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**“EXPLORING STUDENT TEACHERS’ BELIEFS ABOUT
MALE TEACHERS’ TEACHING IN KINDERGARTEN”**

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EXPLORING STUDENT TEACHERS' BELIEFS ABOUT MALE TEACHERS'
TEACHING IN KINDERGARTEN SETTINGS

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ABSTRACT

Nowadays, there are a lot of language teachers in different levels and areas of education. However, in kindergarten institutions it is not common to see male language teachers working as language instructors. In response to this fact, this research aims to examine the beliefs of student teachers working at kindergarten institutions as language teachers. The interest in developing this study grew up from the experience of the researcher of this work, working as a language teacher at a kindergarten. In such experience, I realized teachers are normally female teachers and are the most accepted by children's parents and by administrators.

This study therefore aims to know language teachers' opinions about male language teachers working in kindergarten institutions. Drawing on semi-structured interviews this investigation collected the beliefs of three male student teachers working in three different kindergarten contexts. The study explored three main issues as follows: significance of kindergarten education, teachers' challenges in kindergarten institutions, and beliefs about male teachers in early education. Outcomes from this study may benefit future male teachers intending to work with very young kids, and may help institutions to train future male kindergarten teachers.

Key Concepts: Basic Education, Challenges, Early Childhood Education, Kindergarten Teacher, Preschool, Role Model, Student Teacher, Teachers' Beliefs.

CHAPTER I

INTRODUCTION

Introduction

Language teachers today play a key role in most educational institutions. They give to students' significant tools of knowledge in order to reach success and help them in their future life and workplace. Nowadays, there are a lot of language teachers in different levels and areas of education. However, in kindergarten institutions it is not common to see male language teachers working as educators. Traditionally early education has been in the hands of women, from Administrators to teachers. Kindergarten education normally means female dominance. For that reason, this work aims to research the challenges that male teachers face in kindergarten institutions and critical society thoughts.

Historically, male teachers have been in kindergarten and elementary institutions as administrators most of the times, whereas female teachers as educators. Consequently, male teachers can contribute to significant teaching as well as female teachers. In response to the facts above, this study pretends to research male thoughts about teaching English in Kindergarten contexts.

This investigation has addressed the following research questions.

1.1 Research questions

What are student teachers' beliefs about male language teachers teaching in Kindergarten Education?

- RQ1: What is the significance of kindergarten in today's formal education?
- RQ2: What are male language teachers' challenges in kindergarten contexts?
- RQ3: What are student teachers' beliefs about male kindergarten language teachers' performance?

1.2 Problem

The interest in developing this study grew up from the experience of the researcher doing this work, working as a language teacher in a kindergarten. In such experience, it was noticed that in kindergarten contexts, female teachers are for some reasons the most preferred and most accepted by children's parents and by administrators. On the other hand, male teachers are not easily allowed to work with young kids.

1.3 Significance of the Study

The findings from this investigation are expected to inform about the teachers' opinions in regard to male teachers in kindergartens. Outcomes from this study may benefit future male teachers aiming to work with very young kids, and may help institutions to train future male kindergarten teachers, even hire male teachers for that area.

1.4 Theoretical Context of the Research

There are a lot of studies which have explored the different challenges those male teachers face when they are working in kindergarten, even in primary institutions. One of these studies (Husam, Abraham, & Imad 2019, p. 22-26) explores the challenges that teachers face, as such, the changing role of men at the preschool level of education, oppositions and challenges faced by male teachers at preschool education and changes of the perception of male teacher acceptance at preschool levels of teaching. Thus, this research was supported by many areas as the ones mentioned previously.

1.5 Research Setting

This study therefore aims to know opinions and beliefs about the male teachers working in kindergarten institutions in Central Mexico. Drawing on semi-structured interviews this investigation aims to collect the beliefs of three male student teachers in three different kindergarten institutions. (See Chapter III for more details).

1.6 Purpose of the Study

In this investigation, it was aimed to know what were the challenges that male language teachers face in order to teach in kindergarten institutions. This consisted of exploring teachers' beliefs and opinions in early education. Consequently, it is very important to know what some reasons are that male teachers faced when working in this area.

1.7 Justification

This paper aims to know teachers' beliefs about male language teachers in early education, specifically in kindergarten. It means that there is a need for research on the role of understanding this phenomenon due to the fact it is not common to see every day in children's education. So, this is the main contribution of the present study.

1.8 Methodology

This is a qualitative approach paper because it looks for male teachers' experiences, opinions and perspectives about the given topic. Accordingly, this study aims to explore male teachers' experiences, challenges and opinions about their experience when they started to work in kindergarten institutions. Rot (2008) states that qualitative approaches present results in form of descriptions (para. 12).

1.9 Conclusion

This study takes place in different kindergarten institutions where male student teachers were working. Furthermore, the research questions aim to know the phenomenon that still happens in early education today, that is to focus on understanding this issue in the English male teachers' beliefs. To conclude, the study is qualitative research and uses a semi-structured interview to collect the data.

CHAPTER II

LITERATURE REVIEW

Introduction

This chapter presents a set of topics which are focused on beliefs about male teachers in kindergarten education. First, it describes the general background about kindergarten education theory and its importance of the role male teachers play. Second, it explores how to be a kindergarten teacher and the challenges that can come through it in this field. Finally, it discusses the way in which teachers have been introduced into that area of education.

2.1 Kinder Education

Kindergarten education is an essential stage in children's development. This is due to different factors. According to the Ontario Ministry of Education (2006), in early education children start to construct their own knowledge and they start the process of developing their skills. For that reason, children's education needs to be full of meaningful experiences for children, so their learning will be effective. It means that this becomes a complex process which must be carried out carefully and accurately (p. 2).

Children need to acquire meaningful learning education in kindergarten. As it was mentioned before, kindergarten education plays an important role in the children's learning process. Therefore, there are different programs for teaching children. Department of Education and Early Childhood Development (2014) states that "the most significant aspects that a child needs to develop in this stage are related to the development of communicative competences, they have to start

thinking, reasoning, and they have to construct their identity through the different relationships with their parents, plus, the people who surrounds them” (p. 3).

The most important learning processes are developed in early education. Children explore the world by themselves. They ask questions, experiment situations and they have relationships with another people. They have a view that they are learners and construct significant knowledge (Department of Education and Early Childhood Development, 2010, p. 3).

Department of Education and Early Childhood Development (2010) claims:

Some important areas of early learning, such as: I. Use of the body, including hands, II. Respect for others, III. How to relate to others, both adults and other children, IV. How to resolve conflict, V. Problem solving skills, VI. Communication, and VII. Getting used to the things that make people different from each other (p. 3).

In this stage children develop significant communication skills. Moreover, the experiences are significant to learn competitive competences. So, it is important to understand what this implies due to permeating the key concepts that lead to the children’s learning process.

2.2 Children’s Learning in Kindergarten

Children relate previous experiences with new ones. This is, children learn through past and new experiences, so this is a challenge to the teachers because they have to know how to relate those experiences in English classes; this way, children will acquire a meaningful learning (Supporting English Language Learners in Kindergarten, 2007, p. 39).

Children learning involves different aspects that include (The Kindergarten Guide, 2014, p.2):

- educational program and practice
- children's health and safety
- physical environment
- staffing arrangements
- relationships with children
- collaborative partnerships with families and communities
- leadership and service management

Children learn in different manners. Each child has different ways to assimilate knowledge and it depends on the teacher's teaching strategies and experience. Children are able to learn on their own, so they will acquire a certain level of knowledge. On the other hand, if children are supported by a teacher their level will increase. Thus, the learning will be significant, it is referred that:

Children therefore need opportunities to learn in an appropriate manner and at an appropriate time in their development, and need to be given learning experiences that are within the range of things they can do with and without guidance (in their "zone of proximal development") (Ontario Ministry of Education, 2006, p. 2).

Which means that exploring this field is closely related to the learning of kindergarten children. Then, it is teachers' work in kindergartens whose activities are significantly different from those of teachers in other levels and contexts.

2.3 How to Be a Kindergarten Teacher

Teachers have a significant role in all fields of education. Early education needs to support them in that field and find the way to increase their presence; it shows that the presence of male teachers in the teaching profession is invaluable. Teachers are one of the first role models in children. Most researchers confirm that "teachers have

a singular impact on student learning. Teachers are facilitators of learning and disseminators of information. They are also role models to their students. Today, too often, they are the student's only role model" (Porter, cited in Johnson, 2008 p. 6).

A kindergarten teacher needs to accomplish certain requirements. A high level of academic preparation is necessary, needed, and mandatory in kindergarten teachers. Teaching is a complex task, in which teachers must develop practical skills. Becoming a teacher takes time and experience, then, practical training is an opportunity for teachers to engage in a developmental process of observing and experimenting with teaching practice, and learning about the skills, knowledge, philosophies and attitudes of the professional teacher (Dan & Simon, 2016, p. 1376).

Teaching needs to support children's development. The teacher is considered as an important "tool", who helps students as in the physical growth as in the learning growth. Thus, the teacher has to know the way of children acquire knowledge in order to create a significant learning through experiences in teacher's activities. As a consequence, children will find out and develop their own capacities (Michigan Department of Education, 2005, p.12).

Children create a diverse range of different relationships when they go to kindergarten, and one of the most important is the teacher-children-relationship. This is, they are in contact with different factors at the school and they are part of their learning. However, a good teacher-children-relationship is necessary for getting better outcomes during the children's learning. So, it emerges the importance to generate adequate learning environments (Jerome, Hamre & Pianta, 2008, p. 918).

A child learning process depends mainly on teacher practices. Children's learning and development depend on the educational qualifications of their teachers. The most effective preschool teachers have at least a four-year college degree and specialized training in early childhood. Despite the substantial proof experience of evidence, public policy has yet to fully recognize the value of a well-educated professional, early education teachers (National Institute for Early Education, 2004, p.1).

Throughout the years, teaching has been a strong and complex topic to deal with. Public policies are a barrier which clearly can be seen in any educational context. Then, in early education it is not an exception the teachers face daily. Teachers are constantly updated in education. However, the public policies demand more and more, and then, it gets out of teachers' hands.

2.4 Male Teachers in Kindergarten Education

The quality of kindergarten teachers is important for children's future experiences. Despite of the gender of the teachers The National Center of Education Statistics (NCES) (2004) points out that the most important characteristic of a teacher is to know what the kindergarten students' necessities are; this way, all of students will reach their own learning. Therefore, the teacher needs to be highly qualified (pp. 1-2).

The gender of teachers in kindergartner education depends on a sensible process. It is highly recognized that the women teaching role in early childhood education has a connection with the mother care. However, the male teacher role

does not have a such connection with kindergarten students. As a result, male teachers are not well seen in early childhood education (Peeters, 2007, pp. 3-4).

On the other hand, male teachers have an important role in childhood education. Male teachers have a significant impact in students' early learning because they are role models especially to boys and they can help them in different situations that female teachers cannot (Porter, as cited in Johnson, 2008, p. 6).

2.5 Male Teachers Challenges in Kindergarten

Some beliefs state that jobs are labeled according to genders. Some of them are women's jobs and some others men's jobs. Unfortunately, Baris (2013) highlights that in terms of education these jobs are considered for women, and do not let men to have the opportunity to work in these areas, or they are discriminated against. This fact is observed mostly in kindergarten institutions (p. 108).

The most significant challenge to male teachers is discrimination due to sexual abuse cases. Some organizations have guidelines to prevent child abuse, Farquhar states (1997):

National early childhood organizations, including the New Zealand Educational Institute, developed protocols and guidelines for early childhood teachers to reduce the possibility of being accused of child sex abuse. These various guidelines were developed in response to the sex abuse cases and serve to further remind male teachers that they cannot be trusted because of their gender (p. 2).

Throughout the time, those beliefs have changed, and now it is common to see male teachers in those occupations. It was observed when in 1980 male teachers started to be accepted in kindergarten education (Farquhar, 1997, p. 2). Some organizations have done researches about teachers' workplace as "National Center for Education Statistics (2003), approximately 2% of the teachers in

kindergarten through third grade are men. In preschool and childcare centers, the proportion is even less” (Baris, 2013, p.108).

Fear and uncertainty about physical contact with students is a frequently reason for the low number of male teachers in primary schools. Cruickshank (2014), highlights that “male primary teachers experience anxiety when faced with situations in which they want to show care and compassion to their students but are concerned about the possible consequences” (p. 89). Deciding whether or not to take a risk touching a child that they determine as being in need emerges as a significant challenge for many male primary teachers.

The early years of teaching are critical in influencing both the quality of teaching and the teacher’s retention in the profession. Mahmood (2013) contend that:

One significant factor for teacher retention is improving teachers’ relationships with parents and the broader community. Therefore, it can be concluded that parental involvement remains problematic, especially for teachers in the first year of teaching.

Teaching in early childhood education is seen as women’s work. This is owing to the caregiving involved in a teacher’s job which females are believed to have a natural tendency for. Saigol and Danish (2016) found that: “gender stereotypes and society norms also contributed to low male participation in the workforce of early childhood teachers. Feminization of teaching Feminization is a term used to describe the domination of females in a workplace, society, group or organization” (p. 164). This

indicates that one of the apparent influencing factors causing feminization of teaching and poor male participation in this field is the impact of society norms and perceptions associated with women.

Then, the importance of the protocols against abuse of children are highly significant in all the institutions. Teachers must be highly qualified to take a place in early education because they play important and demanding roles as educators to young learners.

2.6 Introducing Male Teachers in Kindergarten Education

It is necessary to establish gender equality in kindergarten institutions. If a teacher is well qualified, it does not matter the gender. As it was observed, kindergarten institutions prefer to have more female teachers than male teachers. However, there are some strategies for incorporating male teachers in kindergarten education. It is important then to:

Collaborate with teacher preparation programs to find methods to recruit more men. Work with other early childhood programs to advocate for gender equality and social justice, values that emphasize the important role of men in the early childhood education field (Men in Education Network (MEN) Interest Forum, 2011, p. 66).

Today, the dominance of women in workplace especially in early education has generally a lot of connotations associated with childcare and women's work. As a result, a general perception is that the teaching of young children is less serious and valuable in educational terms and this has led to a decline in the status of the profession.

Another popular opinion is that, primary, school teaching is not regarded as a suitable career choice for men. Men are involved in education because they are

deemed effective disciplinarians, good with sports, or there to occupy a management position. Research in South Africa indicates that there are generally more male managers or principals in primary schools than women which entrenches the idea that men lead and women teach in early primary education (Petersen, 2014, p. 5).

There have been a variety of researches in which results show three mainly characteristics of having a male teacher in classroom education; these are the good ones, the bad ones and/or the offensive ones. The positive aspects can be divided in 4 categories.

Firstly, male teachers as role models. There have been many cases in which children need a father as role model so they can see that figure in male teachers' educators. So, it means "*many children do not have a father at home*" and "*they provide a father figure and role model*" (Petersen, 2014, p.5).

Male teachers show more discipline. The main reason for this lack of discipline is due to the absence of a father at home, so students need a good behavior for having a high academic performance and values. Then, it is stated "*having a male teacher in the foundation phase is a good thing because some learners who don't have a father figure at home need them for discipline*". It has led male teachers to demonstrate abilities for solving such situations. It has observed that male teachers have the capacity of facing problems in school. Therefore, learners see a male teacher as a leader. "*The community think that males will bring a much better change in the FP (Foundation Phase) because they know how to overcome challenges and circumstances*" (Petersen, 2014, pp. 5-6).

Authority discipline and protection are found in male teachers. Having a male teacher in the classroom demonstrates safety. It is claimed “*greater sense of security [at primary schools] with a male teacher on the premises*” (Petersen, 2014, p. 6).

Secondly a greater number of students believe that most male teachers in education do not have the ability of caring children as most of female teachers. It is mentioned “*in the black culture children are raised by their mothers not their fathers*” (Petersen, 2014, p. 6).

Nearly all point out that male teachers need more confidence with students. They need a strong relationship between teacher-student to create a good environment in the classroom. It is illustrated “*the communication skills to work with young children*” (Petersen, 2014, p. 6).

Other very important point is the lack of patience of male teachers. Most of people believe that male teachers in early education do not know how to take care of children as most of female teachers will do. It is defined that “*lack of the empathy required to teach very young children and the ability to care and love for young children which is associated with working in the FP*”. In addition, it is demonstrated that “*possessing few nurturing traits and being insensitive and thus unable to teach young boys and girls...as well as a female would*” (Petersen, 2014, p. 6).

Thirdly most views associated the idea of male teachers in the FP with child and/or sexual abuse. Some mentioned highly publicized cases in the media about crimes against children, and their impressions that most were associated with males, as the basis of their views. Petersen (2014) in this regard affirms:

I think it [the FP] is not for them...children will be beaten and if not molested or harassed because that is what men or most men are known for...violence and abuse!”. “...the public in South Africa seem to think that due to the current state of

abuse in the country their children are not safe especially around male teachers ... justified for thinking this way as most child abuse is carried out by male offenders (p. 7).

Yet others referred to frequent reports about child abuse as the origin of their fears, with some reference to students' own knowledge or experience of a history of abuse of young girls by male teachers in schools:

The other reason that causes me doubt about male teachers in the FP is the increasing role of male teachers sexually abusing girls ... because some male teachers are bad news when it comes to girls. In some schools you find situations where a male teacher has raped an eight-year-old girl at school...". "Recently, in schools there were so many cases where girls were sexually abused by male teachers at different schools (Petersen, 2014, p.7).

Students also cited general unease and an unwillingness to accept male teachers in the FP on the part of their communities, indicating that this view stemmed largely from an increasing number of media reports about physical and sexual abuse of children in the country. These are some of the more expressive verbatim extracts, such as (Petersen, 2014, p. 7):

- *"... They [community members] are not interested in males teaching in the foundation phase ... it could be a bias and a mindset people could have developed because of the stories about pedophilia and rape in the news" (2011).*
- *"Others are afraid because of the sexual abuse of children they watch on TV or read about in the newspapers" (2010).*
- *"The community might have a problem due to the fact that many male teachers have been associated with a stigma of raping and molesting kids. So, for parents to trust again and send their kids to male teachers will always distress them" (2011).*

- “... it is difficult for parents in my community to accept male teachers ... parents say that their children are not safe around their male teachers because of sexual abuse” (2011).

As it is mentioned before, having a male teacher in early education has advantages and disadvantages according with social comments and experiences in the area. The Foundation Phase can be interpreted as a significant stage in which all professionals have to go through and it also can be seen as a Professional Formation. However, many people have problems that make them commit serious mistakes, in this case the affected are children. Thus, it is very important to create preparation programs to recruit and include men in early education, find gender equality and emphasize the role of men in early education fields.

2.7 Research in the field of kindergarten teachers

Early childhood education is a meaningful process in children’s learning. It is a stage in life where knowledge, relationships, and world’s understanding are constructed. Hence, teachers as role models need to be highly qualified and prepared for performing in these scenarios; and it is even more demanding when it comes to male teachers. Owing to the necessity to overcome these challenges; further research in this field has been addressed in national and international contexts.

In African preschool contexts, male teachers are also being challenged as well as teachers in Mexico. A study exploring preschool teachers challenges in South Africa showed that these teachers are currently facing more demands; for example, they are required to have a higher command on ELT teaching contents, and “they

need to be familiar with learning theory, cognition, pedagogy, curriculum, technology, assessment, and programmes” (Du Plessis and Louw, 2008, p.54).

On the other hand, Yang (2018) in a case study of an experienced American male early childhood teacher illustrates different challenges related to the working environment, parents’ beliefs, and disciplinarian approaches. Results from this study show that male teachers feel aside from school activities as most of the teachers are women and they hang out together. In addition, for caring and protective parents, it is hard for them to accept a male teacher; clearly, male teachers avoid any type of situation where they can be seen as a danger for children. Eventually, male teachers are encouraged to perform a disciplinarian role as they are seen as strict and tough.

In the same way, using data from unstructured face-to-face interviews Saigol (2016) explains that there is a lack of male teachers in early childhood teaching at private schools in Pakistan. The most predominant reasons are gender stereotypes and their own culture. People believe that there are jobs for men and jobs for women. Unfortunately, teaching is seen as a job that must be performed by women, which makes it hard for a male teacher to find a job, and it is even harder when it comes to early education.

Apart from all these studies where parents, directives, and female teachers point out their beliefs about male teachers. There is quite interesting research conducted in Philippines where children describe their perceptions about their male teachers through drawings. Oropilla and Belisario (2008) state that:

their perceptions of their male preschool teachers include their teachers as being facilitators, playmates, behavior-regulators, and caregivers. Some of them also

perceive their teachers' characteristics—both personal traits and physical appearance. However, it is interesting to note that children are also interested in what their teachers do outside school—where they live, who they spend time with, what they do and how they think. (p. 74-75)

Accordingly, it is observed that for children there is not a contrast between a male or female teacher, due to both offer learning experiences and they are role models.

To sum up, there is a lack of male teachers in kindergarten and perceptions vary depending on different backgrounds and cultures. However, a study based on male teachers in kindergarten in Poland, encourages institutions to conduct programs about the importance of having a balance when it comes to teachers' gender in early childhood education since it impacts on children behavior and growth (Koperna, 2019). To conclude, an inclusive educational system might benefit not only students but also teachers which in some cases are affected by stereotypes.

2.8 Conclusion

As a conclusion, it is worth saying that male teachers are significant components in kindergarten education. They play an important role as role models for students. Especially to boys who do not have a parent and they need a paternal figure or some others who have problems at home and they need help from a male figure teacher. Therefore, in most of the kindergarten institutions female teachers are the majority. A little minority of male teachers are working in a few basic education institution systems. In most of the cases, to have a male teacher in the school is a problem because there have been a lot of abuse cases at little kids. Finally, beliefs about male teachers working in kindergarten education are mixed. In some cases there

are problems and in others having a male teacher is a big advantage. Nevertheless, kindergarten institutions have to implement qualification stages in order to evaluate a male teacher psychologically and academically, then, it will just help to ensure and select the highly qualified ones suitable to work in that field.

CHAPTER III

METHODOLOGY

Introduction

This chapter aims to provide a clear description of the methodology used through the process of this research investigation. Firstly, this chapter is a description of the sections organized in five sections: participants, research context, instruments, data collection and data analysis. These are the most essential subject matters used to describe the methodology of this project. Consequently, the data collection process is presented by its analysis and it is important to emphasize the research questions.

3.1 Research Questions

There is a main question regarding this study which helps to carry out all this phenomenon on teachers' beliefs in early education. Then, it will be followed by three specific research questions (RQ) that will help to permeate this field:

What are student teachers' beliefs according to the teaching experience generated into Kindergarten Education?

- RQ1: What is the significance of kindergarten in today's formal education?
- RQ2: What are male language teachers' challenges in kindergarten contexts?
- RQ3: What are student teachers' beliefs about male kindergarten language teachers' performance?

3.2 Participants

The participants for this project were three male teachers working in different kindergarten institutions. It was decided to interview them because the project was directed to know challenges that male teachers face when they were in kindergarten institutions. As it is known, kindergarten is the area of education in which female teachers are dominant for different reasons as: patience, mother care and so on. Consequently, male teachers are in a difficult situation because beliefs show that they do not have those important characteristics as females. But male teachers have some others important qualities that may help little students.

The participants were students of the Faculty of Languages. They were recruited when they were doing teaching practices in kindergarten in which it is clearly known, male teachers are not well seen. The first participant recruited was an important element for this investigation because he was the first one sharing neat experiences in this field. Additionally, it was proceeded to investigate about more students doing the practices in kindergarten. It was asked to the principal of that institution if there were more teachers with the same profile, the response was that there were not at all. It was hard to identify participants under the same profile, but, successfully, there were two more male teachers doing the practices in other schools. So, those three participants became suitable to carry out this study. Finally, those participants were recruited when they were doing their teaching practices in the children's field. They were students of languages of sixth semester in the major.

3.3 Research Context

This study took place at the Faculty of Languages at BUAP which belongs to one of the most important universities in Central Mexico. That school is widely recognized for its teaching and translation areas. The university is specialized in language teaching and it offers three-degree programs, two in the Bachelor of Arts (BA) and one in the Master of Arts (MA): BA - English Language Teaching (ELT) and BA - French Language Teaching (FLT), and MA – English Language Teaching (ELT). The curriculum is based on an English teaching program which focuses on different aspects such as linguistics, investigation, teaching, culture and practices. Specifically, the BA degree in ELT contains five target languages in which students have to develop four skills: writing, reading, listening and speaking; as well, two sub-skills, vocabulary and grammar. Besides, there are subjects as: investigation methodology, material design, skills development, teaching practices in the fields of children and adults in which students have to develop skills of pedagogy in the foreign language.

The students who participated in this work are students of English Language Teaching from the Faculty of Languages at BUAP. Those are participants, who have finished their teaching practices in children fields, and they have been in a real context as educators in kindergarten institutions. For that reason, that sample is suitable because all of the students were teaching in a real context and they might face some issues in that educational setting.

3.4 Instrument

As it was stated before this qualitative study looks for gathering data, in which case the data was collected through oral words. Once the sample was selected, the most appropriate way for getting the data was in recorded interviews, that helped to show more reliability and validity by the use of a semi-structured interview. It was decided to use a semi-structure interview because it could let go more in depth with the participants and obtain detailed information. The interview was designed in Spanish because some teachers are not proficient in the language and in a Spanish interview the feel comfortable to give a response. Barribal and While (1994) declare that a semi-structure interview explores perceptions and opinions (p. 330).

The design of the interview guide was divided in three different stages according to the research questions. The first part focused on the experience of teachers and teaching. In this part it was expected to have information about what working in kindergarten institutions means and what teaching in kindergarten entails for male teachers. The second part was about challenges that male teachers face in kindergarten institutions. At this point it was asked to get information about what characteristics should male teachers have in order to work in early education, issues that they could face in classrooms and institutions. In the last part of the interview guide, it was established to know if there were differences of treatment between male and female teachers and how male teachers are considered in kindergarten institutions as male educators.

Finally, the design of this instrument has become a significant guide to carry out this investigation; the most important points of the interview are going to be stated according to the study necessities. (See Appendix 1)

3.5 Piloting

To guarantee the reliability of the topic guide, it was necessary piloting an interview. The pilot phase of this study was conducted in the Faculty of Languages. It was conducted through 3 male students who did their teaching experiences in basic education areas and who had to accomplish the same characteristics. Through the piloting process it was observed that some aspects needed to be corrected. For example, the order of the points in the topic guide and some issues needed to be covered during the interview. So, at the end of the piloting, it was necessary to restructure the interview guide for making it more appropriate in the official one.

3.6 Data Collection

The data collection process was divided into two stages: recruiting participants for their collaboration and the interviews. First of all, teachers were looking around the area but there was not any male teacher working in the kindergarten. It was a very difficult part of the investigation because that occupation is specially for the female workforce. Teachers were searched by individuals and teachers of the their own Faculty, but no one knew a male teacher working in kindergarten at that moment, some teachers contacts were given with the suitable profile but the problem was that they were working abroad.

At the point of the data collection process, frustration appeared because there were no male teachers and the first one did not want to participate at all. It was suggested by the thesis director to appeal and explain the issue. That issue at the end looked to not find a solution for this big problem which hindered the realization of this project.

Finally, data information could be gathered by interviewing the student samples who made teaching practices in the field of kindergarten. Those students could be contacted directly with some little help. All of them were interviewed in the same Faculty, a place was set where there was no noise or interruptions, so, everything flowed correctly and the interviews were about 8 minutes each.

3.7 Data Analysis

Once the interviews were finished, the data were analyzed in order to get trustful results. The participants were informed that the interviews data were recorded for their analysis. This process was divided in two stages. The first stage was to transcript the information from the audio to an electronic document. The second stage was to build a chart with all the important information about each issue of the interview.

Then, the recordings of interviews were transcribed from the audios to electronic documents. For having a better understanding about the participants' explanations all interviews were recorded with a cell phone voice recorder and then each of one was transcribed. In order to make easier the task of transcribing all the

audios, it was necessary the use of a computer software which helped to play many times the recording while the researcher was transcribing the data.

To conclude, it was concentrated in the most significant data into a chart. The most important issues of each participant were taken into account to make a well-founded chart of information.

3.8 Conclusion

This chapter specifically describes the methodology used to conduct this research project. Collecting the principal characteristics about student teachers' beliefs, the sample and the instrument. Consequently, the instrument and the study sample were significant to the process and the guidance of this paper.

The data obtained were essential to explore student teachers' beliefs about male teachers in kindergarten education. Thus, the next chapter examines the interpretation of the data led by the research questions.

CHAPTER IV

DISCUSSION AND FINDINGS

Introduction

This chapter analyzes data obtained for this research investigation. The data were obtained from a semi-structure interview applied to the group sample of participants selected by the researcher. The objective of the interview was to get information about what challenges male teachers faced when working in kindergarten and some beliefs about working in those institutions.

The analysis presented in the charts below follow the order in which the research questions were stated. The interview used for this investigation is organized into three parts: 1) Kindergarten education 2) Characteristics of male teachers 3) Male teachers in kindergarten. Thus, those points of the interview guide were relevant to the research questions which were the objective to answer in the interview.

As a reminder to the reader the research questions addressed for this investigation are presented in this chapter again.

What are student teachers' beliefs according to the teaching experience generated into Kindergarten Education?

- RQ1: What is the significance of kindergarten in today's formal education?
- RQ2: What are male language teachers' challenges in kindergarten contexts?

- RQ3: What are student teachers' beliefs about male kindergarten language teachers' performance?

4.1 Interview's Analysis

As discussed above, the three issues explored in the interviews were 1) Kindergarten education 2) Characteristics of male teachers 3) Male teachers in kindergarten. Each issue was broken down into smaller concepts which were explored along the interviews. The findings are presented here in tables, as well as results from the discussion.

Although the interviews were performed separately, each explored item is presented here including the answers from the three participants.

4.1.1 Significance in Kindergarten Education

This section explored about the importance of kindergarten education, what teaching in kindergarten involves and the characteristics that teachers must have to teach in this stage.

Question one explored the importance of kindergarten education. Findings in Table 4.1, show that all participants had different points of view about the significance of kindergarten for children.

Table 4.1 – Defining Kindergarten

Participant 1	“Es una etapa muy importante en donde hay que tratar a los niños con mucha responsabilidad y compromiso.” (It is a significant stage in which children should be treated responsibly and teachers should be committed).
Participant 2	“Es la etapa más importante de un niño en la que desarrollan sus habilidades motrices finas.” (It is the child's most important stage in which they develop their fine motor skills).

Participant 3	“Es el primer paso, en donde los niños empiezan a imitar el comportamiento de los adultos.” (It is the first step in which children start to imitate the adult behavior).
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Participant (Table 4.1) one focuses on responsibilities and commitment which are addressed to a high preparation and certification as a teacher. Meanwhile participant two focuses on the fine motor skills, this meant that participant two was interested in how children develop their physical abilities, movements and muscles development to explore the world. The last participant is interested in the teacher's behavior because they were very important role models to children. This suggested that every teacher has different and important points of view according to teaching in early education. Every teacher had a specific point that they believed is the most significant in teaching as: responsibility, worried about children developing abilities and how a teacher must behave in order to be a significant role model, although the three answers were quite similar, asserting that kindergarten is a stage of outstanding importance for all the participants.

Question two explored significant aspects that teaching in kindergarten involves. Results show Table 4. 2, that all participants considered similar aspects which are relatively connected.

Table 4.2 - What Teaching in Kindergarten Involves

Participant 1	Implica vocación, responsabilidad, entrega y una metodología correcta para llevar a cabo la tarea docente”. (It involves vocation, responsibility, dedication and a correct methodology to carry out the pedagogy work).
Participant 2	Implica mucha paciencia, tolerancia, saber responder a los problemas y sobre todo pasión por lo que se hace. (It implies a lot of patience, tolerance, to know how to solve problems and especially passion for the educational work).
Participant 3	Implica tener valores, creatividad y actividades divertidas en la que los niños puedan adquirir el conocimiento.

	(It suggests values, creativity and funny activities in which children can acquire knowledge).
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Participant one (Table 4.2) focuses on vocation that also was connected to responsibility, dedication and a significant methodology to carry out an important teaching activity. Participant two mentions very important aspects as: patience, tolerance and passion for teaching performance. The last participant claims something important and related to the other participants. He states that teaching in kindergarten involves values, creativity and funny activities to have a meaningful learning with students. This may show that all the student teachers are worried about teaching values, responsibility and abilities to perform as well as possible in the classroom to reach an adequate and meaningful learning in early education that is, probably, the most important step in education.

Question three explored the most important characteristics that a male teacher should have to perform in early education. The answers show Table 4. 3, that most of teachers should be professionals and highly certificated in children education.

Table 4. 3 - Characteristics of Kindergarten Teachers

Participant 1	Ser profesional, una forma adecuada de dirigirse, amabilidad y mucha ética. (To be professional, to have an appropriate way to address everyone, to have kindness and a lot of ethics).
Participant 2	Paciencia, saber responder sus preguntas y ser muy sensibles a lo que se les dice y cómo se les dice. (To have patience, to know how to answer their questions and to be empathic in what and how it is said).
Participant 3	Maestros divertidos, creativos, dinámicos y gentiles con los alumnos. (To be funny, creative, dynamic and a gentle teacher with the students).

Participant 1 (Table 4.3) mentions that the most important was to consider and practice ethics because with children male teachers must be very careful. Also, teachers have to address carefully to little students because they are so sensible. Participant 2 considers that the most important characteristic was having patience because children are so naughty and they play and talk a lot in classroom. Additionally, he agrees with participant 1, as teachers, it must be known how to answer questions to students because they are so sensible, they must know how to manage those answers for questions. The participant 3 considers the most important characteristics were: to be a funny teacher, be creative, dynamic and friendly with students because they are children and they love to play. This may show that every teacher is different due to the unlike characteristics and needs that teacher would face with students. Eventually, they develop the way they teach and how they have to be and behave as an educator of little children.

4.1.2 Teachers' Challenges in Kindergarten Institutions

This section explored about challenges those male teachers face in classrooms working with children and challenges those male teachers face in institutions.

Question four explored challenges that kindergarten teachers face in classrooms. Findings show Table 4. 4, the most common challenges that a male teacher faces in classrooms are those which have to do with students' abuse and sexual misunderstandings.

Table 4. 4 - Challenges Those Teachers Face in Classrooms

Participant 1	Puedes tener un problema significativo con los padres por el trato que se les da a los niños, se debe cuidar su integridad.
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	(You can have a significant problem with parents for how is the behavior towards children, you must take care of their integrity).
Participant 2	Tener cuidado con los acercamientos de los niños para no generar ningún mal entendido. (To beware how the rapprochement with children is in order to not generate sexual misunderstandings).
Participant 3	En el control de la clase, cuando los niños empiezan a pelear y se debe de resolver el problema de una manera tranquila. (Class management, when kids start to fight and problems must be solved in a peaceful way).

Participant 1 (Table 4.4) points out that the significant challenge that a male teacher faces is when students have accidents in the school, as teachers you must take care of their integrity. That can generate a big problem with parents of students and problems with the institutions. Participant 2 explains that one of the most relevant challenges that male teachers face in classroom is abuse or sexual misunderstandings. When students give hugs to the teacher or other kinds of rapprochements. Teachers must be careful with those situations in order to prevent difficult problems and misunderstandings in classrooms. By the other side, participant 3 considers that one challenge teachers face is the class running. When students start to fight and teacher must solve problems quietly in order to deal with class challenges. This suggested that as a male teacher you can face a lot of situations, it means the teacher must be highly qualified and prepared for: class organization, misunderstandings, and dealing with parents.

Question five explored challenges that male teachers face in kindergarten institutions. The answers show Table 4. 5, that most of the challenges in institutions are the strong preference to female educators because male teachers are not well-accepted in early education.

Table 4. 5 - Challenges Those Male Teachers Face in Institutions

Participant 1	Preferencia absoluta hacia las educadoras que a los educadores. (Absolute preference to female teachers than male teachers).
Participant 2	Ningún problema en la institución en la que se trabajó. (No problem in the school where I worked).
Participant 3	No son muy aceptados en las instituciones. Los estudiantes pueden asustarse de tener un maestro hombre en las clases. (They are not accepted in the schools. Students could be frightened of male teachers in class).

Participant 1 (Table 4.5) argues that one of the most common challenges that male teachers face in institutions is the absolute preference for female educators. Obviously, there are a lot of institutions with different opinions and points of view in education. Participant 2 declares that there are no problems because it depends on the teacher. The teacher in early education has to be highly certificated to work and there is no problem, finally, they are educators. Meanwhile participant 3 agrees with participant 1, in addition to the preference of female teachers. Another problem is that male teachers are not well-accepted in institutions. Also, students could get afraid of having a male teacher in the classroom. This may show that all depends of the interest of each institution. For example, in some institutions there were some problems with male teachers that they decided to allow them to work with children. On the other hand, there are some institutions that are very careful in the moment of hiring male teachers because they evaluate all the aspects and try to hire the most suitable and qualified teacher to work with them in kindergarten.

4.1.3 Beliefs about Male Teachers in Early Education

This section explored about the treatment differences between male and female teachers in early education and how male teachers are considered according to their experiences and feelings working in kindergarten.

Question six explored the treatment of differences between male and female teachers in institutions. Findings show Table 4. 6, that in fact there are treatment differences between male and female teachers. Also, there is a preference for female teachers.

Table 4. 6 - Treatment Differences between Male and Female Teachers

Participant 1	Sí. Se les da una prioridad a las mujeres, ya que, preguntan en mi caso si conocía yo a una mujer educadora. (Yes, priority is given to women, when they ask in my case, they asked me if I knew a female teacher).
Participant 2	Sí. Se les da preferencia a las maestras especialmente en kínder por el lazo materno. (Yes. Preference is given to female teachers, particularly, in kindergarten by the maternal bond).
Participant 3	Efectivamente. Se les monitorea más solo por el simple hecho de ser hombre y se deben evitar problemas con los niños. (Effectively. They are more monitored due to the fact of being male, also problems with kids must be avoided).

Participant 1 (Table 4. 6) points out that institutions have the complete preference for female teachers as educators. As his experience, he notes those institutions are always looking for female workers. Then from that point, there is a different treatment and preference to female educators. Participant 2 agrees because female teachers have a maternal bond and students are in that stage of growth in which they need attention and maternal care. The last participant declares that effectively there are special treatments to female teachers. And in the case of male teachers, institutions are monitoring them because institutions should deal and

manage problems between teachers and children. This suggested that there are preferences for female teachers because they have the maternal bond. However, they do not take into account academic aspects as male teachers can have.

Question seven explored how male teachers are considered in kindergarten education. Results show Table 7, that male teachers are not commonly and well seen, they do not have a significant relevance in early education because it is an area for female teachers.

Table 4. 7 - How Male Teachers are Considered in Kindergarten

Participant 1	Los hombres son considerados hasta cierto punto como un líder, él tiene la autoridad absoluta, y cuando uno es hombre llegan a tener una presencia distinta, más fuerte. (In certain point men are considered as leaders, they have absolute authority, and when there are men, they have a different and a stronger presence).
Participant 2	Es una postura diferente. Se espera que en el kínder haya una maestra mujer. No importa el género al fin de cuentas somos maestros eso es lo que debe de importar. (It is a different posture. We expect to see that in kindergarten there are female teachers. It does not matter the gender at the end, we are teachers and that is the most significant).
Participant 3.	Son considerados como ayudantes no como maestros en sí, ya que a ellos se les daban unas pocas materias y a las maestras se les daba la libertad de enseñar todo el tiempo. (They are considered as teacher assistants not as the main teachers, because they are given just a few subjects and to female teachers are given the freedom to teach all the time).

Participant 1 (Table 4. 7) explains that a male teacher is considered as a leader in institutions. Male teachers have the attitude to lead institutions, they must have the authority because they show a stronger character. Participant 2 points out that male teachers are considered in a different position but here the importance is that they are educators. It does not matter if there is a male or a female teacher, the important point is how you teach and the skills you have as educator. The participant

3 explains that according to his experience male teachers are considered as helpers in institutions because most of the classes are taught by women and just a few classes are taught by men. This may indicate that male teachers have a significant impediment to work in different areas of education. This is a problem that finally affects workers and students.

4.2 Conclusion

This chapter analyzed the findings presented in the research questions situated in Chapter 1. All the data analysis provided the data for answering the research questions related to the student teachers' beliefs about male teachers working in kindergarten institutions.

Hence, next chapter presents the conclusions of this research study as well as the study's limitations and its further research directions about the beliefs on this phenomenon pointing at male teachers and early childhood education.

CHAPTER V

CONCLUSIONS

Introduction

The objective of this chapter is to present the conclusion of this research investigation. According to the data gathered in the previous chapter and its analysis, this section aims to show a brief summary of the most relevant findings of the investigation. Moreover, it includes the limitations and the recommendations for further research studies.

The conclusions presented below are based on the research questions' answers. Based on that manner, they are presented in the next order: Discussion of the Findings, Limitations, Implications, and Recommendations for Further Research.

5.1 Discussion of the Findings

Qualitative data was obtained by interviewing three ELT participants who have done their practices as language teachers in kindergarten institutions. So, they shared their experiences trying to explain the challenges that they face as male teachers in early education. Thus, it is presented the most relevant participants' findings according to each research question. To recap, there was a main question, that one was supported by three questions in order to go through this study.

What are student teachers' beliefs according to the teaching experience generated into Kindergarten Education?

- RQ1: What is the significance of kindergarten in today's formal education?

- RQ2: What are male language teachers' challenges in kindergarten contexts?
- RQ3: What are student teachers' beliefs about male kindergarten language teachers' performance?

According to those questions, it is discussed in the following way the findings coming from Chapter IV:

- RQ1: What is the significance of kindergarten in today's formal education?

As stated by the results presented before, all participants mentioned that working in kindergarten is a big and significant responsibility that teachers must have. Firstly, working as a man, in an area which it is designed especially for women, it is an important challenge. Working with little kids is challenging because it is the stage in which students develop their behavior, so, as a teacher you must behave as a role model.

Based on those facts, teachers must have responsibility in what they say and how they say things, patience, tolerance and values. Another significant point is the creativity and funny activities because children love playing and exploring. Additionally, kinder education is a significant stage in which students are growing and developing their abilities, and then, teachers must show the most professional state and use all significant abilities to demonstrate that they are highly prepared to work with them.

Facing the point, it is also about parents' beliefs on male teachers. There is a lot of violence and sex abuse by teachers to students, that means parents do not

have the confidence to leave children with male teachers. Accordingly, with these facts, male teachers are not allowed to work in early education because they have contact with children. In order to avoid those problems institutions do not have male teachers but that does not mean that all male teachers are bad educators. In fact, there are a lot of male teachers around the world, who are highly prepared to work with all kind of students, they know how to handle issues in the classroom and how to deal with institutions and parents.

Hence, there are some controversies as male language teachers working in kindergarten. That area of education is the most significant and sensible because it is the age in which students develop their abilities, behavior and knowledge. Consequently, it is important to be careful with the content that teachers teach and ways to address students in order to help and be in the process of little children growing.

- RQ2: What are male language teachers' challenges in kindergarten contexts?

As reported by the presented findings, all participants stated that there are many challenges that male teachers face in kindergarten institutions. Firstly, as a male teacher you must show professionalism, proper forms to address people, kindness and ethics. As male teachers it is difficult to get a job which involves working with children because in some cases the man lacks of patience, sensibility and tolerance. Teachers must be funny, creative and dynamic in order to get a plus as well as a high profile as a male teacher.

As stated in those facts, some challenges that male teachers face in kindergarten education involve problems with parents. Sometimes they disagree with having a male teacher in charge of their sons because all the time there are problems of violence and abuse of children. In most of the cases institutions do not hire male teachers to evade that kind of problems with male teachers and parents. Also, there are preferences to hire female teachers to male teachers. Thus, male teachers must be highly certificated to work in kindergarten institutions.

Another significant problem that male teachers have is when there are misunderstandings. Children are very sensible and affective, so sometimes they hug their teachers and this could generate misunderstanding and a problem to parents, teachers and institutions. Then, teachers must be careful with this type of rapprochements in order to deal with those issues. Finally, in the last of the cases, teachers face problems with classroom control. Because of the lack of teaching experience, the teacher can lose patience. It is meant for the teacher when there are fights between students, he has to take control of the situation in a calm manner in order to not hurt students' feelings and establish sympathy.

Although some institutions have had bad experiences or issues with male teachers and they prefer to avoid those problems, male teachers are not a bad role model in early education, the belief has to be restated according to that negative perspective. In some institutions the most important aspect of a teacher is the high skills that they have to teach and class control, regardless if they are men or women.

- RQ3: What are student teachers' beliefs about male kindergarten language teachers' performance?

In line with the results presented before, all participants claimed that there are variations of beliefs about male teachers. Firstly, there is a significant preference for female teachers, and then, they are the most appropriate to work with children because they have the mother care and a significant bond with them. Consequently, male teachers are monitored and evaluated in order to evade problems in institutions and evade problems with parents as mentioned before.

Just as those facts, beliefs about male teachers in kindergarten education are several. From one part, the posture of a male teacher working in kindergarten education is different. It is not normal to see a male teacher around early education, this is most common to see with female workers. At the end, this is a problem of gender because it does not matter if there are male or female teachers, the most important point is to teach in a professional way and perform with the best qualities and skills of pedagogy.

However, male teachers are considered as a helper of other teachers. Consequently, most of the classes are designed for female teachers and just a little part by male teachers. In practice, it must be considered one important opinion that male teachers are seen as leaders. So, the most common belief is that the male teacher leads in institutions. They have a strong presence and authority. But these positions can be performed by women, too.

Findings from Interviews

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Questions	Significance of kindergarten	What teach in kinder involves	Kindergarten teacher characteristics	Problems teachers face in classrooms	Problems teachers face in institutions	Treatment differences of male and female teachers	How male teachers are considered in kinder
Part 1	Children's significant stage	Vocation, dedication and responsibility	Professional, kind and ethic	Children treatment	Preference to female	Priority to women	Men are considered as leaders,
Part 2	Children's skills development	Deal with problems	Patient and empathic	Rapprochement with children	No problems	Preference to female teachers	Men are not considered in kindergarten
Part 3	Children imitate adult behavior	Values, creativity and fun	Funny, creative and dynamic	Class management	Not accepted in schools	Male are monitored due to the fact of being male	They are considered as teachers assistants not as the main teachers

This table points out the questions of the semi-structure interview and its most significant answers. Throughout the investigation several findings were found out. The principal and the most important is the professionalism that teachers must have when they face different situations in which tolerance and patience are crucial. Therefore, the principal challenge of a male teacher is to work in kindergarten or early education. In those institutions the preference is given to female teachers and men must be well prepared and certificated. To sum up, male teachers are significant in education and they play an important role model to children.

5.2 Limitations

The main situation faced was the lack of male kindergarten teachers around the area, it meant something worthy for this study due to its role could have shown

deeper beliefs. Thus, this study had to reestablish a new sample through student teachers doing their practices in childhood education. Another important issue was the availability of the student teachers, they were taking classes and it stopped the application of the instrument; they were running out of time because they were in other activities, too.

Another issue was presented in order to restate the topic of this investigation. It was aimed to gather information from children parents' beliefs. Unfortunately, it could not be possible to get information from that important setting. So, it would be recommended as a direction for further research because it must be really meaningful for the area in ELT.

Additionally, another interesting issue came in the following way: a teacher could be contacted from a local institution, he was asked for his participation, and when he saw the interview guide, he did not want to participate in the investigation. It was not asked for any reason to not participate because he looked uncomfortable with the questions at first sight, but no answer was given.

5.3 Implications

The paper regarding student teachers' beliefs about male teachers working in kindergarten institutions is that the data collected in this study will be a solid basis for future studies in the Bachelors of Arts "Licenciatura en la Enseñanza del Inglés" at the Faculty of Languages – BUAP that is focused on subject-matters that can be in depth studied, such as, teaching practicum in early education, teachers' beliefs, gender study, kindergarten education, children's learning in kindergarten, male

teachers in kindergarten education, male teachers challenge in kindergarten, and introducing male teachers in kindergarten education.

5.4 Recommendations for Further Research

The study has been fundamental to be considered as a basis for further research as mentioned above due to the fact that little research has been done in the Faculty of Languages at BUAP, it would be essential to follow these recommendations. Then, these are the suggestion based on this study:

- a) Children Parents' Beliefs about Male Teachers in Kindergarten Education
- b) Children's Beliefs about Male Teachers in Kindergarten Education
- c) Female Teachers' Beliefs about Male Teachers in Kindergarten Education
- d) Principals' Beliefs about Male Teachers in Kindergarten Education
- e) The Impact of Male Teachers as Role Models on Non-Parent Students in Kindergarten.

5.5 Conclusion

The process of writing a thesis is difficult but satisfying with the result. As a student it must be considered the time consuming because dedication is going to play an important role carrying out this type of projects. I was about to give up a lot of times but, fortunately, friends and teachers supported me to reach this goal.

First of all, it was a very difficult process since the selection of the topic because I had no idea of what I wanted to investigate. The topic had to be restated due to the limitations that were presented during the research. Now, I have a lot of ideas that I would like to investigate and make a thesis about those topics.

From a personal point of view, the most difficult and tedious part was the literature review because as a researcher you have to look for information and read a lot of articles, papers, books, etc., and it implies to discriminate carefully each piece of information you go through.

This was a significant experience; I learnt a lot and it is going to help me to do further and deeper studies, and also to improve this project. Another significant goal that I want to reach is making a master's degree program. So, this was a really nice experience that made me to put a lot of effort into developing and realizing this project successfully.

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APPENDICES

Appendix 1 - Interview Guide

The objective of the interview is to get information about what challenges male teachers faced when working in kindergarten and some beliefs about working in those institutions.

Research questions

What are student teachers' beliefs according to the teaching experience generated into Kindergarten Education?

- RQ1: What is the significance of kindergarten in today's formal education?
- RQ2: What are male language teachers' challenges in kindergarten contexts?
- RQ3: What are student teachers' beliefs about male kindergarten language teachers' performance?

1.0 Significance of kindergarten in today's formal education

1.1 Kindergarten education

1.2 What teaching in kindergarten involves

2.0 Male language teachers' challenges in kindergarten contexts

2.1 Characteristics of a kindergarten teacher

2.2 Problems that kindergarten teachers face in classrooms

2.3 Problems that male teachers face in institutions

3.0 Student teachers' beliefs about male kindergarten language teachers' performance

3.1 Treatment differences between male and female teachers

3.2 How male teachers are considered in kindergarten

Transcription 1

Entrevistador: Muy buenos días profesor voy a continuar a realizar la entrevista que sería acerca de su desempeño laboral en un kínder espero que me responda con sinceridad y con lo más profundo que pueda involucrarse.

Participante: ¡Por supuesto!

Entrevistador: ¿Para usted que es trabajar en kindergarten como maestro?

Participante: Para mí es un compromiso muy importante una responsabilidad ya que pues se está trabajando con menores de edad hay que tener mucho tacto mucha responsabilidad de cómo se hacen las cosas.

Entrevistador: Bueno y para usted ¿qué es lo que esta relacionando en la enseñanza como maestro en un kínder?

Participante: Pues una metodología aplicada a los pequeños y una vocación y un compromiso mayor ya que pues uno como profesor es la persona clave y la pieza clave y de él depende el completo desarrollo de los menores. Ósea para mi seria vocación, responsabilidad, entrega y una metodología correcta para llevar a cabo la tarea docente.

Entrevistador: ¡Muy bien! Y hablando de metodología usted cuales cree que son las características más importantes que usted cree que tiene que tener un maestro hombre en un kínder con niños pequeños en lugar de una maestra mujer ya que es más fácil para ellas controlarlos y no se tener ese cariño como de casa y todo eso.

Entonces como hombre cuales son las características que tiene que tener como ser paciente o no se tenerles cuidado mostrarles más atención.

Participante: Como profesor igual uno va a seguir siendo un profesor hombre masculino lamentablemente esta carrera está liderada por mujeres y obviamente ellas tienen un tacto especial con los pequeños ya que pues ellas pueden expresarse de una manera más cariñosa de una manera más amable más tierna y uno como hombre también lo puede hacer pero con mucho cuidado ya que pues en especial caso con las niñas y lo que se necesita es un profesionalismo y una forma adecuada de dirigirse a ellas sin que se mal interprete lamentablemente se pueden mal interpretar las cosas. Un roce un toque y es que hasta cierto punto tu no controlas eso porque los niños a esa edad son muy cariñosos se entregan demasiado se encariñan con el profesor y ellos pues te demuestran su afecto de manera física también y uno no puede rechazarlo, pero si puede recibirlo de una manera responsable y con mucha ética ya que sin ética no se puede llegar a ningún lugar y como maestro se tienen ahora sí que los ojos están sobre el profesor, sobre el educador, más que con los pequeños. Especialmente a la hora de ir al baño ya que es un tema relevante que creo que se tiene que tocar.

Entrevistador: Hablando de estos temas cuales cree que sean los problemas que usted enfrenta por ejemplo llevar a una niña al baño en los salones de clases. Que problemas más me podría decir usted en su experiencia.

Participante: El problema es que si no está una educadora disponible en el momento lo que se puede hacer pues es un dilema porque no se puede dejar a los

niños por ir a cuidar a otros. Es un problema importante tiene que buscar a alguien disponible como una mujer de intendencia si pasó la directora si pasó una maestra pedirle el favor que si la puede llevar. Ese es el problema que tiene uno como profesor y obviamente pues tal vez no tanto con los colegas educadores sino con los padres he ahí la verdadera tarea esta con los padres. Ellos pueden y están en todo el derecho de reclamar la integridad de sus pequeños y uno como maestro es difícil como hombre es difícil explicar todo se mal interpreta obviamente. Afortunadamente a mí se me brindo una confianza absoluta y ni he tenido ningún tipo de problema en ese respecto.

Entrevistador: Hablando de los padres cuales problemas que usted enfrenta en las instituciones los pensamientos que tienen los padres de un maestro en un kínder eh no se al momento de contratarlo no lo contratan porque es hombre y no es mujer como es un requisito en todos los kínderes.

Participante: Si se enfrenta uno esa problemática. El ser hombre pues si te da muchas desventajas, pero también te da ventajas ya que tú por ser hombre les forjas un carácter más fuerte a ellos y las mujeres son más tiernas, más lindas, más melosas como educadoras porque pues ese es su trabajo hasta en las palabras que utilizan. Uno como hombre pues no utiliza tanto esas palabras de cariño para expresarse a ello no. Masque nada si se enfrenta un problema con los padres esa es una definitiva pero el problema no es al momento de ser contratado el problema está al momento de desarrollar y llevar a cabo la acción pedagógica he ahí cuando uno tiene que demostrar el profesionalismo y que valió la pena contratar a un hombre. Lamentablemente estamos en un mundo donde primero te ven y después

te escuchan y lo que se tiene que hacer es dar una muy buena imagen. No se tiene una segunda oportunidad para dar una primera impresión así que hay que cuidarla mucho hay que ser un profesional.

Entrevistador: Hablando de impresiones y todo eso ¿usted cree que haya un tratamiento diferente hacia los hombres maestros en el kínder y las mujeres maestras en el kínder? ¿Cree que exista un tratamiento diferente no sé qué a las mujeres se les dé una prioridad al contratarlas?

Participante: Si en efecto. Se les da una prioridad a las mujeres ya que cuando preguntan en mi caso a mi cuando se me preguntaba que si conocía yo a alguien a una mujer educadora. Pero no me preguntaban si conocía a un hombre siempre preguntan oye conoces una amiga, una prima, a una mujer. Siempre se les da la prioridad a una mujer a menos que uno llegue y tal vez puede, pero uno como hombre tiene que buscarlo, pero una mujer el empleador siempre la busca es así la problemática si se tratan diferente si hay un trato no excluyente, pero si distinto.

Entrevistador: Hablando de trato ¿cómo cree usted que los hombres son considerados en un kínder?

Participante: ¡Los hombres son considerados hasta cierto punto bueno yo lo veo así o yo lo siento as como un líder! Porque entre tanta mujer obviamente no me quiero meter en temas de género para no crear ninguna controversia. ¡Pero si son vistos como un líder porque tiene que estar cuando está en un grupo él tiene que mandar el líder! Es un líder en ese momento, él tiene la autoridad absoluta y si cuando uno es hombre llegan a tener una presencia distinta una presencia más

fuerte una presencia muy demandante a la de una mujer que tal vez ellos pueden no manipular, pero si al saber que la mujer trata diferente a los pequeños pues los niños son muy diferentes y listos y se adaptan a quien los está tratando. Pero uno como hombre llega con un carácter más fuerte no mal carácter, pero si un carácter fuerte para educar no para otra cosa se puede tener muchas ventajas en eso, pero hay que irlo trabajando y si se tiene uno como hombre es visto de una manera diferente. Desafortunadamente es un pensamiento atávico que la mujer debe estar educando a los niños y el hombre de estar trabajando no es un trabajo muy masculino si nos lo preguntan.

Entrevistador: Eso es todo muchas gracias profesor.

Participante: ¡A ti muchas gracias!

Transcription 2

Entrevistador: Buenos días maestro.

Participante: Si

Entrevistador: Vamos a proceder a realizar esta entrevista. ¿qué significa para usted kindergarten como maestro?

Participante: Bueno kindergarten desde mi punto de vista es probablemente la etapa más importante de un niño para desarrollar sus habilidades motrices finas y además los primeros pasos en lo que se refiere a entrar a la escuela y como él se va a desenvolver en primaria y en adelante.

Entrevistador: Muy bien y bueno ¿qué implica para usted la enseñanza la enseñanza hacia los niños como maestro hacia los niños en el kínder?

Participante: Implica mucha paciencia, tolerancia, saber responder a los problemas y sobre todo pasión por lo que se hace. Los niños tienen muchas preguntas y siempre están ansiosos de saber más. Entonces el maestro más que alguien que explica cosas debe ser alguien quien genere esa curiosidad en los estudiantes para que a largo plazo ellos sigan aprendiendo de manera autónoma.

Entrevistador: Eso es todo muchas gracias profesor.

Participante: ¡A ti muchas gracias!

KEY CONCEPTS

Basic Education (n) It has been defined by a range of organisations, with each definition circling around core themes. Each of the definitions of basic education shares common elements. These include the development of competencies, knowledge, attitudes and values as a basis for lifelong learning.

Challenge (n) (the situation of being faced with) Something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.

Early childhood education (n) It consists of activities and/or experiences that are intended to effect developmental changes in children prior to their entry into elementary school.

Kindergarten Teacher (n) He/She is responsible for teaching children basic skills that will prepare them for elementary school grades. The main skills taught are reading and math, and teachers create lesson plans, grade student work, manage classroom behavior and work with parents to ensure that students are succeeding.

Preschool (n) A school for children who are younger than five years old.

Role Model (n) A person who someone admires and whose behavior they try to copy.

Student Teachers (n) A student who is studying to be a teacher and who, as part of the training, observes classroom instruction or does closely supervised teaching in an elementary or secondary school.

Teachers' Beliefs (n) Defined as personal constructs that can provide understandings, judgments, and evaluations of teachers' practices.