary education and the level of educational attainment in the long run, encompassing factors such as high school graduation, enrollment in tertiary education, completion of college studies, as well as experiences in graduate and professional schools. The study conducted by Buchmann et al. (2008) examined disparities in educational achievement, hence creating a research opportunity for the present study.

Mbugua (2001), posited that there exist two distinct sexes, namely male and female. Additionally, Mbugua asserts that factors such as race, ethnicity, class, economic circumstances, and age play a significant role in shaping societal expectations regarding appropriate behavior for both genders. Consequently, these factors contribute to the diverse interpretations and distinctive characteristics associated with masculinity and femininity. Gender refers to the social category that is based on an individual's biological sex. The development of gender is influenced by social factors, as societal norms and interactions play a significant part in shaping social roles and relationships. This study aims to elucidate the significant elements contributing to gender imbalance in pre-school education. This statement asserts the necessity of expediting and executing the Education for All (EFA) objectives. To achieve a comprehensive comprehension of gender issues, it is imperative to integrate a dedication to pre-school education and the progression of child development. The achievement of universal primary education, gender parity in education, and the establishment of high education standards are identified as key objectives for international development by the year 2015, as outlined by the Education for All (EFA)

initiative in 1990. In order to effectively pursue the Millennium Development Goals (MDGs), it is imperative to foster a wider consensus and promote the dissemination of information and skills.

In nearly all communities, there exists a distinction in status and assigned roles between women and men. According to Kimani (2008), there is a distinction made between the labor performed by men and women. The two genders exhibit distinct qualities, habits, and desires, leading to disparate lifestyles. The recurring focus of international education and social development treaties pertains to the assurance of gender equality. The importance of teachers is widely acknowledged in their capacity to provide a conducive learning environment that caters to the holistic development of students (Dakar Framework for Action, 2000). One of the principles of this approach was the acknowledgment of the necessity for a conducive atmosphere that promotes the holistic development of the kid. The recommendation suggests the expansion of Early Childhood Care and Education (ECCE) initiatives, while acknowledging the global body of research that underscores the significance of programs aimed at facilitating holistic development in young children, encompassing their physical, cognitive, emotional, and social well-being. Dakar proposed the strategic objective of aligning basic education with poverty reduction methods. The correlation between education and poverty alleviation, particularly for women, necessitates a direct integration of education into national poverty reduction policies, and conversely, the inclusion of poverty reduction objectives within education policies. Additionally, it is recommended that a deeper practical and technical comprehension of the technique be attained by both genders, and that its adoption be encouraged. The evaluation of remuneration, training, and other human resource approaches should be conducted on an annual basis. It is important to clearly identify and address concerns that may affect

teachers' ongoing commitment, such as gender discrimination and inadequate or inconsistent compensation.

The Dakar system promotes the comprehensive development of children through the efficient administration of sexually responsive programs. Throughout the years, men have played a significant role in contributing to Early Childhood Education programs. The absence of men (often fathers) in many of our young children's lives, the scarcity of men working in the early childhood profession, and a growing interest in parent involvement in Early Childhood programs are the three trends that are to blame (Cohen 1993).

The significance of this issue is particularly pronounced in the context of Kenya, where a considerable number of households are headed by single parents, predominantly mothers and grandmothers, as highlighted by Adams and Mburugu (1994). Additionally, it is noteworthy that around one-third of rural households in Kenya are led by women. According to Koech (2004), the number of single mother-headed households in Kwale and Bungoma was on the rise. This indicates that such children lack the chance to receive treatment from their parents and therefore a male teacher is suitable substitute father. Therefore, in line with these findings, the current study may determine the social cultural factors that affect gender disparity among preschools in Kakamega East sub county, Kenya.

2.2 School Human Resource Factors influencing Gender Disparity among ECDE Teachers

Teachers' professional competence refers to the knowledge and skills they acquire via their formal education and any further training they pursue to improve their ability to carry out their job of implementing the curriculum. (Ferguson & Hellen, 1996). Therefore, the information they carry when they are entering classes and afterwards could be understood

as a relevant subject under consideration. Teacher skills and expertise are essential quality components in respect of the execution of the curriculum and can include academic and occupational qualifications, subjects, certification and course work, as revealed by (Ferguson & Hellen, 1996). Literature on teachers' qualifications in more developed nations like Germany, Netherlands and Finland shows that there is a lack of trained teachers in preschool centres (Ferguson & Hellen, 1996). That is because the governments of these countries have invested heavily at their own expense in teacher education. As a result, teachers are able to apply the program in pre-school contexts in these countries. After teacher training, teachers must demonstrate that they are participating in continuing learning to develop themselves and keep them up-to-date with recent or technical developments affecting the education field. Ferguson & Hellen (1996) noted that further training and vocational development programs will do this.

Research studies by Rutha (2013) in the United States of America, focusing on preschool teachers with university education, have been more effective than those without college qualification in the implementation of the curriculum. Cook (2002) reported that pre-school professors with a background in early childhood methodology helped to promote highly successful pre-school education in a study in Italy on "Inclusive strengths and weakness of pre-service educators who participated in a curriculum-infusion teacher program based in Maria Montessori. Although the government recognizes the importance of teacher education in developing countries like India, exercise stands as a major obstacle to many pre-school teachers having poor teaching skills. They are therefore not able to take the early childhood education curriculum effectively and implement them (UNESCO, 2010). Indonesians are aware that over 60% of early childhood school teachers have only or less high school graduates in Indonesia (2010). As a result, implementing the Early

Childhood Education curriculum was troublesome for teachers. A research conducted by Allinder (1995) found that teacher's awareness and experience in the implementation of the science topics influenced the acquisition of students' verbal and scientific concepts. However, rather than teacher's awareness and experience, the current study sought to find out the human resource factors influencing gender disparity among male teachers in ECDE in Kakamega East sub county, Kenya.

Jacob (2007) examined other qualities in the past: subject matter, test results, training establishment, advanced degrees, qualification, training and mentoring, professional development, pedagogical expertise based on content and practice. However, the results of an advanced degree from teaching are remarkably counter intuitive; the incentives provided to promote the graduation of teachers in particular (Rowan, 2002). In addition, Jacob (2007) shows that teacher certification has been examined at different levels as a signal of teacher efficiency, suggesting that complete certification has no connection with the execution of the curricula or has positive connections with the achievement of the student. The Ballou and Podgursky (2000) research has shown on the other hand that emergency qualifications are usually unrelated to student performance or are negative. One of the credentials most consistently and strongly correlated with enhanced student achievement is a teacher's subject area of certification or authorization whose concentration was in secondary schools. However, the current study's concentration was in preschools. Teacher quality is another major concern for curriculum implementation at all levels of education, including pre-schools, elementary schools, and secondary schools (Wilson, 2001). Teacher credentials are useful in recognizing teachers who increase children's performance to some degree. These studies, however, do not show the gender imbalance among these qualified teachers.

One research found male early education attendance to be 1% in New Zealand, and 2% in the US, and 4% in Germany (Sargent, 2004), the lowest proportion of early childhood educators worldwide. Based on data from the U.S. Bureau of Labor Statistics in 2007, it was found that 18.3 percent of primary and middle school teachers were identified as female, while the representation of male teachers was less than 3 percent. According to the Bureau of Labor Statistics (BLS) in 2016, the proportion of male instructors in primary and middle schools was 21.5%, while the percentage of male teachers in pre- and kindergarten settings was merely 2.5%. Between the years 2007 and 2016, there was a lack of growth observed in the United States. There is a little decline in the number of men in the early childhood education and care (ECEC) sector, as opposed to an increase. According to Maccoby (1998), scholars argue that the division of labor based on gender has been present since the early stages of ancient cultures. This division has resulted in the consistent and enduring existence of occupational differences between sexes. No European country has achieved the target of having 20% male teachers in the Early Childhood Education and Care (ECEC) sector, in relation to their efforts to increase male representation in this field. According to Vandenbroeck and Peeters (2008), Norway demonstrates superior performance compared to other nations in terms of its male early childhood education and care (ECEC) teacher representation, which stands at a mere 9%. According to Jensen (1996), Spain and Denmark achieved a growth rate exceeding 8%. In Europe, the proportion of male early childhood practitioners reached a maximum of only 9%. According to Peeters (2007), Finland possessed a 10 percent proportion of male elementary school instructors. Over the course of time, numerous research and interviews have been undertaken to explore the underlying factors contributing to the limited number of individuals engaged in Early Childhood Education and Care (ECEC) activities. Multiple

studies have demonstrated that the state is associated with diminished salaries, inadequate social conditions, apprehension regarding allegations of child abuse, and a scarcity of male companions (Klecker & Loadman, 1999). In contrast to the global trend of predominantly promoting males to positions in the early childhood education and care (ECEC) field, Ballema et al. (1999) have asserted that there exists no discernible barrier preventing men from engaging in employment involving the care and education of young children. The primary factor contributing to the primarily female composition of the early childhood workforce is the historical perception of this field as historically suited for women (Cameron, 2001).

Since 1999, the world-wide average pre-primary pupil-teacher ratio has been about 20 to 1, however, as enrollment has increased since 2003 (UNESCO, 2015) this figure is likely to improve given deliberate efforts to enhance access to basic training. While pre-school enrolment is typically lower than primary school enrolment, these ratios may vary in different regions and countries. In Central, Eastern Europe and Central Asia, the lowest average PTRs are usually found, and in South and West Asia, the biggest proportions are common. One teacher may be responsible for more than 40 children in Nepal, for example (Education International [EI, 2010]). In certain countries, the numbers of children per adult can differ as staff in rural areas are scarce. In 2008, China had 51:1 pupils in rural areas with fully skilled teachers, while the proportion in cities (about 25–28 kids per teacher) was much lower and even lower in larger cities (approximately 16–19 kids) (Sun et al., 2015). Although there is a regional average of PTRs in Sub-Saharan Africa in the region of about 29.1 per country, the average of each country can also be considerably lower, as in Togo at 17.1 or substantially higher (EI, 2010). There has been a declining trend in some countries of the Arab States. The averaging PTR decreased from almost 40 to less than 20

students per instructor in both Morocco and Oman between 1999 and 2005. (Shehadeh, 2008). Differences between public and private settings can also be different in countries. PTRs in private ECDE centers in Ghana, for example, are much less than in public ECDE centers about 26:1 and around 34:1 (EI, 2010). Not only can a lack of teachers and resulting high PTRs jeopardize the quality of interactions and the amount of learning that happens, but they can also have an impact on access, since crowded lessons can accommodate other children.

Information about implementation of the ECDE programs by devolved units in public pre-school is scarce as administration of the ECDE programs has been transferred to Kenya's 47 districts. Similarly, ECDE teachers who have been hired do not have a properly recorded professional qualification. It was therefore important to compare these variables between Kenya counties. The task of the county government shall include the funding needed in developing the infrastructure necessary for elementary and training institutions for pre-primary education and childcare, centres of home arts and village Polytechnics, Section 26 of the Basic Education Act (Republic of Kenya 2012). In Kenya, it is the case that the national government has disbursed funds for dedicated schemes, including ECDE that is placed under the management of county governments, but not restricted to the education sector (Republic of Kenya, 2014). It was therefore important to compare and determine the status of quality teaching among different counties in the country. The findings from the 2014 school census in the government of Kenya (2014) provide an overview of the ECDE, primary and secondary education system. The sector has shown considerable growth over the years, as a result of the research provided. Between 2009 and 2014 the number of ECDE, primary and Secondary schools rose 16.9%, an annual average rise of 3.2%. The highest annual growth in secondary schools is 8.2% of three tiers and

primary schools have at 5.1%, led by the ECDE at 1.0%. The sector has seen progress across the three stages in relation to gender parity. However, there are also differences between counties, with arid and semi-arid counties having the highest levels. Therefore, the current study sought to identify the human resource factors influencing gender disparity among ECDE teachers in Kakamega East sub county, Kenya.

2.3 Socio-cultural factors influencing gender disparity among ECDE teachers.

Women make up the vast majority (97%) of pre-school teachers in the United States, as reported by the NAEYC and corroborated by a 2002 survey conducted by the Center for the Study of the Childcare Workforce. According to Sanders (2004), when males participate in early childhood programmes and are engaged in roles involving the care and education of young children, they experience a distinct shift in their social context. According to Wardle (2004), there exists a substantial body of research pertaining to various minority groups, which sheds light on the challenges they have when navigating unfamiliar cultural contexts. Men may experience feelings of distinctiveness and isolation on a regular basis due to the prevalence of a culture characterized by conflict. There is a prevailing belief among individuals both within and outside the early childhood profession that women possess an inherent inclination to provide care for small children, while men do not have this predisposition (Neugebauer, 1999; Cunningham & Dorsey, 2004). The genesis of this concept can be attributed to the observation that in numerous societies, including our own, women bear the responsibility of nurturing infants within domestic and communal contexts (Koech, 2004). In terms of their interactions with their own children and children in early childhood development (ECD) programs, research suggests that males tend to engage in more playful activities, active movements, and entertainment (Fagan, 1996; Lamb, 2000). A significant number of female educators exhibit a lack of

activity. According to Wardle (2004), the male approach discussed below poses a challenge to the operational methods employed by numerous early development programs.

- Tranquil and stationary tasks that entail minimal disorder. According to Fagan (1996), early childhood programs seem to have a greater inclination towards engaging with moms as opposed to fathers. Moreover, due to a multitude of legal and cultural factors, there exists a significantly higher number of households headed by single females compared to those headed by single males. These characteristics facilitate a tendency among program practitioners to prioritize the child's mother while disregarding the father or other male individuals involved in the child's upbringing.

In many Kenyan societies particularly in rural areas, traditionalism and other cultural obstacles to gender equality are evident in education growth. There are almost all gender equality values in most rural regions in which citizens have held on the fundamental rights of all Kenyans - women, man, girl and boy such as the right to basic education - are consistently ignored and this is especially worse for women (Society for International Development, 2010). Most girls have conventional concepts like early marriages and often fatal procedures, such as female genital mutilation (FGM). In many Kenyan societies, the role of educating women still remains important in preparing them for growth and leadership. In essence, this will help to achieve gender equality that goes beyond empowering women. Development should take place in the world. It has been adopted between almost all governments in developing countries that women's empowerment is important for achieving long-term growth and it is because women historically have an essential role in the management of households. According to Wardle's (2004) findings, a prevalent belief among many individuals is that the low status and inadequate benefits associated with the early childhood profession can be attributed to its association with

being a predominantly female occupation. In a study conducted by Murnane, Singer, Willet, Kemple, and Olsen (1999), it was discovered that those who had higher IQ scores upon college graduation have a decreased likelihood of pursuing a profession in the field of teaching, in comparison to those with lower scores. Individuals possessing fewer qualifications tend to be drawn towards employment opportunities that offer comparatively lower levels of remuneration.

The lack of family planning in Kenya is one of the factors that has led to high population growth, and several factors like culture and tradition, as discussed above, could lead to this failure. The traditional culture of women as mothers and wives will eventually lead to a situation in which population growth in the nation is urgently reduced if it is to achieve a medium level economic status in development sectors like education in developed nations in Asia, such as Malaysia, Singapore, and Thailand, as envisaged in Vision 2030, which is reducing this rate. This rapid growth of the population has also alleviated further problems, such as hunger and HIV, which also restrict the achievement of gender equality. Anyangu-Amu(2010) acknowledges researchers from international aid agencies such as the United States Agency for International Development (USAID) all stressed that it was important to find ways to promote smaller families to achieve food security in the country's couples, compulsory primary and primary care for all Kenyans and pregnancy and maternity losses. In 2008, the population of Kenya reached 38 million, indicating a third increase over the preceding count of 1999. Researchers have derived estimates based on these statistics that take the country's growth rate into account, and these projections indicate that the country's population will continue to increase, reaching 82 million by 2040, ten years after the national economic roadmap Vision 2030 is expected to be fully implemented. This shows that, if not soon contained, the country's population growth rate would have an effect on

future development plans because the size of the population of the country often influences the level of the national budget available for the provision of services including essential to people, for example educational facilities.

Despite the fact that religion is widely accepted in Kenyan society, it has been identified as a barrier to achieving gender equality in education and in the country's growth. Religion offers a forum for unity of members of every culture and thus provides peace and power to what would basically be a disastrous society, but it still depicts the woman as having less status than mankind, even with this huge blessing given to humanity by religion, and this is obviously a restriction on achieving gender equality. As in for instance, the Human Development Report of the United Nations Development Program (UNDP), which includes the Gender Empowerment Measure Rankings, demonstrated that the top ten countries of the world with the highest level of gender equality were all extremely atheistic nations (Palsule, 2009). When one looks at Christianity and Islam, the most consolidated religions in Kenya, the dogma of the two religions is designed to empower women in society to acquire knowledge that serves their traditional position as good women and mothers. Some Islamic religious traditions such as the framework of purdah promote women's seclusion and stress the need for women to dress in a way that completely masks them. In particular, the structure restricts the work of women and men by reason of religion and enables girls to acquire knowledge and skills in technical and science sectors, which are often recognized as the principal drivers of Kenya's transformation from a middle income economy (Oparanya, 2010).

The Catholic denomination of Christianity does not ordain women to the priesthood and does not support the leadership of women within any church organization. This reversal is

an impediment to the evolution of the country. Global education enhances all types of development because it provides the social, economic and political awareness and abilities essential to citizens. The majority and therefore more vulnerable to poverty are women of the uneducated community in Kenya. This has continued to contribute to the gender gap in Kenya and, as such, poverty remains an important problem, as the country proposed in its Vision 2030 will continue to impede the achievement of gender equality and middle income status. Looking deeper into how poverty limits the advancement of the world as regards gender equality, it reveals how much the country has kept on developing. This poverty has, in turn, impacted many other areas of great significance for developing the country as a result of many additional factors such as corruption, natural disasters and poor governance. Some of the requirements for growth are education, leadership and health.

The absence of these abilities in several ways affects society. For example, poor parents would rather invest in a boy's education than in a girl who believes that her husband's family will only be enriched until she is married. Due to this ignorance, many women were lagging behind because they lacked basic empowerment to provide them with the skills to make a substantial contribution to the development of the nation. Poverty in Kenya mainly affects the women mentioned above and is encountered in many ways, which makes the country a challenge (Kombo&Kimani, 2010). Kenya has a humanitarian crisis, which is currently described as a persistent poverty and hunger affecting almost every year, and the failure to provide access to basic services such as healthcare, education, shelter and clean water. The country's advance to gender equities is still restricted by the lack of these facilities, since all the above factors impact Kenya's women more oppressed and excluded than men.

Based on data provided by the National Association for the Education of Young Children (NAEYC), it has been observed that around 97 percent of pre-school instructors in the United States are female. This finding is consistent with the results of a research conducted by the Center for the research of the Childcare Workforce in 2002. According to Sanders (2004), the author asserts that men who enroll in early childhood education courses and subsequently secure employment in the field of working with young children are able to achieve a notable level of excellence. According to Wardle (2004), there exists a substantial body of evidence pertaining to the challenges associated with working in diverse communities, particularly those belonging to minority groups. Men may experience varying emotions and a sense of isolation on a regular basis due to the prevalence of a culture that tends to foster conflict. There is a prevailing belief among individuals both within and outside the early childhood sector that women possess an innate capacity to provide care for young children, but men do not (Neugebauer, 1999; Cunningham & Dorsey, 2004). The aforementioned belief is derived from the observation that in numerous societies, including our own, women are assigned the responsibility of nurturing infants in both domestic and communal contexts (Koech, 2004). In relation to their interactions with their own offspring and children in early childhood development (ECD) programs, males tend to exhibit a greater inclination towards engaging in play, physical activities, and providing entertainment (Fagan, 1996; Lamb, 2000). A significant number of women do not actively engage in teaching roles.

According to Wardle (2004), the male approach described here opposes the typical operational practices of numerous early children programs, which often involve sedentary, quiet activities that generate minimal mess. According to Fagan (1996), early childhood programs tend to primarily engage with moms rather than husbands. Moreover, due to a

variety of legal and cultural factors, there exists a greater prevalence of single-female-headed households compared to single-male-headed households. These factors facilitate the concentration of program personnel on the child's mother, while potentially disregarding the father or other masculine characters in the child's social environment. Research conducted in both Canada and the United States has consistently demonstrated that deeply set cultural attitudes associate teaching primarily with women, particularly in the context of primary schools and junior grades. Consistent with the aforementioned, Kivuva (1996) unearthed that the act of a male assuming the responsibility of caring for children was perceived by society as an unconventional undertaking. In a cultural context characterized by male dominance and paternalism, Einstein (1982) asserts, along with numerous other scholars, that women and childcare are positioned as subordinate to male authority. The assignment of caring traits of elementary school teaching to males is not commonly accepted by society, and men themselves do not quickly embrace these attributes. In 2003, Ingolfur (as cited in Karlson, 1995) observed that the advocacy for feminism and gender equality appeared to evoke apprehension among male individuals regarding their involvement in primary school teaching and secondary education.

2.3.1 Teacher remuneration

The relatively modest remuneration serves as a significant deterrent for individuals considering entry into the occupation. Liang (1999) asserts that educators receive comparatively lower compensation in comparison to professionals in alternative fields. The study revealed that teachers in metropolitan Bolivia experienced a salary deficit of 35% in comparison to the control group. According to Neugebauer (1999) and Sergent (2002), there is a prevailing concern regarding the inadequate compensation and benefits received by teachers, which serves as a deterrent for their active participation in early

childhood development (ECD) programs. In addition, the absence of motivating factors for personal productivity, such as overtime compensation, and the more even distribution of salaries within the teaching occupation serve as disincentives (Ingolfur 2003). This resulted in incomes significantly lower than those of teachers in other professions.

2.3.2 Low status

Wardle (2004) discovered that many people believe that early childhood careers are a direct result of women's professions because of their poor prestige and terrible perks. According to the findings of Murnane et al. (1999), individuals who possess higher IQ scores upon college graduation have a decreased likelihood of pursuing a career in the teaching profession, in comparison to those with lower IQ scores. The act of offering lower payment incentives seems to appeal to individuals with lower levels of education.

Saigol and Danish (2016) did a study in Pakistan which revealed that the compatibility between teachers and young children has a crucial role in the context of male involvement in early childhood education. The compatibility between teachers and young students has been established in terms of instructor tolerance, comprehension, and approach. The attributes of patience, competence, and instructional approach required for effectively teaching young children are inherently lacking in males. The study further demonstrated that in Pakistan, male individuals exhibited a reluctance to pursue careers in early childhood education due to the perceived lack of sufficient remuneration and perks for instructors in this field. The primary factor influencing men's decision to pursue occupations outside of teaching within the Early Childhood Education (ECE) framework was the comparatively low salary package.

In this study, Saigol and Danish (2016) discovered that salary is the most important motivator for breadwinner men's career choices. Insufficient remuneration poses a hindrance to the participation of male wage earners in the profession, since they must

generate a satisfactory income to support the dependents of the non-teaching young educators in Pakistan. There is a prevalent inclination among males to pursue teaching positions at the secondary or higher education levels, particularly within the private educational sector in Pakistan. Teachers beyond the primary level are provided with comparatively equitable work incentives, which facilitate students in attaining minimum objectives. It is important to acknowledge that the absence of references to ethnicity, faith, sect, or age groups implies that insufficient job perks serve as the primary factor hindering men from diverse backgrounds from entering the field. This study examines the influence of gender roles and societal norms on the limited representation of men in the early childhood teaching profession. An unexpected and previously unknown discovery emerged from the study. The apprehensions surrounding instances of paedophile violence among individuals involved in the educational setting may potentially discourage guys from pursuing a career in early childhood teaching. The female participants raised concerns over kid safety in relation to potential contact with male paedophiles, particularly in light of the absence of child protection legislation in Pakistan. According to the female participants, there was a consensus that parents exhibited a preference for their children, especially daughters, not to be instructed by male teachers. This preference stemmed from the belief that young children heavily depend on older individuals for their daily activities, often engaging in close interpersonal interactions, as they are not yet capable of self-care. School stakeholders that expressed interest in the matter saw the close closeness between instructors and students as a potential risk factor for child victimization, namely in terms of violence perpetrated by male teachers and instances of sexual assault. In brief, the phenomenon of feminization in the field of early childhood education within private schools in Pakistan can be attributed to several factors. These include the correlation between teacher salaries and the predominance of female teachers, the importance of

teacher-student compatibility, the influence of gender roles and societal norms on career decisions, and the concerns of school stakeholders regarding safeguarding children from sexual violence.

The underrepresentation of men in childhood education environments can be attributed to various factors, including gender discrimination and stereotyping. One prominent factor is the prevailing belief that educating young children is primarily a woman's domain (Drury, 2008). This perception is reinforced by societal stereotypes that question the suitability of men in fulfilling caregiving roles, thereby limiting their recognition and acceptance (Clyde, 1994). Additionally, the stigma associated with male involvement in instances of child violence further discourages male participation in this field. Moreover, Drury (2008) asserts that those who are born with depression or possess an excessive amount of patience tend to perceive elementary school instruction as an unappealing profession for themselves. According to a male pre-school teacher in South Africa, the lack of male teachers in pre-school settings can be attributed to a scarcity of male educators in this domain. This shortage is indicative of the limited presence of male teachers involved in the foundational education process. The primary reason for this scarcity is believed to be the prevailing cultural and societal stigma that discourages men from pursuing careers in early childhood education. In their study on gender inequality in early childhood education careers in Kenya, Mukuna and Mutsotso (2011) discovered that various factors contribute to gender imbalances. These factors include cultural norms and stereotypes, parental perspectives, limited financial resources, diminished professional esteem, apprehension of being accused of violence, and a lower professional status. Regarding class administration, male teachers have the belief that they possess an equal level of capability compared to their female counterparts. It is posited that children who receive instruction from both male and female educators has enhanced social capabilities. According to their perspective, the

inclusion of these individuals within educational institutions is believed to enhance boys' sense of masculinity and cultivate their future capacity for nurturing children. Certain educators in the pre-school setting provide assistance to their male counterparts, although a minority of parents expressed contentment with male carers for their children. Additionally, it was shown that the majority of male educators in early childhood education settings were primarily hired as a last resort or were primarily engaged in administrative roles. Hence, the research findings did not indicate the influence of this factor on gender inequality in pre-schools in Kenya.

Ngure (2014) found that a number of factors contribute to gender imbalance among pre-school teachers in Thika District, Kenya. Among the characteristics evaluated and analyzed were the teachers' age, education level, and pay level. The study included other factors; the flexibilities of the ECD system, as regards time, proximity to the centre, socialization, pre-school teacher age, number of dependants and obligations for teachers, day-to-day pre-school programmes, and the lack of a government policy regarding the terms of service for pre-school teachers. In this study Ngure also concluded that, since they were similar to mothers, the majority of both male and female parents preferred women rather than male teachers to handle their children. Though women accounted for 83.7%, men's teachers were 16.3%. These were used by parents, who seemed to favor women to men, and thereby affected the vast number of women pre-school teachers.

Ngure (2014) also recognize that they have spent plenty of time caring for young people and taking care of other domestic tasks in flexible work plans. Another factor in salary has been described as dull, erratic and imprevisible. Many men who want to take up more lucrative occupations have been deprived of this. Near the workplaces the female teachers

were able to balance work with additional duties, such as homework and small companies around the home (Ngure,2014). Different factors contributing to gender inequality have also emerged in this research. However, there is little emphasis on social and cultural problems affecting gender inequality.It is with this background that the study will try to fill this gap.

2.4 Personal attributes influencing gender disparity among ECDE teachers

Drudy (2008) and Zhang (2017) explain that the historical lack of male teachers has been triggered by several factors such as "economic growth, urbanisation, women's social status, the culture of masculinity and [low social] childcare values." To draw more men on the ground, it will not succeed to rely on any single factor. Barnard, et al. (2000) suggested that more progress in hiring male teachers could be accomplished through collaborative work by administrators, government policymakers, existing teachers and teacher trainers. Most men decide to take part in education later than women and focus on topics needed as administrators for fulfilment (Lortie, 1975). Mason (1961) discovered that 75% of the men he surveyed intended to leave the school, 51% hoped to get a higher education job, and 20% wanted to leave the educational sector. The factors cited were pay, wages and standard of living. Married men voiced further questions about them. Robinson (1988) found that 10% of the male pre-school teachers had left their profession two years after his research. They claimed that there was more money to keep them. Brophy (1985) suggested that teachers are far more similar than their class effectiveness; that the achievement of learners other than the gender gaps can be influenced by other factors. In addition, there are those who conclude that a women's career is a direct product of the low standing and abysmal benefits of the early childhood sector. There is no sense in supporting the rise of men in the early childhood – even white men.

Nearly every country in the world now urges policymakers to attract more ECEC citizens. Some countries are moving forward to decide policies for the target. In early infant services Norway has set a goal of 20 percent male staff (Moss, 2000). The program for 10 USD 4 500 men who are taking part in the ECE teacher education program has now been revealed by New Zealand. The German project 'Early Childhood Education and Care' has invested 13 million euros and its long-term objective is 20 percent (Child Forum, 2013). Although the results were small, some progress was made to achieve a lower-gendered ECE workforce. In the meantime, the United States has progressed slowly, and the results are misleading. Wilkins and Gamble (2012) asserts it would be beneficial to recruit more male teachers to ECE, for example, by raising teacher remuneration or introducing government payback systems and offering school scholarships. In addition, it is vital for male teachers to create a network in which they can interact, help and protect each other. The NAEYC Forum, Education Network Men, and Teaching of Men are examples of similar projects. As Cunningham (1999) puts it, many people believe they are subjected to a slew of charges that could force them to resign. As a result, policies to protect them are required.

Leybold (2016) considers it necessary to include meaningful male imagery in everyday learning and show at school in administrators and classroom teachers. For instance, images of men working in nursing and caring professions should be displayed as well as posters for a president in the lobby. Teachers and administrators should examine their gender bias through the use of gender-neutral language in relation to young children, provide opportunities for each student to explore themselves and encourage staff to observe and reflect each other. Moreover, teachers and administrators should consciously collaborate with secondary schools to give students the opportunity to learn and appreciate the

teaching career of ECEC. According to Katarina Farkas, who is responsible for the Zug Teacher Education project in Switzerland (Isobel Leybold, 2016), male instructors who inspire children to pursue ECC education as a career need real-life role models rather than virtual ones in order to generate realistic pictures of males. In other words, managers and current teachers should provide children with more possibilities for learning what is like being a male teacher.

Cunningham & Charyn (2002) suggested that understanding the differences they can make in the ECE is now important for male teachers in pre-service. Trainers should also add new masculine teachers to support and instructor mentors. Colleges can also work on the possibility of work in the ECEC with the career services and trainers. Finally, trainers should ensure that male students are better prepared for literacy. One notable program is the Call Me MISTER (CMMP), which is a collaborative initiative between Clemson University and three historically black private institutions in South Carolina. This program offers participants enhanced opportunities for learning and practical experience in the field of teaching, as well as access to robust teaching and mentorship resources. This idea would have incorporated career coaching and guidance from Cunningham and Charyn (2002). Furthermore, Cunningham and Charyn (2002) proposed recommendations for teacher educators based on their study involving a survey of licensed child care professionals in Washington State. Incorporate the expressions "applications from male candidates are encouraged" or "male applicants are welcome" in job advertisements. It is recommended to categorize advertisements under the "recreation" section instead of the "child care" section. Additionally, it is advisable to engage in the recruitment and training of individuals through high school and college work study programs, sports teams, and for employment during school breaks. Utilize male individuals for the purpose of recruiting additional male

individuals. In instances when a potential candidate exhibits hesitancy in being the sole male member within the staff, inquire whether they possess any acquaintances who could be interested in working alongside them. This approach aims to initiate the involvement of men in engaging with school-age children, wherein they may first have a greater sense of ease and acceptance. While Cunningham and Charyn (2002) propose the utilization of advertisements, alternative methods of publicity have not been thoroughly investigated..

Decades of attempts to promote more men at ECE have taken place, and in each country there are various proposals and strategies. Effectiveness studies of these recommendations are essential in order to find the most appropriate methods for the recruitment of further ECE men. David Baxendell, an early childhood teacher at Christ Church, believes that one of the reasons why more men aren't interested in a career teaching children under the age of five is that it isn't seen as a profession. He believes the sector can be taken as part of the education profession rather than "care" through events like the necessity for Mukuna and Mutsotso to be completely trained in early childhood teachers in 1879. But even then he thinks that early childhood education will slowly be accepted as a discipline. The pay scales are considered another cause for not drawing men into the teaching profession for early childhood. David Baxendell, an early childhood teacher at Christ Church, believes that one of the reasons why more men aren't interested in a career teaching children under the age of five is that it isn't seen as a profession. He believes the sector can be taken as part of the education profession rather than "care" through events like the necessity for Mukuna and Mutsotso to be completely trained in early childhood teachers in 1879. But even then he thinks that early childhood education will slowly be accepted as a discipline. The pay scales are considered another cause for not drawing men into the teaching profession for early childhood.

Another impediment according to men who work in the system is that men's position in the early childhood sector is invisible and therefore unrecognized. TahuLoper, a five-year teacher, claims that all of the photographs in early childhood teaching preparation literature were of women, as were the brochures used to attract students, and that the same is true in the broader media, such as nappy advertisements on television. Duncan Fisher, a colleague, suggests that young men who may be involved in teaching young children are actually unaware that the position exists. Therefore, the current study sought to determine the personal factors influencing gender disparity among ECDE teachers in Kakamega East sub county, Kenya.

2.5 Summary

The literature reviewed relates to gender disparities in development of early childhood education teaching profession in Kenya. The literature relating to various forms of gender disparity has been reviewed. From the literature reviewed, it is worth noting that no single method of gender disparity is devoid of shortcomings from the above discussion. Some of the reviewed studies indicates mixed findings where some advocate for presence of male teachers while some indicates that female teachers are more suited to teach pre-schools. This leaves a room to explain the influence of gender disparity on early childhood teaching professional growth. In relation to human resource factors, it is not clear how they affect gender disparity in development of early childhood education teaching profession in Kakamega East Sub-County, Kenya. Most of the reviews relate human resource factors to employee motivation, general growth and performance but does not factor in gender disparity.

Further review was done to investigate socio-cultural factors influencing gender disparity in development of early childhood education teaching profession in Kakamega East Sub-County, Kenya. However, from the review, it was noted that majority of the socio-cultural factors were associated to presence of male teachers or female teachers. They explain some of the factors that determine whether male teachers or female teachers teach but fail to link these factors with gender disparity in development of early childhood education teaching profession. Finally, review was done to examine personal attributes influencing gender disparity in development of early childhood education teaching profession in Kakamega East Sub-County, Kenya. From the review, more of personal attributes looked into were tailored to individuals progress and not in relation to gender disparity in development of early childhood education teaching profession in Kakamega East Sub-County, Kenya. Based on these limited reviews, the study therefore sought to establish the influence of selected factors on gender disparities in early childhood education on a case of Kakamega East Sub-County, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The primary emphasis of this chapter is on the research design, target population, sample and sampling techniques, research instruments, as well as the reliability and validity of the study instruments. Additionally, it discusses data collection methods, data processing, and ethical considerations in addition to the validity of the study instruments.

3.1 Research design

The research design serves as a framework for the systematic gathering of data, its measurement, and subsequent analysis (Kothari, 2013). The research design utilized in this study was descriptive in nature. This study employed a correlational research design. The utilization of a descriptive research design was deemed significant in this study, as it provided an opportunity to ascertain the association between each independent variable and the dependent variable. Creswell and Creswell (2018) employed a descriptive research design to ascertain the association between an independent variable and a dependent or outcome variable within a given population. The cross-sectional design is suitable when the primary aim is to determine if there are significant associations between variables at a specific moment in time (Tobi & Kampen, 2018). Hence, the utilization of this methodology was deemed suitable as it facilitated the investigation of the correlation between certain variables and the existence of gender inequality within the field of Early Childhood Development and Education (ECDE) teaching. The researcher expressed a keen interest in collecting empirical data regarding the impact of gender discrepancies among early childhood education teachers in Kakamega East Sub-County, Kenya.

3.2 Study area

The study was carried out in Kakamega East Sub-County which is found in the eastern part of Kakamega County formally referred to as Shinyalu Division. The researcher selected the area because there's a gender disparity in development among early childhood education teachers for example Isukha East and Isukha west in Kakamega East Sub-County (County Education Report, 2021). It was imperative to understand effects of gender disparities in development of among early childhood education, Kenya in order to seek practical ways of supporting the pupils to improve in their development, thus making the current area of study worth investigating, Kakamega East Sub-County (Kakamega County Information Data Base, 2021).

3.3 Study population

The study was carried out in Kakamega East Sub-County, Kakamega County, Kenya. The 97 head teachers of public school were targeted because they are directly in charge of the school's administration including 611 teachers who receive instruction from them. The 97 section head were also targeted because they are empowered by the Ministry of Education to handle certain administrative duties over teachers. In addition, one the sub-county quality assurance officer and education officer were ideal for the study. In total the study targeted a population of 807 who are involved in gender disparities in development among early childhood education in Kakamega East Sub-county, Kenya.

Table 3. 1: Target population

No	Details	Target population
1	Head teachers	97
2	Section heads	97
3	Teachers	611
4	QUASO	1
5	Education officer	1
	Total	807

Source: Ministry of Education (2021)

3.4 Sample and Sampling Technique

Sampling is a methodological procedure that involves the deliberate selection of a subset of individuals or items from a larger population, with the aim of ensuring that the chosen sample accurately reflects the characteristics and attributes of the full population. The sampling technique employed in this study was stratified random sampling, which involved selecting schools based on their respective wards. The categorization was predicated upon the distinction of gender. Stratified sampling is a commonly employed technique in research studies wherein the features of a population exhibit significant

diversity, and the objective is to assure equitable representation of each characteristic within the final sample. Additionally, the inclusion of these measures serves to enhance the generalizability and validity of the study, while also mitigating potential research biases. In order to employ stratified sampling, the population is separated into subgroups that are both mutually exclusive and exhaustive. This implies that each individual within the population can be unambiguously categorized into a single subgroup. Gravetter, et al. (2011) conducted a study. Consequently, in order to achieve equitable representation within the chosen sample and mitigate potential biases, the researchers employed a stratified sampling technique for this study. The researchers employed a simple random sampling technique to pick participants from a stratified sample in this investigation. The methodology employed ensures that every individual within the population has an equitable probability of getting chosen. This approach entails a singular random selection and necessitates minimal prior knowledge regarding the population.

Table 3.2: Sample Size and Sampling Procedure

The sample size for the group leaders for the present study was based on the formula adopted from Getu and Tegbar (2006) which is as follows.

$$\text{Sample size} = \frac{n}{\left(1 + \frac{n}{N}\right)}$$

$$\text{And } n = Z^2 p (1-p) / w^2$$

Where;

- n is the sample size
- N is the study population
- p is the estimated proportion taken at 50% since the proportion for the current study was unknown

- w is the margin of error allowed, taken at 5% for the study taken and
- Z is the value corresponding to the level of confidence taken in the study, the confidence level was 95% (so as to allow for all possible intervals) and therefore Z = 1.96

Therefore:
$$n = 1.96^2 * 0.5 * 0.5 / 0.05^2$$

$$= 384 \quad 1.30379746840$$

Since N=474, sample size =

$$\text{Sample size} = 260$$

Therefore the sample size was 260 inclusive of program officer and quality assurance officer. These were calculated using proportions based on the population of the study. Each target population was calculated out of the total population and multiplied by the adjusted sample size in order to get the target sample size. From the sample sized

Table 3. 2 Sampling Frame

Details	Target Population	Sampling Technique
Head teachers	37	Purposive Sampling
Section heads	37	Purposive Sampling
Teachers	184	Stratified Random Sampling
Quaso	1	Purposive sampling
Education officer	1	purposive sampling
Total	260	

The study adopted simple random sampling to ensure that all the respondents had equal opportunity of selection.

3.5 Data Collection Instruments

The study employed the use of questionnaires, interviews schedules and document analysis guide to collect data. They are discussed as follows:

3.5.1 Questionnaires

The researcher distributed questionnaires with both open-ended and closed-ended questions to teachers and kids in order to get personal and specific information from the

participants. The surveys were administered to the Head teachers, deputy head teachers, and teachers. The utilization of a questionnaire was deemed suitable for the present study due to its capacity to collect responses in a standardized manner, facilitating subsequent analysis and enabling access to a larger pool of respondents in a cost-effective manner (Charmaz, 2020). The utilization of questionnaires facilitated the acquisition of data from a substantial number of participants in a time-efficient manner (Mugenda & Mugenda, 2015). A questionnaire is a structured collection of written inquiries intended to obtain information from participants, who provide their responses by either writing them out or selecting from predetermined options, pertaining to a specific subject matter (Sabo, 2019). The survey aimed to gather demographic information from the participants, including their personal details (bio data), as well as particular information regarding the impact of gender disparities on the development of early childhood education in Kakamega East Sub-County, Kenya.

3.5.2 Interview Guide

Interview was carried out with two participants who included 1 the sub county quality assurance officer and education officer were ideal for the study. It consisted of information on the study objectives and sought their qualitative description of the objectives.

3.6 Validity and Reliability of the research Instruments

Piloting refers to a preliminary investigation conducted on a small scale, aimed at refining research methodologies and processes. This practice holds significance as it allows for the assessment of instrument validity and reliability. The researcher conducted a pilot study at two schools located in Kakamega East Sub-County that were not included in the main study. A pilot study was conducted in order to assess the efficacy of the research instruments and to evaluate the feasibility of conducting a full-scale study. Preliminary

testing was conducted in order to establish a study methodology and assess the feasibility and appropriateness of the protocol.

3.7 Validity of the Research Instruments

According to Orodho (2009), validity is the degree to which a test accurately measures what it is intended to measure. Consequently, this pertains to the suitability of the instrument in generating data that is pertinent to the research goals. The researcher checked to see if the questionnaire's questions actually measured the things they were intended to test in order to confirm the validity of the research instrument. The researcher sought professional input from supervisors and lecturers within the department in order to evaluate the research instruments using the face validity approach. The questionnaires were designed in accordance with the research objectives of the study.

3.8 Reliability of the Research Instruments

Reliability is a concept that pertains to the extent to which a research instrument consistently yields dependable outcomes via multiple iterations (Kothari, 2004). The construct of dependability refers to the extent to which scores derived from a certain instrument exhibit consistency. The study questionnaire underwent a reliability assessment. In this investigation, the reliability of the completed questionnaires was assessed using Cronbach's alpha. Cronbach's alpha (α) is a statistical coefficient ranging from 0 to 1, which is employed to assess the internal consistency, homogeneity, or similarity of items inside a test. Additionally, it assesses the degree to which a set of items inside the examination effectively measures a specific behavior or characteristic. The results pertaining to the Cronbach's Alpha coefficient are displayed in Table 3.3.

Table 3. 3: Cronbach Alpha Coefficient

No	Variables	Alpha Coefficient
1	Human resource factors	0.756

2	Socio-cultural factors	0.812
3	Personal attributes	0.774
4	Early child development teaching profession	0.823
	Overall	0.783

The findings on the Cronbach's alpha coefficient show that all the constructs are reliable at an alpha value above 0.7 as recommended by Kothari (2009) on reliability. For instance, human resource factors had a coefficient of 0.756, social cultural factors had a coefficient of 0.812, personal attributes had a coefficient of 0.774 while early childhood development teaching profession had a coefficient of 0.823. The overall reliability coefficient was 0.783 implying that the questionnaire was reliable.

3.9 Procedure for Data Collection

The researcher asked for permission from the school of graduate studies at Masinde Muliro University of Science and Technology (MMUST), and then got permission from the National Commission for Science, Technology, and Innovations (NACOSTI) to do the study in public primary schools in Kakamega East Sub-County. Once the research permit was granted, the researcher got permission from the county education officer to visit each school.

Before the actual study the researcher made an acquaintance visit in all selected public primary schools. Appointment was booked with sampled respondents so that adequate preparation is made for that purpose. The selected schools were administered randomly. This had an advantage due to the busy schedules. Thereafter, the questionnaires were administered to teachers and pupils in the sampled schools on the same day. However, due to the nature of information of the study the researcher did much of the work.

3.10 Data Analysis Procedure

The research utilized a combination of qualitative and quantitative methodologies. The data pertaining to the impact of gender disparities on the development of early childhood education in Kakamega East Sub-County, Kenya was systematically analyzed. This entailed the analysis of data collected from previously mentioned participants. The fully assembled instruments were gathered and organized. The analysis of quantitative data involved the utilization of descriptive statistics, which were afterwards presented through the use of tables, bar graphs, and pie charts. The acquired data underwent coding and was subsequently loaded into the computer system for analysis, utilizing the Statistical Package for Social Sciences (SPSS). The data underwent analysis utilizing both descriptive and analytical statistical methods. Furthermore, the researcher employed multiple regression analysis to assess the magnitude and impact of the factors. In contrast, the researchers categorized qualitative data obtained from open-ended questions into themes, categories, and patterns that align with the objectives of the study (Mishra & Alok, 2022). Maulud and Abdulazeez (2020) assert that the utilization of a linear regression model is appropriate for the examination at hand. The research data was subjected to analysis using descriptive statistics, and the association between the variables was determined using the subsequent general linear regression model.

$$\textbf{Model 1; } Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where: Y = Dependent Variable (student's discipline)

Independent variables which include;

X_1 is Human Resource,

X_2 is Social-cultural, and,

X_3 is Personal attributes.

In the model, β_0 represents the constant term while the coefficients β_1, β_2 , and β_3 , was used to measure the sensitivity of the dependent variable (Y) to unit change in the predictor variables X_1, X_2 , and X_3 .

ϵ is the error term which captures the unexplained variations in the model. When moderation is introduced i.e. Model 1 plus government regulation as a moderating factor;

$$\text{Model 2; } Y = \beta_0 + \beta_1 X_1 * M + \beta_2 X_2 * M + \beta_3 X_3 * M + \epsilon$$

Where β_0 = a constant

$\beta_0, \beta_1, \beta_2$, and β_3 are the regression coefficients

ϵ = the stochastic term

M is government regulation as a moderator.

3.11 Ethical considerations

Throughout the investigation, the researcher demonstrated a meticulous adherence to ethical considerations. A request was made for a letter from the Ethics and Review Committee of Masinde Muliro University of Science and Technology. The purpose of this section was to provide an explanation of the study's subject matter. Additionally, any necessary permissions were obtained from the appropriate authorities. The participants were provided with this letter by the researcher before to commencing the study.

The principles of privacy and confidentiality were adhered to throughout the process of data collection and in the subsequent management of the data. The researcher provided reassurance to the participants that the data being collected was exclusively for academic purposes, and emphasized that the information obtained would be handled with utmost confidentiality. Additional ethical procedures implemented during the data collection phase encompassed the acquisition of consent from individuals in positions of authority to provide access to study participants within educational institutions.

The researcher took measures to safeguard the anonymity of individuals, roles, and situations in order to maintain the integrity of data interpretation. This was achieved by providing a precise and truthful explanation of the information. The preservation of participant confidentiality was ensured through the implementation of measures to maintain their anonymity. The utilization of respondents' names was omitted during the presentation and interpretation of the findings.

In this study, the researcher implemented measures to safeguard the well-being of the participants by refraining from posing inquiries of a personal or sensitive nature.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

Introduction

This chapter presents the findings of the study based on the questionnaires, interview guides and observation schedule from the field. The findings are presented systematically according to the objectives of the study, with the main aim of establishing the influence of human resource factors, social cultural and personal attributes on gender disparity among early childhood education teaching profession. However, preliminary information that entails the response return rate and demographic characteristics of the respondents are presented first.

4.1 Response Return Rate

A total of 258 questionnaires were administered to head teachers, deputy head teachers and ECDE teachers across 37 schools that were randomly sampled to participate in the study. In addition, 1 sub-county quality assurance officer and 1 education officer participated through interview.

Table 4. 1: Response Return Rate

No	Number of Questionnaires	Returned	Response Rate
Head teachers	37	36	97.3
Deputy head teachers	37	36	97.3
Teachers	184	180	97.8
Sub-county QUASO	1	1	100
Education officer	1	1	100
Total	260	254	97.7

The study successfully obtained a total of 252 completed questionnaires, as well as the participation of one quality assurance officer from a sub county and one education official. Hence, the overall response rate of 97.7% achieved in this study was deemed satisfactory. According to Saunders, Lewis, and Thornhill (2007), an acceptable level of response rate is considered to be between 30% and 40%. Conducting a response rate analysis is essential in determining whether a study has successfully achieved the necessary number of participants to ensure validity, effectiveness, and representativeness of the intended demographic. Young (2013) conducted a study. In contrast, Sekaran (2003) and Mugenda (2003) suggest that a response rate of 30% and greater than 50% respectively is deemed appropriate. Additionally, Hager, Wilson, Pollack, and Rooney (2003) endorse a response rate of 50% as satisfactory. Based on the findings of Garg and Kothari (2014), a response rate exceeding 70% is considered reliable for conducting analysis. Therefore, the response rate observed in this study can be deemed as sufficiently adequate.

4.2 Demographic Information of Respondents

Demographic information comprised the bio data of the respondents who were in different categories. These entailed respondent on the questionnaire, interview guides which was responded to by the pupils, education officers and quality assurance officers and questionnaires which were responded to by head teachers, deputy head teachers and teachers of pre-school learners in the sampled schools. First, the questionnaire respondents bio data is presented as shown in Table 4.2.

Table 4. 2: Demographic Characteristics of Respondents

Gender	Frequency	Percent
Male	58	23.0
Female	194	77.0
Total	252	100.0
Education level	Frequency	Percent
Certificate	27	10.7
Diploma	68	27.0

Degree	138	54.8
Masters	19	7.5
Total	252	100.0
Organization that employed me	Frequency	Percent
County Government	73	29
BOM	57	22.6
TSC	122	48.4
Total	252	100
Number of years worked	Frequency	Percent
2 years and less	44	17.5
3-5 years	117	46.4
5 years or more	91	36.1
Total	252	100

From the findings, majority of the respondents, 194(77.0%) were female respondents while 58(23.0%) were male respondents. This indicates that given the equal chance of sampling, most of the schools have female teachers teaching pre-school learners. This is a partial indication of gender bias among preschools teachers. For the level of education, the findings shows that majority of the respondents, 138(54.8%) had achieved a degree level, followed by 68(27.0%) who have achieved a diploma level. Twenty seven, 27(10.7%) of the teachers had certificate level while 19(7.5%) had Masters level of education. These findings indicates that most of the teachers had adequate education on teaching and therefore were well versed with gender issues in schools.

The teachers were also asked to indicate the type of organization that employed them, whether it was Board of Management in schools, County government or Teachers Service Commission. From the findings, it emerged that majority,122(48.4%) of the teachers were employed by teachers service commission, followed by those employed by County Governments, 73(29.0%) and finally those, 57(22.6%) employed by schools' Board of Management. Given that majority of the teachers were employed by TSC, which is a reputable parastatals with equal opportunity employment, there could be no gender prejudice or favouritism hence employment could have been based on merit. This means

that there are other factors which contributed to employment other than the organization that participated. Finally, the findings shows that majority, 117(46.4%) of the teachers who participated had worked for a period of 3-5 years, followed by 91(36.1%) who had taught for over five years and finally 44(17.5%) who had taught for a period of 2 years or less. These findings imply that majority of the teachers that participated in the study had adequate years of experience and therefore could not have provided unreliable information.

4.3 Gender Distribution among Sampled Schools

The researcher sought to establish one of the aspects of gender disparity among schools by asking the respondents to indicate the number of male and female teachers in their schools. The findings are presented as shown in Table 4.3 that follows in which categories indicate particular schools with respective number of male and female teachers. For example, schools in category 1 had 4 male teachers and 7 female teachers.

Table 4. 3: Gender Distribution by Categories

Categories	Total Teachers	Male Teachers	%	Female Teachers	%	Frequency of Respondents	%
Category 1	11	4	36.4	7	63.6	63	25.0
Category 2	13	5	38.5	8	61.5	59	23.4
Category 3	9	3	33.3	6	66.7	43	17.1
Category 4	13	6	46.2	7	53.8	57	22.6
Category 5	12	7	58.3	5	41.7	25	9.9
Category 6	13	2	15.4	11	84.6	5	2.0

From the analysis, the number of teachers in schools that participated in the study ranged between 9 and 13 teachers in the six categories of schools. Keenly observing the percentage distribution of teachers, it emerged that female teachers had the highest percentage, ranging between 41.7 % and 84.6% as compared to the male teacher percentage that ranged between 15.4% and 58.3%. The highest percentage of respondents

(in school category 1), 25.0% reported a female to male ratio percentage of 63.6% to 36.4% while the least number of respondents in category 6 school reported a ratio of 84.6% to 15.4% of female to male teachers respectively.

4.4 Gender preference among Schools

Respondents were asked to share their views on whether they preferred either male or female teachers teaching in pre-schools. The first question stated that, “Do you think we need male teachers to teach pre-school”, while the second question stated that “Do you think we need female teachers to teach pre-school?” The findings are presented as shown in Table 4.4 below.

Table 4. 4: Gender Preference Among Schools

Male		Frequency	Percent
	Yes	63	25.0
	No	189	75.0
	Total	252	100.0
Female		Frequency	Percent
	Yes	227	90.1
	No	25	9.9
	Total	252	100.0

From the findings, majority of the respondents, 189(75.0%) indicated that they preferred female teachers teaching in pre-schools, only 63(25.0%) cited a preference for male teachers. Likewise, 227(90.1%) of the respondents preferred female teachers as opposed to 25(9.9%) of the respondents for male teachers in pre-schools. The common reasons for the preference of female teachers in pre-schools revolved around the care-nature of female teachers, perseverance, patience and trust worthiness of female teachers with pre-school

learners. Some of the respondents reported that male teachers were not capable of handling pre-school learners due to their nature of being harsh and careless. Other respondents reported that socially and culturally, it was acceptable for female teachers to handle pre-school learners.

4.5 Human Resource Factors Affecting Gender Disparity

In the first objective, the study sought to establish the human resource factors influencing gender disparity in development of early childhood education teaching profession in Kakamega East Sub-County, Kenya. The research question stated that “To what extent does human resource factors influence gender disparity among early childhood education teaching profession in Kakamega East Sub-County, Kenya” Therefore the selected human resource factors were career profession, job satisfaction and career progression and opportunities. These were rated on a five point Likert Scale ranging from SD-Strongly disagree to SA- Strongly agree. Descriptive statistics entailing frequency counts, means are presented as shown in tables that follow.

4.5.1 Career Profession

Career profession was measured using five elements all rated on a five point Likert scale. The findings were presented using frequency table. The results are shown in the table below.

Table 4. 5: Career Profession.

Statement	SD	D	U	A	SA	M	STD
Career							
Profession							
Gender related						3.8	1.14
profession	10(4.0)	31(12.3)	37(14.7)	91(36.1)	83(32.9)		

Advancement in						4.0	1.28
education	23(9.1)	18(7.1)	12(4.8)	80(31.7)	119(47.2)		
Commitment to a						3.4	1.29
career	27(10.7)	47(18.7)	15(6)	112(44.4)	51(20.2)		
Capacity building	34(13.5)	70(27.8)	10(4.0)	90(35.7)	48(19)	3.2	1.38
Training and						2.5	1.36
development	65(25.8)	93(36.9)	23(9.1)	39(15.5)	32(12.7)		
Mean and						3.4	.84
Standard							
deviation							

Key: SD-Strongly disagree, D-Disagree, U- Unsure, A- Agree and SA- Strongly agree, M- Mean, STD-Standard Deviation.

From the results in Table 4.5, majority of the teachers, 91(32.9%) agreed that teaching pre-schools was a gender related profession, which was strongly agreed by 83(32.9%) of the respondents as well with a high rating (M=3.8, SD=1.14), although there were high variations in the response. Advancement in education also emerged as an aspect of gender disparity as indicated by majority, 119(47.2%) of the respondents who strongly agreed, coupled with a high mean and standard deviation (M=4.0, SD=1.28). Another aspect of gender in career profession was commitment to a career, on whose majority, 112(44.4%) agreed and were supported by 51(20.2%) who strongly agreed, with a high mean and standard deviation (M=3.4, SD=1.29). Capacity building was also reflected as gender-wise among schools as agreed by majority, 90(35.7%) and supported by 48(19.0%) with a high mean and standard deviation (M=3.2, SD=1.38). However, concerning training and development, majority, 93(36.9%) of the respondents disagreed that it displayed gender disparity. It can be noted from these findings that whereas most of the constructs under

career profession affected gender disparity, there were high variations among the respondents. Generally, it career profession scored a high mean (M=3.4, SD=.84) implying that it was a considerable factor in gender disparity.

4.5.2 Job Satisfaction

Six statement were used to measure job satisfaction. The respondents were asked to rate the statement on a five-point Likert scale. The results are presented in the Table 4.6.

Table 4. 6 Job Satisfaction

Job Satisfaction	SD	D	U	A	SA	M	STD
I am satisfied with						3.6	1.35
my job	32(12.7)	34(13.5)	16(6.3)	101(40.1)	69(27.4)		
I am committed to						3.9	1.24
my job	13(5.2)	37(14.7)	17(6.7)	81(32.1)	104(41.3)		
My job is good	31(12.3)	40(15.9)	24(9.5)	63(25)	94(37.3)	3.5	1.46
Good						2.5	1.40
Remuneration	67(26.6)	93(36.9)	19(7.5)	36(14.3)	37(14.7)		
Proximity to ECDE						4.2	1.04
centre	12(4.8)	8(3.2)	21(8.3)	96(38.1)	115(45.6)		
Flexibility of work						3.8	1.29
schedule	24(9.5)	28(11.1)	14(5.6)	99(39.3)	87(34.5)		
Mean and Standard						3.6	.48
deviation							

Key: SD-Strongly disagree, D-Disagree, U- Unsure, A- Agree and SA- Strongly agree, M- Mean, STD-Standard Deviation.

The second human resource factor indicating gender disparity was job satisfaction. From the findings, majority of the teachers, 101(40.1%) indicated that they were satisfied with

their job, and were supported by 69(27.4%) teachers who strongly agreed. The statement rating was high (M=3.6, SD=1.35) although with high standard deviation. It also emerged clearly that majority, 104(41.3%) of the teachers strongly agreed that they were committed to their job, with a high rating (M=3.9, SD=1.24) and 94(37.3%) strongly agreed that their job was good with a high rating (M=3.5, SD=1.46). However, a larger number, 93(36.9%) of the teachers disagreed that they were motivated by good remuneration, and were supported by 67(26.6%) which is confirmed by a low mean and high standard deviation (M=2.5, SD=1.40). Proximity to ECDE centres as well as flexibility of work schedule as emerged as gender disparity issues as indicated by majority 115(45.6%) and 99(39.3%) of the teachers who strongly agreed and agreed respectively with high means and standard deviation of (M=4.2, SD=1.04) and (M=3.8, SD=1.29). The overall high mean (M=3.6) and low standard deviation (SD=.48) confirms the job satisfaction rating among teachers as a gender disparity issue in lower primary schools.

4.5.3 Career Progression and Opportunities

Respondents were asked to rate statements to measure career progression and opportunities on a five-point Likert scale. The results are presented using a frequency table below.

Table 4. 7 Career Progression and Opportunities.

Career Progression and Opportunities	SD	D	U	A	SA	M	STD
I have gained many years of experience in teaching	28(11.1)	39(15.5)	26(10.3)	88(34.9)	71(28.2)	3.5	1.34
I have gained sufficient skills in	28(11.1)	35(13.9)	19(7.5)	85(33.7)	85(33.7)	3.7	1.36

teaching							
I have got promotion	24(9.5)	23(9.1)	15(6)	95(37.7)	95(37.7)	3.8	1.28
I usually get more						2.4	1.43
and better							
opportunities	83(32.9)	87(34.5)	23(9.1)	16(6.3)	43(17.1)		
Have risen in ranks	55(21.8)	27(10.7)	28(11.1)	87(34.5)	55(21.8)	3.2	1.47
Mean and standard						3.4	0.73
deviation							
Overall mean and						3.4	0.46
Standard deviation							

Key: SD-Strongly disagree, D-Disagree, U- Unsure, A- Agree and SA- Strongly agree, M- Mean, STD-Standard Deviation.

Finally, gender disparity in career progression and opportunity as a human resource factor results are indicated. From the findings, majority, 88(34.9%) of the teachers had gained many years of experience in teaching, which was confirmed by a high mean (M=3.5, SD=1.34). Furthermore, majority, 85(33.7%) of the teachers agreed or strongly agreed that they had gained sufficient skills in teaching, which was also indicated by a high mean and standard deviation (M=3.7, SD=1.36). From the findings, majority 95(37.1%) of the teachers either agreed or strongly agreed that they had received promotions (M=3.8, SD=1.28), and at least 87(34.5%) agreed or strongly agreed that they had risen in ranks as confirmed by a high mean (M=3.2, SD=1.47). However, majority, 87(34.5%) disagreed that they usually get more and better opportunities, which is also indicated by a low mean with high standard deviation (M=2.4, SD=1.43). These findings imply that career progression plays a majority role among lower primary teachers as a gender disparity issue, and this is confirmed by the overall career progression and opportunities mean of 3.4 and

standard deviation of 0.73 units. These findings imply that career progression and opportunities plays a gender role among lower primary teachers. The overall mean of human resource factors was high (M=3.4, SD=.46) implying that there was gender variability in human resource factors among lower primary teachers teaching pre-school learners.

Further analysis was carried out to establish the human resource factors influencing gender disparity in development of early childhood education teaching profession in Kakamega East Sub-County, Kenya. Linear regression model was therefore used to establish this effect. Development of ECE teaching Profession was regressed against mean human resource factors. The findings on summary model results are presented as shown in Table 4.8 that follows.

Table 4. 8: Percentage Variance in Early childhood Development Accounted for by Human Resource Factors

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.678 ^a	.459	.457	.58756	.459	212.331	1	250	.000

a. Predictors: (Constant), mean human resource factors

From the results in Table 4.8, and R value of 0.678 is indicative of high multiple correlation between human resource factors and gender disparity in development of early childhood education teaching profession. Squaring the R value, we find an R^2 value of 0.459, which implies that human resource factors account for 45.9% variance in gender disparity in development of early childhood education teaching profession. The overall model was also found to be significant, $F(1,250)=212.331$, implying that the choice of gender disparity in human resource factors as a determinant of Development of ECE teaching Profession was

not by chance. Furthermore, findings on the model coefficients are presented as shown in Table 4.9 that follows.

Table 4. 9: Model Coefficient on Effect of HRF on gender disparity among in Development of ECE teaching Profession

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
	(Constant)	1.312	.136		9.620	.000
1	mean human resource factors	.689	.047	.678	14.572	.000

a. Dependent Variable: Development of ECE teaching Profession

The first objective of the study was to establish human resource factors influencing gender disparity in development of early childhood education teaching profession in Kakamega East Sub-county, Kenya. A research question was developed that sought to answer the question This “to what extent does human resource factors influence gender disparity among early childhood education teaching profession”. Human resource factors account for 45.9% of variance in the gender disparity, therefore answering the question to what extent. The findings further indicates that gender disparity among human resource factors have a positive and significant effect on development of ECE teaching profession ($\beta=.678$, $p<.05$). This means that the higher the gender disparity among the human resource factors the better the development of ECE teaching profession among schools.. The above further implies that human resource based involvement of female teachers is more likely to enhance their development of ECE teaching profession.

In addition to these findings, an interview was carried out with sub county education officers on whether human resource factors had influence on teachers gender parity I early childhood education. He was noted saying,

Teachers are subjected to log constraints during recruitment. There are no promotions in this sector. Most of the teachers train upto degree level but they remain as classroom teachers earring peanuts. The job security is low and teachers can be fired any time from school without any procedure. There is no any compensation and benefits to teachers and this has led to poverty and lack of direction. Teachers are not given training opportunity, leading to low development. Lack of funds required for the development of infrastructure for institutions. Some of the centers lack classrooms and children learn under trees. Lack of furniture and feeding programmes.

From the above findings, it can be noted that some of the human resource factors affecting gender parity in schools entails mismatch between teachers training and their promotions, such that whether they train to higher levels, there are no promotions. In addition, there is lack of benefits for the same teachers. Further discouraging factors include lack of job security, and perhaps this is what drives male teachers away from early childhood education profession. Additionally, this implies that women possess a higher capacity to endure certain human resource concerns, whereas men have an inability to withstand these particular challenges. These findings are consistent with those of Ferguson and Hellen (1996), who observe that professional competence refers to the expertise that teachers develop via both academic and additional training efforts aimed at enhancing their ability to effectively apply the curriculum. These outcomes support the previous gender parity

studies which found that male early education attendance to be 1% in New Zealand, and 2% in the US, and 4% in Germany (Sargent, 2004). However, on the contrary, other studies found that whereas more men are promoted to the ECEC worldwide, Ballema, et al. (1999) indicated that no reason prevents men from working with young children. It can however be concluded that in the study area, human resource factors are a significant cause for gender parity in early childhood education profession among teachers.

4.6 Socio-cultural factors influencing gender disparity among ECDE teachers

In order to investigate the socio-cultural factors influencing gender disparity in development of early childhood education teaching profession in Kakamega East Sub-County, the study sought the common problem that ECDE pre-school teacher teachers faced first. The findings are presented as shown in Table 4.10 that follows.

Table 4. 10: Common Problems Faced by ECDE Teachers

Common Problems	Frequency	Percent
Lack of instructional materials	54	21.4
Lack of text books	63	25.0
Lack of infrastructure	35	13.9
Poor remuneration	64	25.4
Community culture	36	14.3
Total	252	100.0

From the findings, majority of the teachers, 64(25.4%) indicated that the most common problem was poor remuneration followed by 63(25.0%) who indicated that it was lack of text books. Fifty four, 21.4% of the teachers indicated that it was lack of instructional material while 36(14.3%) revealed that it was community culture. The least number of teachers, 35(13.9%) indicated that it was lack of infrastructure.

Next, the study presented social cultural factors affecting gender disparity. Respondents were asked to rate a few selected items on a Likert scale ranging from 1-strongly disagree to 5-strongly agree. Analysis was done using frequency counts, percentages, means and standard deviations. The findings are presented as shown in Table 4.11 that follows.

Table 4. 11: Social Cultural Factors

Socio cultural factors	SD	D	U	A	SA	M	STD
ECDE teaching is taken as last resort	48(19)	62(24.6)	44(17.5)	51(20.2)	47(18.7)	2.9	1.40
we have gender stereotype kind of discrimination in ECDE	44(17.5)	52(20.6)	59(23.4)	62(24.6)	35(13.9)	3.9	1.15
Social compatibility is a reason male keep off from ECDE teaching	47(18.7)	62(24.6)	50(19.8)	58(23)	35(13.9)	2.9	1.33
Fear for child mishandling is the cause of few male in ECDE	30(11.9)	31(12.3)	14(5.6)	66(26.2)	111(44.0)	3.8	1.42
Culture and perception of parents on male teachers is the cause of few male ECDE teachers	38(15.1)	32(12.7)	38(15.1)	69(27.4)	75(29.8)	3.4	1.42
Male teachers important as roles models to the pre-school children?	16(6.3)	11(4.4)	19(7.5)	75(29.8)	131(52)	4.2	1.15
Gender prejudice	70(27.8)	85(33.7)	24(9.5)	53(21)	20(7.9)	2.5	1.31
Women are looked down upon in society	31(12.3)	51(20.2)	58(23)	61(24.2)	51(20.2)	3.2	1.31
Cultural practices	49(19.4)	23(9.1)	74(29.4)	62(24.6)	44(17.5)	3.1	1.34
Overall mean and standard deviation						3.4	.64

Key: SD-Strongly disagree, D-Disagree, U- Unsure, A- Agree and SA- Strongly agree.

M- Mean, STD-Standard Deviation.

From the findings, 62(24.6%) of the respondents disagreed that ECDE teaching is taken as last resort, which is also reflected by a low mean (M=2.9, SD=1.40). This implies that

ECDE teaching can be equally treated as other professions. In addition, the findings shows that social compatibility is not the reason male keep off from ECDE teaching, as reported by majority, 62(24.6%) who disagreed, with a low mean ($M=2.9$, $SD=1.33$). Besides, majority of the respondents, 85(33.7%) disagreed that it was gender prejudice ($M=2.5$, $SD=1.31$).

The findings further shows that there was gender stereotype kind of discrimination in ECDE as indicated by majority, 62(24.6%) of the teachers with a high mean and standard deviation ($M=3.9$, $SD=1.15$). Fear for child mishandling as emerged as a social cultural factor as indicated by majority, 111(44.0%) of the teachers who strongly agreed. This was also confirmed by a high mean and standard deviation ($M=3.8$, $SD=1.42$). The findings also revealed that culture and perception of male teachers was the cause of few male ECDE teachers as revealed by majority, 75(29.8%) of the respondents who strongly agreed with a high mean ($M=3.4$, $SD=1.42$). It came out clearly that women were looked down upon in the society as revealed by majority, 61(24.2%) of the respondents who agreed and supported by 51(20.2%) who strongly agreed, with a high mean of 3.2 and standard deviation of 1.31. Finally, the findings shows that cultural factors in general contributed to gender disparity ($M=3.1$, $SD=1.34$) although majority of the respondents remained neutral on the statement. From these findings, it can be deduced that social cultural factors display gender disparity among schools, which is affirmed by an overall mean ($M=3.4$, $SD=.64$) which is high, thus confirming the high extent of gender disparity in social cultural factors among schools.

Finally, in order to investigate the effluence of socio-cultural factors on gender disparity in development of early childhood education teaching profession, and answer the research question “How are the socio-cultural factors influencing gender disparity among early childhood education teaching profession in Kakamega East Sub-County, Kenya?”, a

simple linear regression model was carried out, where gender disparity in development of early childhood education teaching profession was regressed against social cultural factors scale. The summary model findings are presented as shown in Table 4.12 that follows.

Table 4. 12: Percentage Variance in Early childhood Development gender disparity Accounted for by Social Cultural Factors

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.610 ^a	.372	.370	.63317	.372	148.119	1	250	.000

a. Predictors: (Constant), socio-cultural factors

From the findings, it emerged that social cultural factors accounted for 37.2% variance in gender disparity among early childhood education teaching profession (R square=.372, $p<.05$). These findings were found to be significant as indicated by the overall model significance and F ratio, $F(1,250)=148.119$, $p<.05$, with a small standard error, which is less than one, implying that the results had high precision. When the overestimation was controlled for through shrinkage, the percentage variance in gender disparity among early childhood education teaching profession shifted to 37.0 percentage. These findings imply that social cultural factors explain a significant amount of variance in gender disparity among early childhood education teaching profession.

Further findings using model coefficients were also presented as shown in Table 4.11 that follows.

Table 4. 13: Effect of Social Cultural Factors on gender disparity among early childhood education teaching profession

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
	(Constant)	1.830	.121		15.086	.000
1	socio-cultural factors	.465	.038	.610	12.170	.000

a. Dependent Variable: mean early childhood development

From the findings in Table 4.13, it is clear that social cultural factors positively contributed to gender disparity among early childhood education teaching profession ($\beta=.610$, $p<.05$). This implies that social cultural factors enhances the contribution of a particular gender in their development of gender early childhood education teaching profession. In addition, a one unit improvement in social cultural factors (such as perceiving female teachers as more aligned to teach pre-school learners or improving the role of males teachers) enhances gender disparity among early childhood education teaching profession by a magnitude of 0.610 units. The unstandardised coefficient beta .465 is positive implying a significant positive effect on the gender disparity thereby answering the research question.

Further analysis was carried with sub county education officers on the influence of social cultural factors on gender disparity among the study schools. The respondent, a sub county education officer was quoted,

“The ECD profession is dominated with ladies, and male teachers believe that handling children is not easy. Some parents don’t prefer their children, especially their daughters being taught by male teachers because young children depend hearing role modelling and taking care of themselves. Some parents don’t trust

male teachers and they rather think that their young girls can be sexually abused by male teachers. Culture and stereotype perception by parents, low salary, low respectability of the profession, fear of being accused of abuse and low status of the profession”

From these findings, it comes out clearly that culturally, early childhood profession is dominated by female teachers. This is because female teachers find it easy to handle young children as compared to male teachers who find it difficult. In addition, the findings shows that parent’s preference is another cultural factor associating gender disparity among early childhood profession, Some parents believe that male teachers can sexually harass their daughters while some associate it to role modelling. Besides, culture places female teachers in better position to teach young ones unlike male teachers since the cultural superiority dictates male to lose respect if joining early childhood education. These and other factors revealed in descriptive statistics indicate that social cultural factors are significant determinants of gender disparity among early childhood education. These findings agree with the previous studies such as Neugebauer (1999), Cunningham and Dorsey (2004) who found that many people in and out of the early childhood profession believe that women are predisposed to caring for young infants by nature, but men are not. The findings also collaborate with those of Koech, (2004) who indicates that in most cultures, women are burdened with the role of raising children both at home and in collective settings. It can thus be concluded that social cultural factors significantly determine gender disparity among early childhood profession in schools.

4.7 Personal attributes influencing gender disparity among ECDE teachers

The final objective of the study sought to establish the personal attributes influencing gender disparity among ECDE teachers. This was also guided by the research question which stated that “What are the personal attributes influencing gender disparity among

early childhood education teaching profession in Kakamega East Sub-County, Kenya?”

First, the study sought information from the respondents on their preferable employment agency by asking “ Which agency would you prefer to recruit ECDE teachers?” The findings are presented as shown in Table 4.12 using frequency counts and percentages. Agencies entailed BOM, County Government, National Government and TSC.

Table 4. 14: Preferable Employment Agency

Employment Agency	Frequency	Percent
BOM	22	8.7
County Government	87	34.5
National Government	88	34.9
TSC	55	21.8
Total	252	100.0

From the findings, majority of the teachers, 88(34.9%) reported that they preferred the national government, followed by 87(34.5%) who preferred County Governments, 55(21.8%) who preferred TSC and finally 22(8.7%) who preferred employment agency. From these findings, it can be deduced that majority of the teachers preferred being hired by either national government or county government. Furthermore, teachers were asked to indicate the category of their salary. The findings are presented as shown in Table 4.13 that follows.

Table 4. 15: Category of Salaries

Category of Salaries	Frequency	Percent
2000-9000	24	9.5
10000-15000	23	9.1
16000-20000	148	58.7
Above20,000	57	22.6
Total	252	100.0
Does salary encourage during recruitment	Frequency	Percent
Yes	202	80.2

No	50	19.8
Total	252	100.0

From the findings, the highest number of ECDE teachers, 148(58.7%) received a salary between Kes 16,000 and Kes 20,000 followed by 57(22.6%) who received a salary above Kes 20,000. Twenty three, that is 9.1% received a salary range of Kes 10,000 to 15,000 while 24(9.5%) received a salary range of Kes 2,000 and 9,000. Salaries have been important to any employee and so the study also sought to establish if salary was an encouraging factor in recruitment. From the findings, majority of the respondents, 202(80.2%) agreed that it encouraged them while only 50(19.8%) declined that salary was not a personal issue that encouraged them.

Finally, the study sought a rating of personal attributes affecting gender disparity using a Likert scale ranging from 1-Strongly disagree to 5-Strongly agree as; Strongly Disagree (SD) = 1 point, Disagree (D) = 2 points, Undecided (U) = 3 points, Agree (A) = 4 points and Strongly Agree (SA) = 5 points. The data were analysed using descriptive statistics, which entailed frequency counts, percentages, means and standard deviations. The findings are presented as shown in Table 4.16 that follows.

Table 4. 16: Personal Attributes affecting gender disparity

Personal Attributes	SD F(%)	D F(%)	U F(%)	A F(%)	SA F(%)	M	STD
There is no difference between a male and female teacher to learners	20(7.9)	47(18.7)	23(9.1)	70(27.8)	92(36.5)	3.7	1.35
Male pre-school teachers are effective classroom teachers	31(12.3)	58(23)	47(18.7)	58(23.0)	58(23.0)	3.2	1.35
I can only trust female pre-school teachers with my	37(14.7)	52(20.6)	19(7.5)	77(30.6)	67(26.6)	3.3	1.43

child ECDE programs should reflect staff diversity	19(7.5)	36(14.3)	42(16.7)	80(31.7)	75(29.8)	3.6	1.26
Male pre-school teachers lack patience with the children	19(7.5)	8(3.2)	15(6)	73(29)	137(54.4)	4.2	1.17
Personal interests	23(9.1)	36(14.3)	22(8.7)	90(35.7)	81(32.1)	3.7	1.30
Education aspirations	67(26.6)	69(27.4)	50(19.8)	27(10.7)	39(15.5)	2.6	1.39
Self esteem	58(23)	31(12.3)	56(22.2)	59(23.4)	48(19)	3.0	1.43
Salary	62(24.6)	45(17.9)	78(31)	39(15.5)	28(11.1)	2.7	1.30
Career preference	20(7.9)	47(18.7)	23(9.1)	70(27.8)	92(36.5)	3.7	1.35
Mean and Standard deviation						3.4	.72

Key: SD-Strongly disagree, D-Disagree, U- Unsure, A- Agree and SA- Strongly agree.

M- Mean, STD-Standard Deviation.

The findings shows that majority, 92(36.5%) of teachers strongly agreed that there is no difference between male and female teacher to learners, which was affirmed by 70(27.8%) teachers that agreed. A high mean (M=3.7, SD=1.35) was obtained on the statement, implying that there was little or no teacher gender disparity to students. A cumulative majority of the respondents, 46% agreed and strongly agreed that male pre-school teachers are effective classroom teachers with a high mean (M=3.2, SD=1.35) implying that here, male teachers could be as effective as female teachers. Furthermore, the findings shows that only female preschool teachers could be trusted with children, which was agreed by majority, 77(30.6%) of the teachers and strongly agreed by 67(26.6%) of the teachers with a high mean and standard deviation (M=3.3, SD=1.43).

Another personal attribute that was gauged was staff diversity, which majority of the respondents 80(31.7%) agreed and 75(29.8%) strongly agreed that teachers reflected, with a high mean and standard deviation (M=3.6, SD=1.26). Personal interest was also highly rated (M=3.7, SD=1.30) with majority, 90(35.7%) strongly agreeing while education

aspirates were disagreed by majority of the teachers, 69(27.4%) also as confirmed by a low mean and high standard deviation (M=2.6, SD=1.39). The findings showed that self-esteem and career preference were highly rated as a personal attribute (M=3.0, SD=1.43) and (M=3.7, SD=1.35) respectively while salary was not very personal, (M=2.7, SD=1.30) as indicated by majority, 78(31.0%) of the respondents who remained neutral. The overall high mean and standard deviations confirmed that personal attributes were highly rated and therefore could affect gender disparity among early childhood education teaching profession. The statements developed all were conjured from personal interests, education aspirations and self esteem that formed personal attributes considered by the study.

The third objective of the study wanted to examine the personal attributes influencing gender disparity in development of early childhood education teaching profession in Kakamega East Sub-county, kenya. A corresponding research question formulated asking what were the personal attributes influencing gender disparity among early childhood education teaching profession in Kakamega East Sub-county, kenya. To answer this question development of ECE teaching Profession was regressed against personal attributes. The findings are presented in the Table 4.17 below.

Table 4. 17: Percentage Variance in gender disparity among early childhood education teaching profession Explained by Personal Attributes

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Change	F Change	df1	df2	Sig. F Change
1	.642 ^a	.412	.409	.61281	.412	175.015	1	250	.000

a. Predictors: (Constant), personal attributes

From the findings, it is clear that personal attributes and gender disparity among early childhood education teaching profession had a high multiple correlation coefficient ($R=.642$) which when squared, revealed an R square value of 0.412. This implies that personal attributes accounted for 41.2% variance in gender disparity among early childhood education teaching profession. When this value is controlled for overestimation, the findings shows that personal attributes explain 40.9% variance in gender disparity among early childhood education teaching profession. It is also clear from the table that the overall model results were significant, $F(1,250)=175.015$, $p<.05$, implying that the choice of personal attributes as a determinant of gender disparity among early childhood education teaching profession was no random but a true reflection of population measure. Further findings on the effect of personal attributes are presented as shown in Table 4.16 that follows.

Table 4. 18: Contribution of Personal Attributes on gender disparity among early childhood education teaching profession

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	1.548	.133		11.677	.000
1 personal attributes	.509	.039	.642	13.229	.000

a. Dependent Variable: mean early childhood development

From the findings, it is clear that personal attributes had a positive and significant effect on gender disparity among early childhood education teaching profession ($\beta=.642$, $p<.05$). This implies that when the selected personal attributes are improved, there is a 0.642 magnitude improvement in gender disparity among early childhood education teaching

profession. Therefore personal interests, education aspirations and self esteem that formed personal attributes considered by the study were found to affect positively gender disparity. This answers the research question, and concludes that personal attributes influence gender disparity among early childhood education teaching profession

4.8 Early child development teaching profession

In order to establish the gender disparity in development of early childhood education teaching profession, the study sought response from teachers using a five point Likert scale. The findings are presented as shown in Table 4.19 using frequency counts, percentages, means and standard deviations.

Table 4. 19: Gender Disparity in Development of Early Childhood Education**Teaching Profession**

Early child development	SD F(%)	D F(%)	U F(%)	A F(%)	SA F(%)	M	STD
Female teachers enhance good social development than male teachers	63(25)	66(26.2)	51(20.2)	44(17.5)	28(11.1)	2.6	1.32
Female teachers have higher mentorship activities as compared to male teachers	32(12.7)	47(18.7)	93(36.9)	24(9.5)	56(22.2)	3.1	1.29
There is good physical growth among pupils which is enhanced by female teachers	20(7.9)	16(6.3)	68(27)	62(24.6)	86(34.1)	3.7	1.22
Female teachers experience childhood care burden as compared to male teachers	7(2.8)	41(16.3)	64(25.4)	52(20.6)	88(34.9)	3.7	1.19
Female teachers have a higher positive attitude as compared to male teachers	11(4.4)	24(9.5)	61(24.2)	34(13.5)	122(48.4)	3.9	1.22
Female teachers enhance good logical skill development among pupils as compared to male teachers	9(3.6)	38(15.1)	57(22.6)	43(17.1)	105(41.7)	3.8	1.24
Female teachers contribute to better mental development among learners compared to male teachers	14(5.6)	26(10.3)	83(32.9)	49(19.4)	80(31.7)	3.6	1.19
Mean and Standard deviation						3.5	.57

Key: SD-Strongly disagree, D-Disagree, U- Unsure, A- Agree and SA- Strongly agree.

M- Mean, STD-Standard Deviation.

From the findings in Table 4.19, a higher cumulative percentage of teachers, 51.2% disagreed or strongly disagreed that female teachers enhanced good social development than male teachers, implying that there was little gender disparity, although 28.6% either agreed or strongly agreed. Similarly, a higher cumulative percentage, 31.7% of teachers agreed or strongly agreed that female teachers have higher mentorship activities as compared to male teachers, which was reflected by a high mean (M=3.1, SD=1.29). The findings further indicates that there is good physical growth among pupils which is

enhanced by female teachers as strongly agreed by majority, 86(34.1%) of the teachers with a high mean and standard deviation ($M=3.7$, $SD=1.22$).

From the findings, female teachers experience childhood care burden as compared to male teachers, which was indicated by majority, 88(34.9%) of the teachers with a high mean ($M=3.7$, $SD=1.19$). It also emerged that female teachers have a higher positive attitude as compared to male teachers as indicated by majority. 122(48.4%) of the teachers who strongly agreed with a high mean ($M=3.9$, $SD=1.22$). The findings also shows that female teachers enhance good logical skill development among pupils as compared to male teachers as indicated by majority, 105(41.7%) of the teachers who strongly agreed with a high mean and standard deviation ($M=3.8$, $SD=1.24$). Finally, it was revealed by the findings that female teachers contribute to better mental development among learners compared to male teachers as indicated by cumulative majority response, 51.1% who either agreed or strongly agreed, with a high mean and standard deviation ($M=3.6$, $SD=1.19$). From these findings, an overall mean of 3.5 and standard deviation of 0.57 implied that gender disparity among early childhood education teaching profession was highly rated, implying that it existed.

Further interview with sub county education officers also revealed that personal attributes also contributed to gender disparity among schools. For instance, one of the sub county education officer was reported saying,

“Some of the personal attributed that affect gender disparity among schools are economic development, where men are more development oriented compared to women who are more concerned with daily issues. There is also a having a good sense of humour or being dependable. Urbanization, position of women in the

society, lack of respect and acceptability are also some of the personal attributes that affect gender disparity”

From these findings, it is clear that personal attributes also determine gender disparity among ECD schools in the study area. Men feel more dependent upon and therefore find it difficult to accept a low paying job, unlike women who find it more of professional issue and passion to handle children. From the findings, men also find themselves not acceptable in the society as a personal issue. Therefore most of them move to urban areas for better pastures unlike carrying out teaching profession from their ECDE schools from home. These findings agree with the descriptive findings on personal attributes. They also agree with the findings that personal attributes have a significant effect on early childhood professional development. The findings further collaborate with the previous studies such as Drudy (2008) and Zhang (2017) who explain that the historical lack of male teachers has been triggered by several factors such as economic growth, urbanisation, women's social status, the culture of masculinity and [low social] childcare values. To draw more men on the ground, it will not succeed to rely on any single factor. Therefore it can be concluded that personal attributes has an influence on gender disparity among ECDE schools.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

5.1 Introduction

The study sought to establish the causes of gender disparity among early childhood education teaching profession. It was guided by four objectives which were; to establish the human resource factors influencing gender disparity in development of early childhood education teaching profession, Kenya, to investigate the socio-cultural factors influencing gender disparity in development of early childhood education teaching profession and to examine personal attributes influencing gender disparity in development of early childhood education teaching profession in Kakamega East Sub-County, Kenya. These are summarised in the subsequent sections starting with the summary, then conclusions, recommendations and suggestions for further studies.

5.2 Summary of Findings

5.2.1 Human Resource factors and gender disparity in development of early childhood education teaching profession

Human resource factors were three, which included career profession, job satisfaction and career progression and opportunities. All the aspects had high means thus indicating potential factors that could impact on gender disparity in development of early childhood education teaching profession. Using simple linear regression model, the study established that human resource actors accounted for a significant amount of variance in gender disparity in development of early childhood education teaching profession. R value of 0.678 was indicative of high multiple correlation between human resource factors and gender disparity in development of early childhood education teaching profession. R^2 value of 0.459, implied that human resource factors accounted for 45.9% variance in gender disparity in development of early childhood education teaching profession. The

overall model used was also significant, $F(1,250)=212.331$, implying that the choice of gender disparity in human resource factors as a determinant of Development of ECE teaching Profession was not by chance. The findings also established that the selected human resource factors had a positive and significant influence on gender disparity in development of early childhood education teaching profession.

5.2.2 Social Cultural Factors and gender disparity in development of early childhood education teaching profession

From the analysis, the study established that community culture and poor remuneration were among the problems that were faced by ECDE teachers.. Using simple linear regression model, the findings established that social cultural factors had a positive and significant effect on gender disparity in development of early childhood education teaching profession and accounted for a significant variance. Social cultural factors accounted for 37.2% variance in gender disparity among early childhood education teaching profession ($R^2=.372$, $p<.05$). These findings were found to be significant as indicated by the overall model significance and F ratio, $F(1,250)=148.119$, $p<.05$, with a small standard error, which is less than one, implying that the results had high precision. It is also clear from the table that the overall model results were significant, $F(1,250)=175.015$, $p<.05$, implying that the choice of personal attributes as a determinant of gender disparity among early childhood education teaching profession was no random but a true reflection of population measure. The overall mean on social cultural factors was high, implying that it was a potential determinant of gender disparity in development of early childhood education teaching profession

5.2.3 Personal Attributes and gender disparity in development of early childhood education teaching profession

One of the personal attributes was the teachers preference of the recruitment agency, which were found to revolve about national and county governments. It was also established that majority of the teachers earned an average monthly salary which was a motivating factor. personal attributes and gender disparity among early childhood education teaching profession had a high multiple correlation coefficient ($R=.642$) which when squared, revealed an R square value of 0.412. This implies that personal attributes accounted for 41.2% variance in gender disparity among early childhood education teaching profession. The personal attributes composite scale was highly rated and was found to have a positive effect on gender disparity in development of early childhood education teaching profession besides from accounting for a significant amount of variance.

5.3 Conclusions

From the aforementioned findings on the effect of human resource factors on gender disparity in development of early childhood education teaching profession, two conclusions are drawn. First, human resource are important for considering the professional development of ECDE teachers such that with proper job satisfaction, male teachers will be encouraged to build their profession along pre-schools. Secondly, human resource factors , when well catered for, positively influences the gender disparity in development of early childhood education teaching profession. It is known that in most cases, women are more tailored to teacher pre-school learners due to their humble and caring nature and hence this is reflected in work flexibility and salaries, career profession and progression thus enhancing their profession as compared to male teachers.

In the African communities, women are known to remain at home to take care of children and don other household chores. This is further reflected among pre-schools, which are

considered for female teachers, who are believed to be caring and more suited to take care of pre-school learners. In addition, most of the parents trust their young ones with female teachers to avoid mishandling them. Therefore base on these and other factors, social cultural factors greatly drive female teachers to gender disparity in development of early childhood education teaching profession.

Finally, the study established that personal attributes also influenced gender disparity in development of early childhood education teaching profession. These included factors such as self-esteem, salary, career preference, education aspirations among others. These factors were found to be more aligned towards female teachers as compared to male teachers hence benefiting the female gender hence the reason for the positive influence.

5.3 Recommendations

From the aforementioned summary findings and Conclusions of the Study, the following recommendations are drawn.

- i. Human resource factors should be considered in career development of ECDE teachers to avoid biasness in their professional development.
- ii. Social Cultural factors should be considered in enhancing the teachers career and balance between male and female teachers encouraged among ECDE schools
- iii. Teachers should undergo trainings to help them build on their personal attributes and develop positive attitude towards ECDE learners.

5.4 Suggestions for Future studies

Following the study findings and limitations, the researcher suggested the following studies in future

- i. A study on the Significant difference in gender during the recruitment process among ECDE teachers
- ii. Studies should be done on the influence of social cultural practices in ECDE enrolment among pre-schools
- iii. Studies on the motivating factors on male performance of ECDE teachers in pre-schools.

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APPENDICES

Appendix i: Informed Consent

Title: Influence of gender disparities in Early Childhood Education: A case study of Kakamega East Sub-County Sub-county, Kakamega County, Kenya.

My name is Roselyne Kadogo Sorhe. I am a Masters student in Early Childhood Education at the MasindeMuliro University of Science and Technology. I am carrying out a study to determine gender disparities among Early Childhood Education Teachers in Kakamega East Sub-County Sub-County.

If you agree to participate in this study by signing in the blank space provided below, you will be required to fill in the questionnaires and the findings of the study will be used for academic purposes.

Confidentiality: You have the full right to the confidentiality of your responses, with the exception of a few important exceptions outlined below. Even if you give me written permission to share information about you, I will always act to protect your privacy. You have the right to guide me to share details with whomever you want, and you can revoke that permission at any time.

Complaints: If you're dissatisfied with the way the questions in the questionnaires are set up, I hope you'll speak to me about it so that I can address your concerns. I will treat such criticism with care and reverence. You may complain to my supervisor..... about my actions if you have any complaints that will not be resolved or if you believe I have acted unethically. You bear no responsibility for maintaining secrecy about what I do that you dislike, since you are the one who has the authority to determine what you want kept private.

Signed: _____ Date: _____

Appendix ii: Letter of Introduction

**ROSELYNE KADOGO SORHE
MASINDE MULIRO
UNIVERSITY OF SCIENCE AND TECHNOLOGY,
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
P.O BOX,
KAKAMEGA.**

Dear Sir/Madam,

RE: Influence of Gender disparities in Early Childhood Education: Case Study of Kakamega East Sub-county, Kenya.

I am a Master of Science in Early Childhood Studies student at Masinde Muliro University of Science and Technology. As part of the degree requirements, I must complete a study thesis. My research subject is as mentioned above. I'm writing to ask for your help in making my research a success.

As a result, the intention of this letter is to request that you complete the attached questionnaire. I assure you that all data obtained will be handled with the utmost confidentiality and used solely for the purposes of this study.

I look forward for a good response. Thanks in advance.

Yours Sincerely,

Roselyne Kadogo Sorhe

Appendix iii: Questionnaire

SECTION A: Demographic Data

Please tick as appropriate.

1. Kindly indicate your gender

a) Male ☐

b) Female ☐

2. Please indicate the highest level of education you have ever attained

a) Certificate ☐

b) Diploma ☐

c) Degree ☐

d) Masters ☐

3. Please indicate the organization that has employed you.

a) County government ☐

b) BOM ☐

c) TSC ☐

d) Any other Specify _____

4. How many years have you worked in your current position?

a) Less than 2 years ☐

b) 3 to 5 years ☐

c) Over 5 years ☐

SECTION B

I. Human resource factors influencing gender disparity

a) How many men and women teachers are in your school?

Men ☐ Women ☐

b) Do you think we need female to teach pre-school?

Yes ☐ No ☐

If Yes, Give reason

c) Do you think we need male to teach pre-school?

Yes ☐ No ☐

If Yes, Give reason

d) The following is the reason for low male enrolment in ECDE

Statement	SA	A	U	SD	D
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Social status					
Society Bias					
Parent preference					
Female jobs					

e) The following are human resource factors affecting gender disparity. Rate them using the scale.

Statement	SA	A	U	SD	D
Career Profession					
Gender related profession					
Advancement in education					
Commitment to a career					
Capacity building					
Training and development					
Job Satisfaction					
I am satisfied with my job					
I am committed to my job					
My job is good					
Good Remuneration					
Proximity to ECDE centre					
Flexibility of work schedule					
Career Progression and Opportunities					
I have gained many years of experience in teaching					
I have gained sufficient skills in teaching					
I have got promotion					
I usually get more and better opportunities					
Have risen in ranks					

II. Socio-cultural factors influencing gender disparity among ECDE teachers

- a) What is the common problem that you face as a pre-school teacher?
Lack of instructional materials []

- Lack of text books []
 Lack of infrastructure []
 Poor remuneration []
 Community culture []

b) The following are social cultural factors affecting gender disparity. Rate them using the scale.

Socio cultural factors	SA	A	U	SD	D
ECDE teaching is taken as last resort					
we have gender stereotype kind of discrimination in ECDE					
Social compatibility is a reason male keep off from ECDE teaching					
Fear for stigmatization for child abuse is the cause of few male in ECDE					
Culture and perception of parents on male teachers is the cause of few male ECDE teachers					
Male teachers important as roles models to the pre-school children?					
Gender prejudice					
Women are looked down upon in society					
Cultural practices					

Personal attributes influencing gender disparity among ECDE teachers

- a) Which agency would you prefer to recruit ECDE teachers?
 BOM [] County Governments [] National Governments
- b) In what category does your salary fall?
 2000-9000 [] 10000-15000 [] 16000-20000 [] Above 17000 []
- c) Does salary encourage recruitment?
 Yes [] No []
- d) Rate the following statements on personal attribute affecting gender disparity with the choices given.

Strongly Disagree (SD) = 1 point, Disagree (D) = 2 points, Undecided (U) = 3 points, Agree (A) = 4 points and Strongly Agree (SA) = 5 points

Personal Attributes	SA	A	U	SD	D
There is no difference between a male and female teacher					
Male pre-school teachers are effective classroom teachers					
I can only trust female pre-school teachers with my child					

ECDE programs should reflect staff diversity					
Male pre-school teachers lack patience with the children					
Personal interests					
Education aspirations					
Self esteem					
Salary					
Career preference					

e) Early child development teaching profession

The following are early child development teaching profession practices. Rate them appropriately.

Early child development	SA	A	U	SD	D
There is good social development					
We have high mentorship activities					
There is good physical growth					
We experience childhood care burden					
We have a positive attitude					
Good logical skill development					
There is good mental development					

Appendix iv: Interview guide for Sub county ECDE programme coordinator

1. How is pre-school teacher recruitment done in terms of procedure?

2. Are there preferences of sex in the advertisement in the sub county?

3. How many men and women are recruited in your sub county?

4. Is there a county government policy guiding the recruitment?

Yes or No

i). If yes, is it implemented at the sub-county?

ii) Is it gender responsive?

Yes or No

7. Who apply more to join the profession?

Male or Female

8. Is there any deliberate policy to encourage men and/ or women?

Yes or No

9. Do you make it public?

Yes or No

10. Do you think we need female or male to teach pre-school?

Yes or No

Appendix v: Observation Checklist

1. The pre-school filled TSC information on teachers forms for term 1, 2, and 3 2021.
2. Class attendance registers.
3. Male teachers' observation checklist

Teacher	Human factors	Social factors	Personal factors

Appendix vi: Map of Kakamega East Sub-County Sub-County

