



**Inclusivity in the teaching profession: A case of male teacher
representation in the foundation phase**

By

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DECLARATION

I hereby declare that, *Inclusivity in the teaching profession: A case of male teacher representation in the foundation phase*, is my own work, and that all the sources I have used have been acknowledged by complete references.

Signature



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ABSTRACT

INTRODUCTION

This qualitative research study used an interview approach to investigate inclusivity of male educators in the foundation phase educators in the Ndwedwe primary schools, in KwaZulu-Natal.

The study design was underpinned by Bandura's Social Learning Theory, which provides a theoretical framework that shapes the study using the theory of the school and classroom organisation. Bandura, (1977), uses elements such as quality of instruction received by learners from educators, which I have also used to shape my study in the answering the following questions:

- How are male teachers represented in the Ndwedwe Primary Schools?
- Factors influencing shortage of male teachers in the foundation phase.
- Strategies to increase male teachers in the foundation phase.

In this study, purposive sampling followed a procedure that saves time and money because it does not generalize ideas about the topic and does not require too many documents to be produced and given to the participants. This method further explains who to target, which enables the researcher to produce trustworthy and credible data in the research and the proposed topic (Green, Hoagwood, Horwitz, & Pantikas, 2015). Data was collected from male teachers of the nominated schools in the Ndwedwe circuit under iLembe District.

Interviews were used involving six schools located in the Ndwedwe rural areas, and two males were used as samples.

To fulfil the requirements of my study, I chose a group of male teachers, who have better understanding of issues that emanate from exclusion of male teachers. During the data collection, participants were explained that the interviewer is conducting a research with an aim of obtaining explanations on causes and effects, attitudes, and the extent of male teacher representation in the foundation phase.

Findings were analysed and collated into common themes which revealed that most schools in the foundation phases did not have male teachers.

Lack of community involvement and government intervention, stereotypes, cultural norms and criminal allegations were considered by educators to be significant factors that caused shortage of male teachers. The study concluded that the need for foundation phases to conform with inclusivity of male teachers and gender diversity could yield better results in the enhancement of learner achievement.

DEDICATION

I dedicate this piece of work to my family, including my wife, Hazel Sebenzile Nzuza, who played a very important role in encouraging me to study further, despite my age, and my children who have instilled in me the importance of education. My late mother, Ntombinini, a single parent who did not have an opportunity to attain higher education but played a role in supporting her siblings and ensured that her children got education that could help sustain their lives. I am what I am, because of her. My children could have benefited better from my being educationally imbalanced, but alternatively, did not suffer much consequences in developing themselves. I also thank my Supervisor, Dr Mveli for all his work in developing me as a deserving graduate. I further promise that what I have achieved will be used to help others achieve theirs.

A special dedication to my last born, Sphephelo, (Son), who has symptoms of mild autistic behaviour, since birth, but despite those challenges, has shown an ability to move forward. By God's mercy, he is now doing grade eleven.

To all individuals involved in my personal development as a learned father and a community builder, and who prayed for my success, I say thank you. Let us sit together and develop others, especially, the youth who still have a long way ahead of them.

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CHAPTER ONE

1.1 INTRODUCTION AND ORIENTATION TO THE STUDY.

Inclusion is defined as the state of being included or being made a part of something. During inclusion, every citizen of the country is expected to use the same facilities and take part in activities in which all people are involved. This includes people with disabilities and those who have been marginalised from doing those activities. In the definition, everyone means all genders included. In this context, which involves foundation phases, schools have strong culture of inclusion of students with special needs, talk about gender diversity, but do not include male teachers. Exclusion of gender diversity is evidenced by shortage of males in schools.

This chapter discusses problem statement, literature review, location, objectives, research questions, methodology, sampling procedure and method used to collect data. In the data collection method, semi structured interviews and focus groups were used. Focus groups, data analysis, ethical consideration, validity, transferability, trustworthiness, credibility, confirmability and dependability will also be explained. The research includes a work plan which involves time frame. The proposed work plan and the cost will be discussed. However, limitations may be anticipated in doing a research and will also be covered.

1.2 BACKGROUND OF THE STUDY

Inclusivity plays an important role in building diversity, which brings all parts together and without discriminating any person based on gender. Since 1994, South African primary schools have been experiencing shortage of male teachers. Bhana, et.al, (2019), point out that in South Africa, twenty percent of the teaching population, teaching in the foundation phase roughly from six to nine years are males, which is consistent with a global trend that see men being more likely to teach adolescent learners than young children. This trend leaves boys' under-represented in terms of sports and other male held activities.

This has caused problems to boys and the community, which they need to solve, to bring the situation to balance. Government is removing injustices of the past with another injustice where male foundation phase teachers are becoming more marginalised. The study focuses on feminism and masculinity and is used in the context of discriminating based on gender, stagnating the inclusivity of males.

1.3 RATIONALE

Before 1994, the position of gender roles was based on a variety of stereotypes which people, including males and females followed such as that women are responsible for raising children and that men do not do housework and they are not responsible for taking care of young children (Brewer, 2018). In the context of schooling, teachers also follow similar trend, where male teachers are being rejected in promotional positions, deprived of their rights to masculinity and practice of their professional and career qualifications. Stereotypes, beliefs, culture and experience may have taken part in informing the community and education system to behave the way they do, in their effort to reject males.

In this study, male teachers are marginalised by not being given opportunities to represent themselves in the foundation phase. This practice yields detrimental effects which force individuals to dropout from school, as Mashiya, (2014), argues for the value of boys and is supported by Henning, (2014), when she says many children lack male role models both at home and at school.

Some male teachers even leave their honoured profession, and even their country and migrate to another professions or country, in search of what others call greener pastures, which is a threat to the country, as De Villiers (2017), cautions that South Africa must do more to keep teachers from seeking 'greener pastures'.

School is another home from home which nurtures children psychologically, physically and economically (Bonsie & Bonsie, 2017), and they were supported until the view that male children or boys are not represented; a gender diversity issue.

It is disappointing to realise that in 1994, the statistics of male teacher shortage revealed by Scottish Education showed that, their Scottish Primary Schools foundation phase, male teacher population was 8%, when they used 1701 male participants who took part in the survey. They compared these figures with female teachers who formed 92%, using population of 20528 females, who took part in the survey. This activity showed a disappointing sense of exclusion, which reveal that male teachers are being excluded. Later in 2003, the percentage of male foundation phase teachers showed a steady decrease by 1% to 7%, using a population of 1620 male participants while female participants of 20606 had risen by 1% (Scottish Government Publication, 2005). The issue of shift of statistics figures in Scottish education showed a significant state of decline among males in the foundation phases (Scottish Government Publication, 2005).

1.4 PROBLEM STATEMENT

Ndwedwe schools' foundation phases are currently having fewer male teachers than females. Most foundation phases in the area are run by females, which pose problems to learners, both boys and girls, as well as male teachers who seek inclusion in the workforce. As a result, some male teachers leave the profession, while others migrate from the education system, enriching the other countries, while leaving boys without role models and gender partners in education. Male teachers accept the job to look after young children because they want to attain the experience. Once experience has been achieved, they decide to leave the profession, because it is stereotypically, against their culture, and the public does not accept them as teachers who perform basic care tasks of looking after young children Mashiya, (2014). Generally, males find it shameful to handle young children. When male teachers quit the profession, they open vacancies for female teachers. While this situation benefits male teachers by being promoted, children suffer the consequences of learning without skills from males. Male teachers could have benefited boys in activities like sports and gender issues related to puberty and masculinity.

1.5 AIMS AND OBJECTIVES

1.5.1 Aims

The study aims to reinstate masculinity and gender roles in the foundation phase in primary schools, while ensuring that inclusion and equality for all prevails in primary schools.

1.5.2 Objectives

The objectives of this study are:

- To investigate the inclusivity of male teachers in the Ndwedwe Schools under iLembe district.
- To investigate factors that influence shortage of male teachers in the foundation phase.
- To investigate strategies to increase male teachers in the foundation phase.

1.6 RESEARCH QUESTIONS.

The following are questions that need to be answered, that will make us understand why there is a shortage of male educators in the foundation phase in Ndwedwe primary schools.

- How are male teachers represented in the Ndwedwe Primary Schools?
- Factors influencing shortage of male teachers in the foundation phase.
- Strategies to increase male teachers in the foundation phase.

1.7 PURPOSE AND FOCUS

The study will find causes and effects of males, being under-represented in the foundation phase of Ndwedwe primary schools. Most foundation phases in Ndwedwe have a shortage of male or do not have male teachers in their schools. The study will therefore ensure that gender diversity is reinstated by hiring more males in the foundation phases.

1.8 SYNOPSIS OF THE METHODOLOGY

This study used a qualitative methodology to investigate the representation of male teachers in the foundation phase in the Ndwedwe rural schools. In the study, three questions were used to help us understand how males are represented, the causes and effects, and the extent of teacher diversity in the foundation phase.

In data collection process, focus groups and semi-structured interviews were used. The sampling procedure used purposive sampling, which targets the two male teachers in each school, twelve in total. After data has been collected as raw data, the researcher analysed the data, using a thematic analytical method, which identifies patterns or items within a qualitative data. To show sensitivity to participants' rights, they were explained about the research procedure.

Consent letters were sent to selected stakeholders surrounding the education department. They were sent to the department of education, asking for the permission to conduct the study, to the district manager, to the circuit manager, and to the principals of the nominated schools to research from, and lastly to the educators. Ethical Clearance was received, which gave permission to conduct research.

1.9 DEFINITION OF CONCEPTS

Concepts are in simple terms, ideas or thoughts derived from specific instances. Some organizations also call them, jargons used in specific situations. Relevant concepts were used and were explained to facilitate the understanding of the reader.

1.10 CONCEPTS USED IN THE STUDY

BRAIN-DRAIN is phenomenon when the country losses professionals for better pay and living conditions (Marrian-Webster, 2019).

CAUSES are things or people that give rise to an action, phenomenon or condition.

DETRIMENTAL refers to something that causes harm or danger to something or a person (Collins English Dictionary).

DISCRIMINATION is an unjust, and prejudicial treatment against individual or group of people, based on their race, age and sex (Albertyn, 2015).

DIVERSITY refers to different types of people in a group or organisation, such as people of different races, cultures or genders.

DROPOUT is when a learner or student stops going to school before they have finished the course or before graduating (Cambridge English Dictionary).

EFFECTS are changes which are results or consequences of an action.

ENDANGERED means something that is seriously at risk of extinction such as species. This term is used to describe male teachers who are disappearing in the eyes of the public.

EXCLUSION is the process of excluding or the state of being excluded in the system or removal from consideration.

FEMINISM is belief that men and women should have equal rights and opportunities (Kapriano, 2017)

FOUNDATION PHASE is the level of teaching and learning which prepares children for formal education and is better known as primary education.

INCLUSION is about all of us. It also means inviting those who have been historically locked out to come in and recognising that we are one.

MARGINALISATION is the process whereby something or someone is excluded from taking part, or their ideas are ignored.

MASCULINITY is the concept used to describe a man's behaviour (Vann, 2017).

MIGRATION refers to a person who leaves a country to another country with a view of being employed, perhaps for better job opportunities.

OUTSOURCING is an activity of hiring employees from outside companies to work and produce goods or services that would be produced by the company's own employees.

PATRIARCHY refers to the system where men hold the power and exclude females or women from doing some work.

REPRESENTATION refers to the action of speaking or acting on behalf of someone, or the state of being so represented (Colgate, 2019).

RURAL AREA is an area in the country which is usually controlled by traditional leaders. It usually has few homes or buildings. (Hall, Kaufman, & Ricketts, 2006).

STEREOTYPE refers to a preconceived notion especially about a group of people.

VULNERABILITY is the state in which resources, usually living organisms are being attacked or harmed, either physically or emotionally.

WORKFORCE refers to people engaged in or available to work, either in a country, area or in an industry.

1.11 CHAPTER OUTLINE

A brief outline of chapters in this mini dissertation, will be outlined:

Chapter 1: Background, rationale, problem statement, aims, purpose, objectives and focus are discussed.

Chapter 2: Literature review is presented, highlighting main issues surrounding inclusion of male teachers.

Chapter 3: Theoretical framework is discussed.

Chapter 4: This chapter gives a description of the research design and methodology which include sampling procedure, data collection method and ethical considerations.

Chapter 5: This chapter discusses the findings drawn from data collected from the Ndwedwe primary school's foundation phase male educators.

Chapter 6: This chapter presents the conclusion and recommendations for the findings of the study.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 INTRODUCTION

Literature review highlights important aspects used to support the topic under scrutiny. It also facilitates the researcher's understanding of similar issues and concerns about inclusivity of male teachers. In this chapter, cultures, stereotypes, skills, experiences; and discrimination will be discussed as possible causes of migration, unemployment and loss of job opportunities among male teachers because of their under-representation. This chapter will identify gaps using what others have said, and the highest number of data produced and means to use as a strategy to close that gap.

2.2 BACKGROUND INFORMATION

Many organisations, scholars, individuals and teachers have shown a great concern about the under-employment status of male teachers in foundation phases. The position of male teachers raises many questions about why they are under-employable, victimised or discriminated from teaching young learners. The real concern is how boys will survive in the foundation phase and in the future and how they will survive in the foundation phases.

Some information relevant to the topic has been collected from various sources by different scholars, which support the literature and they write about different issues that affect males in the foundation phase which may affect them both positively and negatively.

A case of male inclusivity in the foundation phase is a topic of great concern to most teaching population including male teachers and the prospective students. When one reads from the newspapers, the term 'marginalisation' as political aspect features almost everywhere, which government uses to describe women in their exclusion from employment, treatment as people who cannot perform certain tasks in the society. This treatment led females to becoming poorer and enriched males. In the struggle to combat poverty and take females out of poverty, male teachers are either forced to drop out from education system or they do so voluntarily.

2.3 DEFINITIONS OF INCLUSION

Among prospective students, there are matured boys who are currently studying towards being teachers, and those still in the primary schools. The situation of male inclusion is a need which should accommodate 'all', irrespective of gender and other aspects, as the term 'inclusivity' refers (Dana, 2013). Building on the definition of inclusivity, Hodkinson, (2011), says inclusion must be observed as a tool used to involve the previously disadvantaged groups of people, in their effort to survive, which, I further refer to as marginalised by some form of discrimination, based on gender and other aspects of exclusion in the society. This definition covers both aspects of context, male teachers and boys' representation. When writing this study about male teacher representation, it will be found to include phrases such as "parents, father figure and fathers", which signifies their importance in society.

In Clarke, (2009), concerns about inclusion are being raised in the form of interviews, the pattern to be followed when addressing issues of gender diversity and inclusion in the primary schools, including issues of equity and inclusion, support of co-curricular activities through equity and inclusion and the sensitivity of gender diversity in the curriculum.

These issues were raised specifically to bridge gaps that prevail within education's primary schools which affect male teachers. I was touched by the status of gender representation which does not cater for the needs of male teachers and is biased. When Bhana, (2015), introduces her article, she is concerned that, the society should be empowered equalisation of genders, while ensuring that "justice for all principle", is served. Matching the study with mine, I do not see equality and justice being served in schools, because the word or phrase, "All" means everyone included and does not discriminate in any manner.

2.4 WHY EQUITY WAS INTRODUCED

Government introduced White paper 6 which ensured that learners are admitted in education system, regardless of barriers (Department of Education, 2001). Employment Equity Act, no 55 of 1998, was introduced to ensure that employees are not discriminated on the grounds of race, gender, marital status, etc., which further guaranteed that equal opportunities and fair treatment of employees are promoted (EEA, 2018). However, it is surprising to note that some laws are not being adhered to, such as the gender diversity, and equity in the workplace.

2.5 DIFFERENCE BETWEEN CULTURE AND STEREOTYPES

Every organisation has its culture, under which its employees operate. Raider-Roth, (2005), is concerned about how relationships among learners and teachers affect students learning and how relationships between male teachers and students is pivotal in student' capacity to learn.

In the background of the study, most issues being addressed are stereotypes, (Brewer, 2018), such as saying that women are responsible for raising children and do housework while males don't. Stereotypical beliefs are used to embrace males in their struggle to find employment in the primary schools. If different career related decisions or choices are made in the lives of males, stereotypical judgements stand in their way (Orupabo, 2018).

Stereotype is belief about people's behaviour (MacLeod, 2015). The stakeholders and the education system use stereotypes, myths and fairy-tales in determining the appointment and discriminating against male teachers in the foundation phase. According to Fiske & Stevens, (1993), stereotypes originated from fairy tales and have spread as far as being applied in situations to discriminate people and are sometimes, if not always, misleading. The following paragraph explains the origin of myths and fairy-tales which operate as stereotypes.

'Today', which means presently, myths are still used as a traditional method to stop male teachers or to make them take a wise decision about taking an activity. Fairy tales are according to Vesela, (2014), a biased portrayal of the main male characters in the fairy stories using Cinderella and Snow White. Gender is portrayed in many ways in fairy tales, such as that males are typically adventurous, rescuers, capable and on the other hand, female characters are represented as victims, passive, submissive and dependent on male figures (Cekiso, 2013, p.202).

Negative stereotypes promote inequality among citizens and enable them to run out of knowledge required by males in the context of masculinity. There are also positive stereotypes which Dionigi, (2015), uses in the context of old aging as good health.

Myth is one of the theories used and I associate it with stereotypes. which Taifel, (1982) says are different. When I associate of myth with stereotypes, I use Leach, (2013)'s definition, which defines stereotypes as beliefs that characterise members of a social category, which is supported by MacLeod, (2015), when she says stereotype is fixed generalised belief about a group of people.

The society lives in the world of beliefs and stereotypes without acknowledging their sources or origin. Roger, (2016) is concerned about why male students were reluctant to choose foundation phase as their specialisation, and concluded it is not part of their skills to look after young children. These beliefs and stereotypes lure children towards their direction and therefore, act accordingly. It may not be surprising to see male teachers fleeing the country to other areas overseas seeking better job opportunities and leaving behind schools with female teachers with few boys unattended and others taking different streams. One may, full of curiosity ask, “which streams”, because even health and policing departments are occupied by females?

Many people have realised that gender stereotypes are untrue as Raskoff, (2012) puts it, saying that some of the challenges are mere generalisations which are unempirical. The alleged crime that they commit can also be the results of their being unemployed and very often, the allegations of improper conduct of male teachers can be treated as stereotypes which many people have realised that they are untrue with some of the challenges being more generalised assumptions and are unempirical (Raskoff, 2012). Education, particularly in the foundation phase teaching and learning, should not be based on myths and stereotypes but should follow the pattern of prevailing norms in education and stipulated by the state (Harber, 2011).

2.6 INVOLVEMENT OF MALE TEACHERS IN THE SOCIETY

Some people identified male teachers as “Father figure”, the role they play in learners without fathers, learners whose fathers are deceased, and whose fathers work in other countries, including non-supportive fathers and those who neglect their parenting role. Male foundation phase teachers are the foundations of boys’ talent searchers. To lead the way which boys must travel in their adulthood, is determined by the availability of male teachers in schools. Schell, & Courtney, (1979), argue that boys benefit from male teachers’ instructions. Schell, & Courtney, (1979) further say, investigation has shown that boys’ academic achievement improves when they have been assigned to male teachers than boys assigned to female teachers.

McGrath & Sinclair, (2013), support the statement about call for more males, which they link with the educational needs for boys, who need role models and to close a gap of unbalanced males and females. An idea of role models is supported and suggested in Carrington, (2008), that drop of academic achievement results from lack of males in schools. Green, (2012) raised

concerns about males that if female teachers really want to teach young children that males are weak and vulnerable, they are heading for a severe loss of both male teachers as human capital and boys as resources.

Male teachers are not in the primary schools because they are driven by poverty or obligation to fight poverty alone but to fulfil their masculinity role in the society and to promote and enhance societal male skills. However, diversity is important in ensuring that the needs of individual learners are served to both genders. For the context of this topic, males must find satisfaction to promote future male inclusion. Boys have needs to unleash their full potential which requires male teacher supporting them in the classroom (De Wit, 2013).

I am concerned about the exclusion of males in the teaching profession where boys are re-enforced by the male teacher presence, knowing that they are safe in their hands, issues related to masculinity, father figure which also makes boys important in the foundation phases.

Mortino, (2008), supports McGrath & Sinclair, (2013), when they see male teachers as role models, and backed up by Deese, (2017), when he realises that male teacher shortages affect boys who need their role models.

Deese, (2017), expands by saying that male teachers are key persons in the lives of boys, especially if they listen, who obey parental and teacher lawful instructions. Deese, (2017), argues that boys are usually afraid to ask questions related to puberty and other body changes to female teachers. They are more comfortable when issues of sexuality are raised with males; just like girls do, when they approach female teachers.

2.7 CHALLENGES FACED BY MALE TEACHERS

These days, males are considered by many, as uncaring, which makes them lose trust from the community, when given the responsibility to look after young girls, and are treated as criminals (Satoshi, 2008), (Hightower, 2011) and (Nkosi, 2014). Males are according to Paton and Peterson, (2015), lacking care for young children and are involved in child sexual abuse and perceived as paedophiles, the act in which children are sexually abused. Campbell, (1981), defines a pedophile as a prepubertal love of children by an adult, for sexual purposes. Some causes associated with shortage of male teachers are stereotypes, cultures and beliefs, which determine the gender behaviour such as that stereotypes say females are responsible for raising

children while males don't, that males do not do housework and are not responsible for taking care of young children (Brewer, 2018).

Kanazawa, (2008), raises concerns that teachers' employment opportunities are reserved mostly for females due to conduct of male teachers in front of young children. Cushman, (2005), argues that males are less capable of educating young children than females, and Weaver-Hightower, (2011) and Marcus, (2015), bring the same notion when they write about challenges faced by male foundation phase teachers, saying that schools are being run by and for females, devoted for an anti-male agenda that male teachers are uncaring, (Nkosi, 2014). Campbell, (1981), associates the issue of trust among male teachers with paedophilia, which is defined as pre-pubertal love of children by an adult for sexual purposes.

Male teacher shortage in the foundation phase has been earmarked in many cases as Hightower, (2011), writes about challenges they face, that they are uncaring and that they should not be offered positions associated with children (Nkosi, 2014). Campbell, (1981), says they are paedophiles, and Satoshi, (2008), calls them criminals. Paton and Peterson, (2015), conclude that males are lacking care for young children and are involved in sexual abuse. According to Czameitat, et al., (2015), women are better than men at multi-tasking due to their exposure to more work of looking after their children while doing housework and fieldwork simultaneously. Drury, (2008), finds schools being dominated by female teachers and females being better with children.

While the call for more males in primary schools is associated with needs for boys in education, it is also envisaged to close the gap of unequal number of teachers (McGrath & Sinclair, 2013). Some societies view the situation of being a male teacher as very unusual kind of profession, a traditional approach by the society. The public treats male teaching as unnatural with the concern that males do not handle young children, which emanates from a stereotypical point of view. Mashiya, (2014), says that they are involved in child abuse, which places male student teachers in a vulnerable state where they do not know whether to move forward with their male foundation phase studies or not.

Mortino, (2008) and McGrath & Sinclair, (2013), emphasise the importance of males, and are backed up by Deese, (2017), when they realise that male teacher shortages affect boys who need their role models.

Bennis, (2017), says education should empower children to be better people in the society. Foundation phases equip learners with resources, irrespective of their gender and meaningful participation in the society as citizens of a free country. This seems impossible when gender partners who are male teachers, are being singled out from participation and when their masculinity issues are being excluded. While female education provides a safe place for women education, male teachers are being neglected.

According to Moosa & Bhana, (2016), males are stuck on notion of masculinity which holds supreme power to manage most resources in the workplaces. It is unfortunate to note the rate at which they are represented and their participation in the activities that involve young children. Government has reduced male dignity, strength and right of inclusion.

Cushman, (2005), develops a greater attitude against males being included in the foundation phase of teaching, when he argues that males are less capable of educating young female children. I see the reciprocation of behaviours where male teachers being the victims, lose morale against themselves and the education system, and others who benefit from the system, being the perpetrators. Some people believe that male teachers display an unacceptable behaviour in front of young children (Kanazawa, 2008).

Morojele, (2013), writes about males portraying hegemonic masculinities saying that they are rough, uncaring, tough, proposing love to females and subordinating other weaker males and associate feminism with values such as politeness, being tidy, being pro-school and full of respect. Morojele, (2013) is in support of the issue that males are faced with criminal allegations due to their improper conduct. Cornnel, (2014), argues for hegemonic masculinity, being part of gender order theory, which recognises multiple masculinities and defines it as practice that places males above other genders in both the society and workplaces. In other words, men are allowed supreme powers to hold and manage most resources.

Male teachers' treatment by feminism in the field of education and the beliefs about what they are good at or not good at, and their inferiority are determined by what others say about it in the context of teaching and the progress of their learners in the classroom.

When learners see male teachers in the classroom, they associate what they see with criminals but when they see female teachers, they associate what they see with mother, a caretaker, a provider and many more (Satoshi, 2008). Smith, (2013), uses a Personal Doll Approach to promote psychological development and anti-bias in the classroom. In her PDA study, she

examines the use of PDA with young children and care givers in the context of poverty and discrimination.

Being excluded among male teachers produces behaviour, or pattern which children follow influenced by poverty and children suffer because they do not have a father, both at home (biological father) and at school (male teachers) who will see to their needs and try to satisfy them.

Slater, (2016), phrases the issue of male teachers as a decline of male population in the teaching fraternity, seeing it as problematic and according to Coontzsept, (2012), resulting in young male teachers becoming extinct. Gilmore, (2017), comes up with similar ideas that male teachers are disappearing from the teaching profession, and is concerned that they may become extinct in the next few decades. Maguire, (2018), relates the current rate of decline to the speculation that primary school teachers will disappear completely by 2067, unless policies are put in place that reverse the slide.

It has been learnt that male teacher population is becoming extinct, and Bandura refers to it as disappearance of an operant behaviour because of lacking reinforcement. The decline of males is a behavioural issue, that occurs as a result of lack of enforcement in the teaching process.

Other challenges faced by male teachers are views that schools are imagined as being run for girls and female educators (Markus, 2015), and males (teachers and boys) have lost a place in the curriculum.

Cushman, (2005), argues that negative beliefs in the society suggest males are less capable of educating young children than females. When trained, every person has a potential to apply his or her skills in a proper manner, regardless of gender as Mashiya, (2014), believes he or she has potential to change young learners. Brophy, (2008), argues that if schools are unable to meet the boys' needs, the objectives of teaching and learning may not be met (Mahlo, 2017).

Not only male teachers are seen to be vulnerable, but females including girls in both schools and the community. Females were vulnerable, but male teachers have become the most vulnerable of all in the country. McKinnon and Walker, (2016) look at the vulnerability of male teachers when they are forced to leave the profession by unbearable stereotypical means. Gilmore, (2017) says, fewer than one in five primary school teachers were males and he is concerned that if the current rate of decline continues, male teachers may be extinct soon as he

quotes the Australian primary school situation where in 1977, men comprised 28% and ten years later, that figure has dropped to 18%.

The negative statements made about male teachers erode the male teacher population and the potential to perform at the highest level possible in the foundation phase.

2.8 EFFECTS OF MALE TEACHER SHORTAGE

Schools have been identified as suffering severe consequences resulting from exclusion of males. As a result, boys also suffer, falling behind girls with gender education and their masculinity weakens. (Busby, 2017; Hightower, 2013; Lyndon, 2015, & Smith, 2010), raises what he calls moral panic about boys' underachievement in education. While masculinity is used as an excuse to expel male teachers in the foundation phase, boys are losing fatherly support from male teachers and they develop mistrust about males (Mukuma, & Mutsotso, 2012).

The resultant behaviour of boys abandoning the school leads them to being uneducated and without skills received from their male teacher. Boys are stripped off their privilege to have male teachers as their leader, father and a father figure in the primary schools.

According to Graham, (2007), little boys are suffering due to lack of male teachers. In some countries, male teacher population stands below 10%. When male teachers are absent in school, boys' status, expertise and skills in sport, moral, self-esteem and others diminish or deteriorate, disequilibrium occurs (Woolfolk, 2007). Male teachers are essential to help boys in their endeavour to make decisions related to masculinity.

If male teachers chose not to teach children or are out of school, boys will also choose not to go to school to acquire basic education and will further behave differently from other learners or children who attend school. The prevailing gender relationships which is aggressive for learning and teaching environment, is learned by boys who lose their confidence about being at school and teaching becomes a feminised profession (Bhana, et al., 2016). Schools are unjust as they await curricular damages to occur in the sector of education.

Failure to operate correctly is envisaged; poverty, transition from gender to gender (transgender), diminishing of male species and extinction to male teaching occurs or endangered male species in the teaching profession are experienced, as Van Bergen & McGrath, (2017), argue in the fall and extinction of male educators.

McGrath, (2017), views male teachers as endangered species who need to be conserved, as a retention strategy. Even greeting has been criminalised depending on methods used. Duffy, (2011), argues that if a child wants to hug you a teacher, you must raise your hand and put up a high five, which is an acceptable means of acknowledging him or her and is in accordance with the rule of thumb that no-one should touch a child to avoid allegations of child abuse and misconduct.

Lyndon, (2015), claims that many boys fall behind girls because of support they could receive, if male teachers were present. Ischinger, (2008, p.51) says that there are more boys than girls, which results from the high dropouts and repetition rates. Many still make assumptions based on male representation, which raises moral panic about boys' underachievement in education (Smith, 2010; Hightower, 2013, & Busby, 2017), and boys learn without role models.

Male teachers have been targeted since the dawn of democracy which was aimed at rescuing the disadvantaged from apartheid policies which were the foundations of poverty and economic erosion.

2.9 FINDINGS ABOUT MALE TEACHERS' POSITION

Some male teachers distance themselves from the foundation phase because they are in fear of physical contact with female learners which leads to accusations of sexual abuse (Smith, 2003). As a result, males choose not to pursue foundation phase of teaching (Bhana & Moosa, 2015).

Research study reveals that one in five primary school teachers are males, and Gilmore, (2017), is concerned that if the current rate of decline continues, male teachers may be extinct soon, quoting the Australian Primary School situation where in 1977, men comprised 28% and ten years later, a drop to 18% was evidenced. McGrath, (2017), argues that in the next few decades, foundation phase male teaching will be extinct, a shift from current state of being endangered. Feminism awaits every opportunity that arises to hit males down, destroying masculinity.

In other countries, the present position of gender spread is not seen as problematic. Lahelma, (2006), conducted an interview in Helsinki, in Finland, and suggested that children do not need role models in pursuing their goals. which means that lack of male teachers is not an educational issue. Kadame, (2017), has researched about the topic and reported that there aren't enough male teachers in the elementary classroom, which she views as bad news. The phenomenon of male teacher shortage may be viewed by many as bad news, while others view it as part of the country's transformation. According to Petersen, (2014), in other countries like

Turkey, parents are not concerned about whether their teachers are male or female. However, things have been democratised by giving females better powers than males, labelling them (males) as criminals and paedophiles and using the theories of belief.

In this study, occupational sex segregation is used when Nicole, et al., (2012), writes about tokenism and marginalisation to examine the representation of females in positions of power. Tokenism refers to women who are different from other members. They are hired as proof that they are not discriminate against them (Zimmer, 1988). The group being female teachers and other members being male teachers.

In the context of the study, male teachers are being referred to, as victims of discrimination. This phrase implies that tokenism also applies to males when they are appointed as teachers, knowing that they will only fulfil the role of inclusion, also used in today's language as window dressing.

However, there are positive implications written about males, despite some being negative. Schools academic results improve, and misbehaving learners are put under control. Learners learn new skills from the diverse skills of male teachers. Mismatches between teacher supply and demand in schools is easily addressed (Green, et.al., 2014), female teachers learn from male teachers which was earlier referred to as mutual and reciprocal exchange of responsibilities. Foundation phase teachers and learners can use their school as a second home. Some learners may be at an advantage of using school as their first home, then their home, the second home, etc.

2.10 COMPARATIVE STUDY

A comparative study between South Africa and other international countries like England and China was undertaken about inclusivity and representation of males in their schools and revealed that similar pattern is being followed. Lipset's (2009) study revealed that England too, does not have a single male teacher, which may be an exaggerated statement. China is hiring male teachers to combat feminising effects of too many female teachers (Hernandez, 2016). In the media outlet, Judge, (2018), recently supported Hernandez (2016), when he reported that China needs more males in their primary schools. Comparative education theory is helpful in identifying gaps between the affected issues and tries to close them.

When comparing South Africa with other countries regarding the position of inclusivity and representation of males, similar practice was noticed, where both countries were found to operate without them.

2.11 IMPORTANCE OF MALE TEACHERS

According to Ayers, (2017), handling children is excruciatingly difficult which requires a solid foundation for literacy and numeracy from dedicated teachers, and resources to support them. Male teachers can be referred to as human resources who offer human capital in the learning of young ones.

The objectives of teaching and learning in the foundation phases are to acquire skills, cultural values of the society and power to contribute to the economy of the country. Skills help combat poverty and offer employment opportunities to the individuals while contributing to the economy of the country. According to Davis, (2018), there is a need to support more men to become primary school foundation phase male teachers.

Woolfolk, (2007), contends that learners need to develop skills and attitudes for independent self-regulated, life-long learning, a sense of efficacy and automated learning. Male foundation phase of teaching is important in enabling male learners or boys in the management and self-regulating of their lives. The ability of boys in the classroom rests on the shoulders of their male teachers. This statement directly informs the community that boys value the support of their teachers.

Piaget, (2001), uses generalised idea that teaching staff should comprise females and anything other than that may be assimilated to animals. as described in Piaget, (2001). In this explanation, Piaget's view is used where he makes an example of a pre-school child who labels any flying object with a bird. In his explanation, young children make a mental representation of the male teacher because they have never seen or did not have an experience of being taught by males, but females as their daily teacher. Male teachers' role is among others, to enable boys to grow and become men which cannot happen with the presence of females alone but requires a mixed effort and intervention between both genders. This is done to culminate negative behaviours among both genders and about each other and to avoid beliefs, that certain groups are not capable of doing certain jobs and to curtail stereotyping that allow generalisations among individuals. Dobber & Oers, (2015), states that teachers provide rich opportunities for interaction among boys, girls; and male and female teachers.

2.12 GOVERNMENT INTERVENTION TO CHALLENGES FACED BY MALES

To reinstate male leadership role in their respective spaces, schools need to acknowledge and recognise suitably qualified male teachers to teach young children and apply equality for all, principle.

2.13 How problems faced by male teachers can be solved?

Males generally require motivation which is extrinsic by nature. Extrinsic motivation being motivation supported by external factors such as rewards and punishment (Benabou & Tirole, 2003). Some parents send their children to separate boys and girl's schools in search of education with diverse needs for both genders. According to Mtshali, (2012, same sex schools, is best because it minimises distractions and enables pupils to focus more on their work and school needs to ensure sustainability in education. To ensure sustainability, we need to ensure a two-fold partnership which will intervene in the case of learners falling behind with their work.

In education, male teachers are removed from the system by using a process called ostracism which is prevalent among male teachers which William, (1997) defines as a general process of exclusion and rejection. In this context, many male teachers find themselves being in a loafing position because they are unable to find new jobs or have become unemployable to any other sectors particularly under government. Most of these rejections are subject to the age limit where, when an individual candidate is above the age of 35, they lose qualifications to belong in the work force.

It is stated in Reeves, (2018), that diversity of perspectives can lead to innovation, creativity and rethinking business models. Diversity refers to different types of people in a group or organisation, such as people of different races, cultures or genders. When I talk about diversity, in its simplest form it means bringing or putting different things together with the speculation that better results will be achieved. To be precise, employing gender diversity and applying equality is not only intended to flower the nation with an aim to fulfil its democratic role and transformative promises in the society, but to apply inclusion and success.

In this study, male teachers feature everywhere as experiencing difficulties of stereotyping and accusation by the system in which they are supposed to be included as individuals who support their families. Contrary to that, they are disappearing from the eyes of the public (Sayed, 2017).

There is a need to re-enforce self-esteem to males despite pre-conceived ideas about them. Male teachers need support which could involve issuing of incentives to promote male teachers being part of teaching staff in the foundation phase. In some industries, during job interviews, females are given a priority. Even if males scored more in their test scores, selection is manipulated because of an intention to render overall socio-economic equity status of the country where males are exceeding females in most of socio-economic aspects of the country's economy.

Mashaba, (2013), reveals that where male teachers receive intrinsic motivation, in the form of training to deal with all contexts that will benefit learners, learners can also appear motivated and gender conflict may disappear in the foundation phase. Foundation phases of teaching and learning have become special schools in their feminisation strategy to deal with foundation phase matters. How can schools offer diversity if they are themselves divided? According to Guidelines, (2010), assessment must be fair, bias free and sensitive to gender and other aspects.

2.14 HOW CHILDREN BENEFIT FROM MULTI-SKILLED TEACHERS

Multi-skilled male teachers benefit the school and learners in several ways. Misbehaving learners are put under control, which motivates them to acquire new skills from the diverse skills of male teachers. Mismatches between teacher supply and demand are easily addressed (Green, et al., 2014). Confidence in learners develops which causes their academic work to improve. Female teachers and children learn from male teachers, which I earlier referred to as mutual and reciprocal exchange of responsibilities. Single gendered colleges that involve males only, are opened to accommodate male learners to instil culture and sports. An increase in learner involvement is expected when male teachers return in huge numbers in the foundation phases and the diversity of balanced education are practiced. Gender equity in the workplace means that there is balanced gender, where children can use their school as a second home, some learners may be at an advantage of using school as their first home, then their home, the second home.

Having mentioned advantages and benefits provided by males, there are, however, shortcomings which one would refer to as academic brain drain, a phenomenon which Odhiambo, (2013), defines as a loss of professionals from a country to another. Some scholars like Jalowiecki & Gorzelak, (2007), analyse the term brain drain as the mobility where academic knowledge is exported and imported elsewhere (Forwadi, 2006). In my analysis of brain drain, foundation phases experience hardships by recruiting unqualified staff because of

drained resources, not necessarily to other countries but to other phases where they were not equipped to serve young learners.

2.15 OCCURRENCE OF GENDER ANIMOSITY

This phenomenon provides a further animosity to other genders as a result thereof. Animosity being a trend of chasing males trying to reach their optimal potential. Forwadi, (2006), argues that girls act like boys and easily get promoted, and boys lose their status, which becomes a mobility issue. When male teachers have migrated from the profession, or have drained out of the foundation phases, the schools find themselves in need of labour to do job that was originally meant for male teachers.

2.16 MIGRATION OF RESOURCES IN EDUCATION

To close the gap opened by brain drain, schools outsource the labour by hiring resources from outside. Outsourcing is a practice of hiring employees outside a company to perform services and produce goods that are traditionally performed by the company's own employees, which is subject to considerable controversies in many countries. Outsourcing is, according to Humble & Millan, (2010), an effective strategy to reduce expenses while providing a business with a competitive advantage. Outside companies or foreign individuals accept offers of any value. Many factors can be used, that result in brain drain such as competitive salaries and better jobs elsewhere (Hennessey, 2007). Functions of male teachers have been dispossessed by feminisation process and schools have become feminised (Mashiya, 2014). What about schools suffering a biased, gender based and imbalanced distribution of labour market? To answer this question, one needs to think about what other countries are doing to solve this feminisation issue.

Foundation phases have resulted in the shortage of male learners because of choices they made in attending male specialised schools. There are not many in the area due to the cost of hiring their male teachers, who demand more salaries equivalent to private schools.

Buildings have raised questions of infrastructure being wasted. Male toilets have been closed because of lack of male teachers and the number of male teachers still present have been asked to vacate them and use learners' toilets. In other words, the shortage of male teachers has provided the school with extra funds that will be used to create extra capital and maintain female resources that are left in huge numbers.

The former United States of America President, George Bush, signed a 'no child left behind' Act., in which some of the key findings were that, principals and teachers supported single sex schooling, because it decreases distractions and improves student achievement (Klein, 2015).

One would argue that single sex schools, favour only the same sex, either boys or girls as a focal point and neglect other sex, (male or female) disallowing diversity which slows or erodes male teaching staff in the foundation phase.

Don't you think as part of the uniform and to protect male foundation phase teachers from abuse perceptions alienating them, learners should wear longs, with skirts or tops which cover their entire bodies just like boys? This proposed dress code for girls and female teachers could drop the statistics of recorded cases of sexual misconduct from male teachers (Nkosi, 2014).

2.17 WHO CARRIES THE BLAME IN THE ISSUE OF MALE SHORTAGE IN THE FOUNDATION PHASES?

According to the document, Essential Conditions, (2010), shared responsibility is a commitment among educators, stakeholders including government, and school councils, to develop commitment to support implementation of male inclusion (Khoaeane, 2010). With regards to the above concern, Government and the community cannot be let off-the hook, because they are the bodies that co-own and govern education and its resources (Mondal & Watson, 2019).

2.18 CONCLUSION

Currently, my two boys who want to pursue their qualification as teachers are developing some uncertainties when they see schools operating without males. They are worried that if they force themselves through, they will soon regret and become victims of exclusion.

Throughout my study, I have been researching reasons why male teachers are being excluded from the foundation phase. Beliefs, stereotypes and allegations of misconduct have been found to be the major causes which force male teachers to migrate or abandon the profession and causing them to be unemployed. The distinction of gender and sex, definition of inclusion, why gender equity was introduced, effects of stereotypes and culture on male teaching, causes of male shortage, effects of male teacher shortage on teaching and learning, a brief comparative study was done to identify differences in practice, importance of male teachers, involvement of male teachers in the community, effects of over qualification among teachers, challenges

males face, government interventions and the issue of gender animosity, and migration of skills and human resources.

In the next Chapter, the Theoretical Framework will be discussed.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

Theoretical framework provides a theoretical framework for the study which is supported by views of many authors who use behavioural theory in answering three questions raised in the study; how male teachers are represented in the Ndwedwe Primary schools' foundation phase. I will therefore investigate position of male representation in the foundation phase. The following questions will help me answer the subsequent problems of representation of male teachers as identified by the researcher in the specific location and the extent of diversity in the foundation phases of the Ndwedwe primary schools.

Before I engage in the theoretical framework of the study, I will write about how authors differentiate gender and sex from male and female. Channa, (1995) distinguishes sex as being female or male and gender as being man or woman. Behaviourists claim that one is not born but rather becomes a woman. According to McLeod, (2014), biological determination of sex and gender is that a person is born with physical features, which determine his or her sex, while changes in their feelings overtime are determinations of gender. In other words, gender is voluntary.

3.2 DEFINITION OF OBSERVATIONAL THEORIES AND BEHAVIOURISM.

Theories are formulated to enable access to simplifications of issues around which phenomena occur (Gabriel, 2019). I am going to use Bandura's social learning theory which is associated with observation and behaviour, and many others which drive us to conclusions about how children learn and behave when male teachers are excluded from the foundation phase, and how they learn in the presence of male teachers; and influences that result in changes in their behaviours.

According to Cherry, (2019), observation is a process of learning through watching others do some work. During observation, information is retained. Johnson-Gerald, (2019), says behaviourism is a theory about why people behave the way they do.

In this study, the environment is the school in which male teacher representation is being discussed and male learners (boys) are affected or benefit negatively or positively because of male teachers being under-represented. The context in which children grow plays an important role in determining how children learn. What children observe in their environment also affects their behaviour. Much of what they know is learnt from environment such as television, parents, pictures and books and peers. Children at the foundation phases learn from drawings. Most school walls are seen with pictures appropriate for children learning to boost their thinking.

Even the attitude of children follows the pattern of their parents, peers and behaviour of the surrounding community, the relationship which Bandura, (1977), refers to, as reciprocal determinism in which a person's cognitive development takes place. In the classroom, children observe what the teachers do, whether a good or bad habit.

3.3 BANDURA'S SOCIAL LEARNING THEORY

According to McCleod, (2016), learning takes place through observation which involves four separate processes.

3.3.1 Attention

Using the process of attention, children cannot learn without paying attention and focused to what is happening around them. Bandura, (1977), says children are more motivated to pay attention if they see others around them also paying attention.

Bandura, (1977), further says, learning takes place through observation, imitation and modelling, and explains how individuals learn when they are in their social context. How one does things, behaves and who he really is, are influenced by individuals' social contexts, and what has been learned is internalised through retention. Children like to imitate and act accordingly, which is also referred to as modelling. Models are people whom children learn from and behave like them. According to Bandura, (1977), people learn through observing other's behaviours. When children watch adults and other peers behave in a certain way, that behaviour is most often imitated, focusing on what happens on that particular social context. Teachers are usually used as models in the classroom which children imitate on their behaviour. Children are very fragile in being manipulated. They are easily convinced about behaviour without prior judgement about repercussions that are detrimental to it.

It is a usual tendency that if learners are not reminded about the importance of their schoolwork and pay attention, they don't do it and end up failing, which, if they were timeously motivated, they would pass and eventually progress to the next level. However, teachers ensure learners are motivated by instilling discipline in the classroom.

Attention can be symbolised by many ways such as being punctual, showing interest in classroom activities, interactions with other peers during peer learning sessions and learner centred sessions and with teachers, writing or doing homework and showing the zeal to being involved in other extra-mural activities.

Bandura, (1977), says that children learn from one another through many processes where they observe things or activities undertaken by others.

Teachers and parents must guard against choices made by their children, which is a good action that lures them to righteousness. Usually, context is considered when seeking to shape their behaviour, rather than negative judgement.

Stages of development play an important role in determining levels of behaviour that are relevant to individual learners. At pre-operational stages, children may not be expected to behave at the level of adolescence, and it would be ambiguous for an adult to behave at the level of younger children.

This attention by learners also help make teachers understand their children if they are sick or experiencing learning difficulties. Attention does not only end with children, but with teachers too. Attention is also an awareness which teachers must have about the needs of their learners. This can be shown by acknowledging that children come from different backgrounds and they are unique, which means that they cannot be compared with one another. Some children are involved in drugs because their context is surrounded by drug users and they copy the habits of drug use. Others carry weapons in schools because their parents or peers carry them. The above notes on Bandura, (1977), are the stipulations of different behaviour children have, which either make children to pay attention or lose focus on their work.

Attention allows things to stick permanently in one's mind, which also takes a long time to be unlearned if one wants to erase it from one's brain. Seeing is also a good source of behaviour, depending on the nature of a model whether it was historical, had events, can be repeated, can be copied, etc.

3.3.2 Retention

According to Bandura, (1977), children do not only observe and recognise, but also remember what they observed. Retention is a process, where children code the information to remember, and practice it at the later stage. Retention is an ability to store information for future use, which children will require as a tool that will help progress them to the next grade.

To boost children's level of retention, teachers give them activities that test their cognitive level of development. They are given recall, remember, rehearse, comprehend, recite, revise, and other activities relevant to retention of information by children. To assess children with these activities, they are given poems, comprehension tests, dictation, storytelling, multiple-choice questions, quizzes, re-telling, and many other teacher-centred assessment tasks. All these activities have to do with remembering is more influential than forgetting. Forgetting is an involuntary process of unlearning of what one has learnt, which is removed permanently from one's knowledge.

Bandura, (1977), says that learning takes place by retaining what you learned and saw, depending on whether you paid attention to it, or it inspired you in some way, was it a memorable experience that you will never forget? It is not easy for children to retain information while there are missing parts in their learning, which are male teachers.

3.3.3 REPRODUCTION

Reproduction is, according to Bandura, (1977), an act of performing the behaviour one has observed, paid attention to, and retained for further reproduction into a meaningful part. According to Borkar, (2017), vicarious behaviour it is a form of behaviour through rewards and punishment. This is when learners imitate behaviour based on someone else's reinforced behaviour.

According to Bandura, (1977), behaviour can be acquired by children while not performing it, preferring to utilize it at an appropriate, later time. The observation of different behaviours involves being personally present when modelling takes place, watching and practicing the action, which enables children to reproduce a meaningful response. Further practice of the learned behaviour leads to improvement and skill advancement.

The phrase, "Practice makes perfect", is ideal to support Bandura's aspect of reproduction. This means that if male teachers are not available to support their children in the classroom, there is no teaching and there is nothing to learn (Nabavi, 2012).

Bandura, (1977), says learners reproduce previously learned work, knowledge, skills and behaviour when required and responses are often improved through mental and physical rehearsal. However, not all learners are able to cope with recalling and reproduction of other previously stated work. Children need to be motivated in many ways, to develop their self-efficacy, which is the feeling that their actions can influence the outcome of a given situation.

3.3.4 MOTIVATION

When I was still young, teachers used to praise us when we did good work in the classroom. I remember that patting was one of the methods to motivate us. Now things have changed. Teachers must be extra careful in their effort to motivate children. According to Bandura (1977), and Taurozzi, (2015), motivation is an internal and external factor that stimulates desire and energy on children to excel in their school work. Patting, tapping, touching and hugging are some of the methods used to motivate young children in their foundation phase learning, while some do not recommend them because they are associated with concerns, particularly among male teachers, who are always on the guard that they may face cases related to sexual harassment. Foundation phase children are satisfied with minor comments or praises from male teachers, which even the poor, orphaned, learning with some disabilities, etc., are pleased.

Patting, tapping, touching and hugging are physical contacts between teachers and children, bound by certain rules which the school uses to control their use and are subject to agreements among the staff and learners. In the US and UK, there are schools with no-touch policies, meaning that teachers may not touch their pupils except in dire emergencies, (Uotinen, 2018). That is not easy, not to touch a resource one uses, but extra caution should be practiced by male teachers to avoid some forms of abuses.

Bland, (2009), alludes by saying that hugging and horseplay are prohibited, and therefore, violators could be detained, suspension and/or expelled from school. Early, (2015), suggests that 'no touching kids' policies for teachers are a good idea, which she supports by saying that one is better safe than being sorry; even though she agrees that touch is powerful and promotes a friendly relationship between teachers and learners.

In ensuring that learners learn well in the classroom, they are rewarded with different types of certificates or tokens, for putting more effort in their learning and to encourage them to succeed in their learning. Consequently, if they do not meet the requirements of the classroom, they are punished accordingly, which is also part of motivation. Some children are self-motivated in their effort to evade punishment.

Teachers further need to acknowledge the opposite of reward, which is punishment. Punishment refers to unpleasant consequences that decrease the probability of a given behaviour. Punishment is offered by teachers for something they have said or done, which is against the expected behaviour. Teachers use it to control behaviours, and comes in different forms, stipulated by the department of education. According to Taurozzi, (2015), detention may be detrimental to children's learning, resulting in much of his or her learning time being exhausted in other issues.

Some of the motivational instruments used in the classroom are rewards given to children for their responsibilities, which encourage others to follow similar trend in becoming more responsible in their learning. They receive cleanliness certificates, class representation certificates, best student certificates, and many other achievements which are awarded in different fields of learning, including sports and recreation. In other words, motivation arouses competition among learners, which makes individual learners to want to do something because someone else did it and was rewarded. Some even ask themselves questions that if someone did it, why can't they do it? On the other hand, rewards may either encourage or spoil children, depending on the type and the context in which they are given (Lai, 2011).

Bandura, (1977), distinguishes between intrinsic and extrinsic motivations. Intrinsic motivation occurs when the student already has shown a great interest in his or her work; and do not experience any external factor that will make them achieve their goals, but it comes from within because they want to, whereas in extrinsic motivation, children will not do work assigned to them, unless there are rewards received. Extrinsic motivation refers to an externally driven effort to achieve which influence them to work hard. It is teachers' responsibilities to motivate children by offering rewards. Most children fail to engage in intrinsic motivations, which makes teachers to decide on alternative measures to persuade them to behave responsibly and achieve better results. Certificates and awards are externally driven, which enable children to compete with internally driven counterparts. Government brought a greater intervention strategy to retain learners by providing meals in the classroom. Learners are in schools in huge

numbers, and they can pay attention to their learning. In this way, the schools can motivate children to learn and produce better results.

According to Bandura, (2016), promises also cause motivation, which force individuals to perform better in their work. If teachers promise that they will do something for their children, on condition that they achieve better results, their performance improves. When motivation is imposed on children, better results are achieved, and they are passionate about what they do. It is important for parents and teachers to reinforce good behaviour necessary for their good personal development and growth of the community is keen to produce better results for personal development and better academic achievement.

Motivation usually empowers children, either to do or avoid doing the same thing. If they see good results from a behaviour, they are more likely to repeat that behaviour, and if they see bad results, they are less likely to copy that behaviour. Every action teacher takes, may be modelled, and it is up to the learners to choose from the right or wrong.

Most children are out of school because they were not motivated to be at school and some could not pay attention during teaching and learning sessions because when they left home, they did not have food to eat, which gives them strength to pay attention. The situation improved when government arrived with a greater intervention strategy, to retain them by providing meals in the classroom. They are in schools in huge numbers, and they can pay attention to their learning. In this way, the schools can retain many children who have power to learn and children can learn and retain what they have been taught.

Bandura's (1977) theory challenges individuals to focus on consequences of actions which seek interventions on resultant behaviours. The researcher looks at the causes of behaviour and what factors re-enforced that behaviour, (Johnson-Gerald, 2019).

If children see their colleagues being rewarded with extra credit for any act of good behaviour, they also follow similar trend which will also benefit them. The presence of reinforcement or punishment changes the behaviour of learners.

3.4 HOW CHILDREN LEARN

Lewis & Lamb, (2003), argue that when both parents are present at home, children's lives improve, and their learning improves because there is sufficient support in their schoolwork. This practice highlights the importance of parental involvement on children in schools. However, children also learn well in the hands of their male teachers who have been deployed

in schools to play a role of a father. Despite allegations placed against male teachers, it is true that they remain father figures to most orphans, not financially but psychologically.

3.5 WHAT BEHAVIOUR THEORY IMPLIES

We have learnt about male teacher population becoming extinct which Bandura, (2016), says an operant behaviour is missing because of lack of reinforcement. The decline of males is a behavioural issue, due to lack of enforcement in the teaching process. Male teachers need to understand their importance in the foundation phase. Some male teachers are not praised for their good work, the spirit they have in uplifting the standard of their work, which will promote children's academic achievement. The praise teachers receive does not end with them, but is transferred to children, which allows them to have passion in what they do. This motivation on the foundation phase children, is according to Bandura, (2016), positive reinforcement which is the practice of rewarding desirable behaviour in order to strengthen teaching among male teachers and learning among young children.

In this study, I am concerned about the prevalent dismissal of males in the teaching profession. In this scenario, boys are reinforced by the male teacher presence, knowing that they are safe in their hands, issues related to masculinity, father figure which also makes boys important in the foundation phases. Piaget, (2001), uses a generalised idea that the teaching staff should comprise females and anything other than that may be assimilated to animals as described in Piaget, (2001). In this explanation, Piaget's, (2001), view is used when he makes an example of a pre-school child who labels any flying object with a bird. In his explanation, young children make a mental representation of the male teacher because they have never seen or did not have an experience of being taught by males, but only females as their daily teacher.

3.6 WHY IS SOCIAL LEARNING THEORY IMPORTANT?

Bandura's (2016), theory was chosen because it addresses the issues of inclusivity, in which male teachers are not included in their services as foundation phase educators. The theory also addresses the issues of children being neglected in their classrooms as learners. In the classroom, social ills like poverty, neglect, fatherlessness, discrimination and others, experienced. The theory points out that failure rate has resulted from the imbalance of resources in the classroom, which male teachers are part of. Diversity has been an issue in many discussions which determine proper teaching and learning.

This theory is useful when applied by all children and teachers in the classroom and around the community. It helps students imitate teachers because they were trained of good morale, behaviour and interactive discussions which further extends to the community. The former and late President of South Africa, Dr. NR Mandela liked to wear colourful shirts, hanging outside his front and back. The public called this style, the Madiba Style. It was copied by young boys because they were impressed by the president, who liked and supported them in many ways. The style existed for many years until it disappeared from the public eyes. This supports the fact that behaviour is learned from the past experiences and after a while, it is forgotten and unlearned if it is not used.

When male teachers are not in the classroom, children are influenced by their peers to take in drugs. Because male teachers are strong in upholding control and discipline in the classroom, the community depends on them to take charge of the situation. Participation is another aspect which enables learners to learn a behaviour. In both the classroom and in any social gathering, models play an important part in shaping their friends' behaviour and this is an example of social cognitive theory.

In most primary school's foundation phase, learning is limited to feminism because they have more female teachers around them; and males find themselves being victims where they are easily manipulated. Male sports are abandoned, and focus is on female sports. Male teachers being role models cannot be imitated by boys in the classroom due to their unavailability in the foundation phase. Boys' behaviours are transformed to meet the requirements of the present gender, which means boys may look like males, physically but psychologically, they are females because they will copy and imitate females, including female teachers and other peers. On the other hand, aggressive behaviour may disappear which is a feature of masculinity.

Bandura's (2016), social learning theory informs community about why social learning is important, which says learners learn from their environment, peers as well as the community around whom they live and behave accordingly. At home, learners learn from the presence of a father, and at school, learners experience imbalance of gender and receive inadequate benefits.

3.7 CONCLUSION

In this chapter, theories and behaviourism were defined; aspects of Bandura's theory were highlighted; importance of the theory, which addresses issues of inclusion in the foundation phase; how children acquire learning, which is according to Bandura, (2016), imitating others

in the community, classroom and in their daily social environment were also discussed. The reason for a shortage of male teachers was summarised as alleged misconducts from male teachers; stereotypes, which the traditional communities use as a tool to control the use of resources; what influences individual learner's behaviour; and what social learning and behavioural theories imply. These issues were envisaged to provide answers to the shortage of male teachers. Chapter Four will discuss the research design and methodology.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The chapter explains research processes used to gather data. Kothari, (nd), defines research as scientific of knowledge. When meanings of research are combined, they appear as an art of scientific investigation. In this chapter, the researcher is going to discuss methodology used in arriving at causes and effects about the topic. The process ensures the use of correct methods and strategies in answering the research question, which include focus groups, analysis, research paradigm, the aim of the study, the research problem, sampling procedure as well as methods to maintain ethical considerations, trustworthiness, credibility, confirmability, dependability and transferability.

4.2 RESEARCH DESIGN

The researcher used a qualitative research design, which Crossman, (2019), defines as a science that uses non-numerical data, derive and interpret meaning, which helps us understand social life.

As a field of inquiry that uses unstructured data collections methods, interviews were prepared to accommodate freedom of flexibility, to both the researcher and the participating subjects and answering not only what and who questions, but including 'how' questions which involves the experiences, causes and effects (Kumar, 2014). The study tries to cover the reasons for behaviours and attitudes of female teachers, male teachers, learners and the community within the cause and effects, and motivations, where necessary, instead of just the details of who and what questions. In this study, qualitative research helps us understand how males are represented, in case of the topic, enquire about the application of gender diversity in the foundation phase in Ndwedwe Primary Schools.

4.3 RESEARCH APPROACH

In qualitative research, Alzheimer, (2009), writes about recording, analysing and attempting to uncover an in-depth understanding and significance of human behaviour and experience, which include contradictory beliefs, behaviours and emotions. Researchers are interested in gaining an understanding of male teachers' experience.

4.4 SAMPLING PROCEDURE.

The researcher used purposive sampling, the technique which the researcher relies on his or her own judgement when choosing the participants. The researcher targets rural schools using two male members of the teaching staff in each school, who will participate in the study, which excludes principal and other genders of the staff. The data was collected and taken down as field notes, to be interpreted further and conclusions drawn from them. Conclusions led to the production of research results and further recommendations on the outcomes.

4.4.1 PURPOSIVE SAMPLING

Purposive sampling procedure will be followed as a procedure that saves time and money because it does not generalize ideas about the topic and does not require too many documents to be produced and given to the participants. This method further explains who to target, which enables the researcher to produce trustworthy and credible data in the research and the proposed topic (Pantikas, Horwitz, Green & Hoagwood, 2015). The researcher collected data from male teachers of the nominated schools in the Ndwedwe circuit under iLembe District.

4.5 DATA COLLECTION PROCEDURE

Face-to-face interaction took place, where unstructured interview was conducted, which involved direct interaction between the interviewer and each of the two sampled male teachers. Interview schedule was prepared. Notebook was also carried, in which interviewee responses were written and what needed further clarity, through probing. Date and time of interview was agreed between the researcher and the principal, which was also scheduled to accommodate participants' availability.

At the start of the interview, the researcher introduced himself, giving correct details. Because the interviewees were not allowed to give their correct details for the sake of their anonymity,

however, they were given special names, such as interviewee A and Interviewee B. The topic of the study was read to the participants, and they were given an opportunity to have the topic clarified.

In order to fulfil the requirements for my study, I chose male teachers because they have better understanding of issues that emanate from exclusion. as a point of focus, and they gave their explanations on their experiences. During data collection, participants were explained that the interviewer is conducting a research study with an aim of obtaining explanations on causes and effects, attitude, and the extent of male teacher representation in the foundation phase. They were also explained that he represents the University of KwaZulu-Natal, studying towards master's degree in education. They were also explained that the results and the findings of the study will be sent to the University for further processing, analysed and recommendations will be made.

Participants were chosen based on their being males, level of literacy and knowledge of the education system in the context of inclusivity and diversity. Research questions were prepared and asked from two male teachers in each of the six schools which were visited on different days, because of rurality and remoteness of the Ndwedwe Schools, and the expected time to complete research. Responses were completed on interview schedules as raw data, and were, upon completion, analysed and reproduced into findings and recommendations.

4.6 RESEARCH PROCESS

The researcher used the interview schedule, which provided direct data that was obtained from individual participants, giving their ideas that may not be opposed or objected by the researcher (Michael, et al, 2004). Interviews were enough to obtain data and statistics about the case of male teacher representation. A biased report could be expected from schools which could limit the findings, because schools were selected purposively and solely because they are within travelling distance of the researcher.

4. 7 INTERVIEWS

Bogdan and Iklen, (1992), define interview as conversation, between two or more people, directed by an interviewer in order to get information from the interviewee. However, face-to-

face interaction took place and semi-structured questions were used to collect rich information from participants.

Firstly, I introduced myself, telling them who I am, and where I come from, while shaking their hands. To make the interviewees feel free and comfortable to speak, I made some jokes as an ice-breaking session and I thanked them for availing themselves to the interview. Interviews were conducted at the end of academic teaching and learning time, to avoid disturbances to learners' work. The interview lasted for about two hours.

4.8 DATA COLLECTION METHOD.

4.8.1 The researcher used semi-structured type of interviewing technique and asked open-ended questions that allow discussions between interviewer and interviewee, instead of straight forward questions and direct answers (Doyle, 2018). If the interviewee has difficulty answering, cues or prompts were encouraged.

Some interviewees may not be familiar with attending interviews; however, semi-structured interview will help, giving them pleasure of explaining what the question means instead of dwelling too much on an interview (Alshenqeeti, 2014).

An interview schedule was prepared to collect data. An interview schedule is a form which is printed to accommodate responses from participants and is completed by the researcher on behalf of the interviewees. The document remains anonymous as it does not bear the name of interviewee, which conforms to confidentiality.

In the study, a set of interview schedules, used to collect data were set in English consisting of open-ended questions, in which participants were expected to respond orally, and responses to be appended by the researcher. These types of questions allow respondents to elaborate on issues being presented and avoid being limited by the researcher. The interviewees were assured that they will not be linked with responses provided during analysis and that they will not act against them.

4.8.2 ACCOMMODATION AND CATERING

Some schools were accommodated the researcher in the principal's office which was quiet, offered some tea with biscuit and seated on comfortable chairs and table covered with a white cloth. It was also surprising to be accommodated in an air-conditioned office, because I expected the rural schools to be without electricity. Even though, some people may tend to classify catering as bribery, which would facilitate prompt, but biased process, serving with tea and biscuits was another surprise which the interviewees did not expect, which consisted of fried meat meal with cool drink. Some researchers offer monetary payments or other incentives to participants, with an aim to achieve high response rate (Fry, 2005).

With the package I had, I carried a sign to stick in the interviewing room, to maintain privacy and prevent interruptions. According to one participant, there was no need to stick a "do not disturb" sign, in the principal's office, because the school staff hardly enters the principal's office without her consent. In other four schools, there was no electricity, and food was not provided.

4.8.3 FOCUS GROUP INTERVIEWS

Murray & Andrasik, (nd), says that focus group is an interview with a small number of people discussing specific topic. It consists of people with similar characteristics and qualities. A focus group is according to De Vault, (2018), gathering of deliberately selected people, to participate in a planned decision about a topic, and it allows members to interact and influence each other during the discussion. In my study, I included a few respondents who will enable timeous completion of research assignment. Some groups of people were approached to be interviewed, given a topic to focus on, and were overwhelmed with joy, saying that their prayer has been listened to, by the department of education. One group of interviewees commented that issues of masculinity is at last, being entertained. This issue may have bothered them for many years, and they are now being rescued.

Focus group, which is a group of discussion on inclusion of male teachers, was monitored and recorded by the researcher. This group is essential in generating information on collective views, experiences and beliefs of participants and they do not discriminate, based on illiteracy or literacy levels but require inclusion of individuals according to a specialised criterion based on their ages, sexes, social professional statuses and other factors (De Vault, 2018).

4.9 DATA COLLECTION INSTRUMENTS

Data collection instruments vary from context to context, which are kinds of data being collected, types of schools, (rural, urban or townships) and types of participants being interviewed. Permission was requested from few participants and schools. Clearance certificate were obtained from the university and interviewing schedule was prepared in English, being the language of teaching and learning or medium of instruction without ascertaining the true nationality of subjects. Certificate of confidentiality confirming voluntary participation and anonymity was prepared, and freedom to withdraw from the research was explained.

4.10 TARGET POPULATION

Target population is a group of respondents that meet the designated set of criteria (Burns & Groove, 1997). The researcher could have hired a bias free venue which could accommodate many participants, but due to the small number of two interviewees per school, the cost factor to hire and to transport the participants, the schools were used. Ndwedwe primary schools were selected to obtain rich information regarding their status of inclusion by gender, and subjects being male teachers who will be open about inclusivity and male representation in the foundation phase.

Each school being researched consists of the population of two male teachers who will be targeted, and six schools will be used to research from. A population of six schools comprising twelve male educators was targeted. Population is according to Murphy, (2016), defined as the group of people to whom we want our research results to apply. In the context of my study, male teachers are a focal point of our research and any deviation will result in the study being untrustworthy. The names of schools are Emakhasini, Insuze-Gcwensa Primary School, Onyazini, Sicelimfundo, Ngayiphi and Mcathu, all located North of Durban, falling under the context of rurality.

4.11 DATA ANALYSIS

According to Gardner, (2009), analysis is the process of inspecting and transforming data, by sieving information and providing conclusions used in making decisions. Data was collected

from participants as raw data, synthesised into meaningful information, translated and processed by the researcher for scrutiny and application by government.

4.12 ETHICAL CONSIDERATION

Ethical clearance is a method, or procedure used to analyse complex problems and issues (Resnik, 2015). This practice is imperative in any research that is undertaken. Welman, Kruger & Mitchell, (2010:181) argue the importance of adhering to ethics, such as honesty and respect for the rights of participants to show sensitivity of individuals' rights of participation. They were explained about the research procedure and informed with the research process, and without fear of possible negative repercussions and that participation is voluntary. They were also assured that they will not be subjected to any harm during participation and that no costs will be borne by them in the research process. They were also informed that their names and addresses will be kept confidential and that no third party will be supplied with data collected.

4.13 ETHICAL CLEARANCE

An application for ethical clearance certificate was written and forwarded to the university where the study was registered. Letters have been written to the Department of Education seeking permission to use their schools in my research project. Letters were also written to get permission to enter the schools.

Consent letters were sent to selected stakeholders surrounding the education department. They were sent to the department of education, in Ndwedwe Circuit schools under iLembe district, to the district manager, to the circuit manager, to the principals of the nominated schools to research from, to the School Governing Bodies (SGBs) as the co-owners of the institutions to research from, and lastly to the participating educators.

The participants were informed that their schools are some of the research sites, chosen by the University to gather the research information. The researcher mentioned that he is interested in asking the interviewees to share their knowledge and attitude towards the concepts, and they were explained that confidentiality is guaranteed, and that the session would last for 2 hours. They were also guaranteed that any information they give cannot be used against them, and data will be used for purposes of this research only.

The interviewees were also informed that data obtained will be stored in secure place and destroyed after 5 years, which is the period stipulated by the research committee of the University of KwaZulu-Natal.

The interviewees were also informed that participation is voluntary, and that they will not be penalized if they choose not to take part. They were informed that their involvement is purely for academic purposes, and there are no financial benefits.

Lastly, they were informed that they must please indicate by signing the consent form provided.

4.14 RESEARCH PARADIGM

Research paradigm is beliefs and principles that determine how researchers perceive the world and how they interpret it, which also guide the research action, the investigation (Kivinga, 2017). As components of research paradigm, transferability and trustworthiness will be discussed.

4.14.1 The study focused on qualitative research. Because qualitative researchers do not use instruments with established metrics, to conform to trustworthiness, researchers are bound to address their research findings about their credibility, transferability, confirmability and dependability.

4.14.2 Trustworthiness.

Four aspects of trustworthiness were addressed which concern researcher's needs to fulfil his research role in the study. In trustworthiness, the researcher addressed confidence of the study, the authenticity of the findings, genuineness of the findings, and the fact that the study can be applied to other studies. In addressing the issues of inclusion and male representation in the foundation phase, it is important that researchers ensure trustworthiness, which Morrow, (2005) refers to as the standard of goodness, in which case, the researcher's presentation of facts about inclusion of male teachers is trusted by others.

Qualitative researchers do not use instruments with established metrics. Researchers address their findings in the manner that they are credible, transferable, confirmable, and dependable (Anney, 2014).

4.14.3 Transferability

Transferability is a degree to which the results of qualitative research can be transferred to other contexts. The problem being investigated is covered in many contexts which are subject to similar findings. The data produced could be combined and used to research other problems. This phenomenon is referred to as transferability. As an example, some of government departments suffer from similar situations where male representation lags, especially in the management positions and evidenced in a cry about women participation in male dominated occupations and industries (Preston & Leibbrandt 2018).

4.14.4 CREDIBILITY.

Anney's (2014) definition of credibility is that it is confidence that can be placed in the research findings. Anney, (2014), argues that credibility establishes whether the findings present reasonable information drawn from the participants' original data, and correct meaning of participants' original views was produced. I therefore, ensured that quality of data was collected, not quantity (Shadi & Farley, 2011), as the research study suggests. It is not the credibility of the researcher that matters but it is the credibility of the research method used that will enable him to answer questions and respond to the environment by answering the how and what questions.

4.14.5 CONFIRMABILITY

It is the degree in which findings are neutral, which means they are based on participants' responses, not potential bias or personal motivations of the researcher (Given, 2008). In the study, data collected will be based on the participants' point of view in relation to inclusivity in their schools, considering representation of male teachers. University auditors can see if the findings were subjected to any cheating and fallacies by the researcher. To confirm authenticity of results, the University's higher authorities can request original copies of research data for scrutiny.

4.14.6 DEPENDABILITY

According to Bitsch (2005), dependability involves participants' evaluation of findings, interpretations and recommendations, and that they are supported by data, received from informants. Study can be depended on, which means that it can be transferred to others, to yield similar findings, hence it refers to the extent to which, the study can be repeated by others, and that findings are consistent (Howard, 2016). The findings produced in my study can be used by other researchers and produce consistent results and could be repeated in other research studies. This means that research findings can be dependent on, for their accuracy and it can be concluded that they are reliable.

4.15 ANTICIPATED PROBLEMS/LIMITATIONS

It was however, not easy to monitor the authenticity and the accuracy of data whether it was completed by the participant or the researcher is using his or her own words, nor the fact that any other person might have unduly added his input that would contribute data positively or negatively, due to the time frame to complete an interview. With reference to the expected delays, principals could re-schedule my appointments to conduct research as they may also not postpone their departmental meetings, if clashed with my research dates.

4.16 CONCLUSION

Conclusions drawn from the literature review lured the researcher to the application of different research methods. In the study, the qualitative research design was used, which included focus groups, semi-structured interviews, data analysis, and methods to maintain ethical considerations, trustworthiness, credibility, confirmability, dependability and transferability. Government should be strongly encouraged to place greater emphasis on the principle of empathy and inclusion in hiring male teachers, considering that they are also individuals who live in the competitive world, which would involve having good communication with foundation phase learners (Kyngäs, Maria, & Mikkonen, 2015).

The following chapter will discuss data analysis and findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The findings are drawn from data and were based on the topic, paying attention to Ndwedwe Rural schools. The analysed data include verbal responses of educator participants. The findings of the study were compared with other studies, so that they could be contextualized into meaningful findings. Respondents were grouped according to the type of questions, and responses provided.

MAIN THEME	SUB-THEME
5.2 Theme: 1. The impact of experience on learning and individual wellbeing.	5.2.1 Male teachers have been identified as dangerous in-front of children and female community.
5.3 Theme: 2. The issue of psycho-social factors that affect hiring of males.	5.3.1 Allegations related to abuse, stereotypes, self-concept, skills and powers of masculinity.
5.4 Theme: 3. The interviewees were requested to respond on psycho-social issues that are faced by males in their schools.	5.4.1 Behaviour and self-efficacy among male teachers.
5.5 Theme: 4. How those factors affect academic performance of learners.	5.5.1 Loss of trust, focus, criminal allegations, child abuse, loss of self-concept and passion among male teachers.
5.6 Theme: 5. To overcome factors that affect academic performance of learners.	5.6.1 Inclusion of health-care subjects within teacher qualification, that will help overcome risk factors and problems associated with child-care.
5.7 Theme: 6. Issues of the community and stakeholders; about the diversity and the position	5.7.1 Community and other stakeholders being disallowed to intervene by virtue of being illiterate in the field of school management.

of male representation in the foundation phase.	
5.8 Theme: 7. Representation of males in the foundation phase against performance of learners.	5.8.1 Level of literacy/ illiteracy affects gender diversity negatively. 5.8.2 Parents are not exposed to curricular issues.
5.9 Theme: 8. Participants' view of gender about absence of males.	5.9.1 Males/ Boys are mostly affected especially, during their pubertal development, when they cannot share their concerns with female teachers. 5.9.2 Schools distribute sanitary pads to girls without acknowledging the presence of males in the classroom. Males too, have needs to be catered for.
5.10 Theme: 9. Responses on why gender ratio is higher among females and lower among males, based on stereotypes.	5.10.1 A demand push which forces government to increase female workforce in the foundation phase. Nutrition programmes are run by females because they are stereotypically involved in the kitchen, cooking and feeding children.
5.11 Theme: 10. Responses on why gender ratio is higher among females and lower among males, based on beliefs.	5.11.1 Beliefs forced male teachers to take different roles, against the handling of young girls.
5.12 Theme: 11. Responses on why gender ratio is higher among females and lower among males, based on skills.	5.12.1 Male teachers are marginalised when they are not given opportunity to practice what they qualified to do in the community.
5.13 Theme: 12. Culture	5.13.1 Culturally, males are not allowed to take care of young children. 5.13.2 Females understand the needs of young children and know when they are sick or hungry.

5.2 Theme: 1. The impact of experience on learning and individual wellbeing

The interviewees were requested to respond to the question of their experiences in the foundation phase, and they pointed out that experience plays an important role in the workplace and it determines treatment one receive; its impact on children's learning as well as on individual wellbeing. However, male teachers have been identified to be working under scary conditions, where they are monitored with charts and posters carrying abusive remarks about them, and caution females and young children to be alert when they are with male teachers. It is common in the workplace with male teachers that they are alleged with criminal records of abuse and rape. It is therefore important that children and females are warned of such incidents so that they can be safe.

Male teachers responded to the question of their experiences in the foundation phase, and alluded as follows:

Sch. 1 Interv. A	<i>"Presently, I teach young learners under strict supervision. My class is surrounded by charts and posters which carry abusive remarks about male teachers".</i>
Interv. B	<i>"I am presently teaching on temporary basis, and don't know how long the foundation phase teaching will last. I am happy working in the foundation phase due to less stress I encountered than I could have received if I was teaching children in the higher phases. As a male teacher, I prefer teaching learners where my work does not involve young children."</i>
Sch. 2 Interv. A	<i>"I am presently teaching in the foundation phase on temporary basis, and I do not know how long the job will last. I do not know if I will teach longer than a year."</i>
Interv. B	<i>"I have been teaching in this school long enough, and I think of changing the phase due to the level of criticism I receive from my friends. My standard of knowledge has dropped."</i>
Sch. 3 Interv. A	<i>"My qualification allows me to teach learners of higher ages. It is not easy, which makes me think of changing to higher phases."</i>

<i>Interv. B</i>	<i>“No! I would rather teach older learners, than in the foundation phase. Foundation phase learners are usually young and are difficult to manage.”</i>
<i>Sch. 4</i> <i>Interv. A</i>	<i>“No! I do not have a foundation phase qualification. Instead I have a Senior Primary Teachers Diploma. So, I did not apply for the job.”</i>
<i>Interv. B</i>	<i>“Many male teachers choose not to teach in foundation phase because it is not their area of specialisation. They have conceptualised it as female’s area.”</i>
<i>Sch.5</i> <i>Interv. A</i>	<i>“No! Being a person of my age, 35-50, I taught foundation phase learners when I was still making up my qualification. As soon as I qualified, I upgraded to higher phases and I got a female replacement.”</i>
<i>Interv. B</i>	<i>“I have taught in other schools, focusing in sports. I teach isiZulu in my present school. I have found that teaching young learners is a challenge to male teachers.”</i>

Male teachers benefit the school and learners in several ways such as that the Schools’ academic results improve, and misbehaving learners are put under control, learners learn new skills from the diverse skills of male teachers, mismatches between teacher supply and demand in schools is easily closed and confidence in learners and their work improves (Green, et al., 2014). This means that if they were employed permanently, the situations mentioned above would not occur, which would also improve the lives of both children and the school. According to Bandura’s social learning theory, behaviour is learned from the environment through the process of observation by looking at others do the work.

Most participants say they have accumulated enough experience in the foundation phase showing resilience from many difficulties such as criticisms they encounter from their fellow friends, which further results in their self-esteem being lost. There are also stereotypical issues which cause individual teachers to lose self-concept within themselves. Bandura’s (1977) social learning theory is used to control their behaviour, when he says teachers must develop self-efficacy within themselves to cope with criticisms they receive from the community.

One participant says despite the kind of the qualification held, probably higher, he has continuously been teaching young learners under the pressure incurred from stereotypes, beliefs and allegations of misconduct. Nkosi, (2014), says male teachers are allegedly involved in sexual misconduct including rape, which has put their lives in jeopardy. He says changing to the higher phase might help him overcome the situation of being wrongly accused of abuse.

One participant denies being involved with the foundation phase learners, claiming that children are young and difficult to manage, and therefore chooses to teach older children, which means that younger children provide teachers with a heavier load in the classroom.

5.3 Theme: 2. Issues concerning psycho-social factors that affect hiring of males in their school.

Regarding these concerns, most males who teach in the foundation phase, alluded that it is difficult to teach young learners under such conditions, which restrict their hiring. In their statements, they pointed to the following ideas as reasons associated with their hiring in the foundation phase:

Sch. 1 Interv. A	<i>“Our Black community practice strict traditional rules. Members of the community sometimes laugh at you (male teachers) and call us “misses”. If one reports matter associated with young children, no help is received.”</i>
Interv. B	<i>“Allegations and stereotypes provide negative criticism against male teachers. Most learners are cautioned to report anything related to child abuse against male teachers.”</i>
Sch. 2 Interv. A	<i>“Stereotypes and beliefs have changed minds of many male teachers who abandon their perceived profession because of fear of verbal abuses from the community, about their choices as foundation phase teachers.”</i>
Interv. B	<i>“Discipline goes hand in hand with learners’ work. When I was young, patting a child for his or her good work used to be an acceptable form of motivation, which was later converted into a crime or sexual harassment. This practice has eventually reduced</i>

	<i>learners' academic performance because children are not receiving reinforcement to work harder."</i>
Sch. 3 Interv. A	<i>"Males cannot function properly. As I have said, they cannot help young girls who have different gender with different features from theirs. They do not have such skills."</i>
Interv. B	<i>"Males do not want anything that would associate them with learning. Males only learn if their learning involves leadership role."</i>
Sch. 4 Interv. A	<i>"The school is controlled by SGB. They have belief that Foundation phase is for females while intermediate and senior phases are stereotypically for males."</i>
Interv. B	<i>"When one studies towards teaching profession or has recently qualified as a teacher, he is given a post at the foundation phase. To be in the foundation phase does not need full qualification."</i>
Sch. 5 Interv. A	<i>"The hiring of male teachers is affected by stereotypes, which include culture and beliefs that, when males teach young children, their cognitive level drops and we face victimisations by others."</i>
Interv. B	<i>"It is often said that females are better at young children, which emphasises that males are not suitable to teach young children irrespective of qualifications held."</i>
Sch. 6 Interv. A	<i>"The school is controlled by the School Governing Body. They have beliefs that foundation phase is for females, while intermediate phase and others are for male teachers."</i>
Interv. B	<i>"In my school, posts in the foundation phase are occupied by young female teachers who are still studying towards the teaching qualification. It is expected that, once they complete their teaching qualification, they are given better posts."</i>

Sch. 7 Interv. A	<i>“There is an impression that prospective students should be given foundation phase posts. Once students qualify as permanently employed teachers, they are given higher phases to teach in.”</i>
Interv. B	<i>“I wouldn’t say there are, but I think males do not choose to specialise in foundation phase, because of societal expectations.”</i>
Sch. 8 Interv. A	<i>“In my school, males lack care and capabilities to look after young children.”</i>
Interv. B	<i>“Male teachers have a hard hand on children and do not possess skills to nurture them. The foundation phase is of primary importance for males to teach young learners’ basic skills and education. Males cannot support children with necessary tools in the classroom.”</i>
Sch. 9 Interv. A	<i>“Males are not wanted in this school. According to the female staff, it is difficult to impose disciplinary action by principal to other male staff and finds it easy to discipline female staff, when necessary.”</i>

The psycho-social factors are issues that affect teaching and learning. They range from behavioural influences from the environment, usually, the community, teacher’s knowledge of the content being taught, experience, skills, beliefs, stereotypes and many more. These factors can, according to Bandura’s observational theory influence male teachers’ behaviour through observation and imitation, which will assist them in overcoming stereotypes and other factors.

When teachers were requested to respond to the question, they spoke about the influence of their community on the teaching qualification that it is not for males. Most male teachers remarked about being ridiculed because of being involved in teaching young children, which is against Black Culture. According to Bandura’s behavioural learning theory, behaviour is determined by an environment, and behave accordingly.

The participants report that if they need work related help, they are not being entertained because they are questioned about their involvement in the teaching of learners. Some stereotypes stand against the side of male teachers, which say they don't look after young children. According to Skelton, (2012), the public does not accept maleness in the teaching profession, saying it is unnatural. In Bandura's, (1977) social learning theory, behaviour is learnt, and teachers should not allow themselves to be prejudiced based on societal stereotypes.

Male teachers are followed by allegations of different misconduct, such as rape and lack of skills because they don't have experience of raising children. However, they are recommended for their ability to control children's behaviour by imposing discipline as they are sometimes feared for their aggression, even though they must be careful with discipline strategies they can apply, like alternatives of hugging, touching, high fives, and many more, for the good work learners have achieved. It is important to understand that there are policies that deal with punishment to children, which have led to corporal punishment being abolished. According to Bandura's theory of behavioural learning, the child responds to the behaviour by imitating it with either reinforcement or punishment.

Male teachers are scared to apply for positions in the foundation phase due to determinations of the School Governing Bodies, who already hold beliefs about the lack of authenticity of males to apply for positions in the foundation phase. One participant said male teachers are not given an opportunity to work in the foundation phase, regardless of his qualification, which may be better than others.

According to Petersen, (2014), men who choose to teach young children are often criticised because foundation phase is considered women's work.

One participant says negative criticisms about males is perpetrated by forces of stereotypes. He further comments that any physical contact between children and male teachers is reported as abusive. This has led to some male teachers who chose to distance themselves from the foundation phase in fear of accusations of sexual abuse (Smith, 2003). As a result, males choose not to pursue foundation phase of teaching (Bhana & Moosa, 2015). According to Bandura, (1994), behavioural learning theory, stereotypes is associated with self-efficacy, which defines what people can do and what the community says about it. The phrase means, if teachers know their strengths and weaknesses, they should not allow third party to influence their emotions. They should control their behaviour and have positive self-efficacy.

The participant says discipline goes hand in hand with learners' academic work. He remembers that at their early years of foundation phase schooling, their teachers used to pat, shake their hands and even hug them when they did well in their academic work. Things have changed. According to Uotinen, (2018), in the US and UK, there are schools with no-touch policies, meaning that teachers are not allowed to touch their learners, except in dire emergencies. Bandura's theory of dependency suggests that discipline imposed by male teachers cause children to suffer from dependency anxiety which arise from rejection and punishment. The same situation can also affect male teachers being excluded from the phase they choose to work in.

The participant says being male teachers, there are activities which they cannot do, because of differences in gender, such as cooking for children, washing, cleaning, and others. He further says in order to protect themselves from criminal allegations, they should rather stay away from the foundation phase. Pells, (2017), argues that teachers who avoid touching children are guilty of child abuse. According to Bandura's (1977), social learning theory, male teachers should not be looked at or pre-judged based on gender development or differentiation to decide what they are capable of.

The participant says the School Governing Body constitutes elderly traditional people who strongly believes in beliefs that foundation phase is not for males. He further says male teachers belong to the intermediate and senior phases. According to Peterson, (2014), the dominance of females has generally carried negative connotations that childcare is women's work. For this reason, males choose to dissociate themselves from the foundation phase. Based on Bandura's social learning theory, the main aim was to develop children by their parents with emphasis on mothers, not males.

5.4 Theme: 3. Psycho-social issues faced by males in their schools.

Male participants raised the following ideas regarding issues they face in the foundation phase:

Sch. 1 Interv. A	<i>"Allegations against young male teachers such as rape cases and other abusive nature of conduct are pasted on male teachers, and we as male teachers lose self-esteem and morale about ourselves."</i>
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Interv. B	<i>“Male teachers are named rapists and paedophiles, which is the behavioural issue against children. Male teachers are offered difficult tasks so that they will feel embarrassed and decide to quit the profession”.</i>
Sch. 2 Interv. A	<i>“We, (male teachers) are faced with allegations of crime. Being harsh to young learners involves being short tempered, lack of motherly-hood, carelessness, and doing things haphazardly.”</i>
Interv. B	<i>“Male teachers have tendencies to leave long beards which young children fear and associate them with criminals. However, there are those who are associated with fathers to young learners.”</i>
Sch. 3 Interv. A	<i>“There is still stereotype around male teachers, which says that young children are better-off with female teachers.”</i>
Interv. B	<i>“The issue that has been raised, concerning learning among males, is one of the factors that males do not want the teaching profession.”</i>

Male teachers have been reported to suffer from many psycho-social issues, such as allegations of misconduct, where they are reported to be abusing young children, being involved in rape cases of young children, and being harsh to young children. Some participants say, male teachers are short tempered, lack of motherly-hood, and are careless.

The involvement of male teachers places them in vulnerable states where they are labelled as criminals, and is detrimental to the parents, which forces them to remove their children to other schools, leaving them without work, despite their hard-earned qualification. Bandura’s theories of behaviour change, influence parents to place their children where they can learn without any intimidation or abusive behaviours from their teachers.

Some people associate leaving long beard with uncleanliness, saying they are untidy, while others look at beard as manly. However, it is reported that children respect male teachers who leave long beards. Conduct goes hand on hand with behavioural change. Bandura’s Theories

of behaviour change is used to determine how children view things. Children may think it is not important to be clean, which is a social learning issue, learning from the environment.

Some participants say children are better-off without male teachers which forces them to realise that they don't deserve to be in the foundation phase. For these reasons, male teachers decide to quit the profession. Bandura's theory of self-efficacy says male teachers must develop a sense of efficacy and commitment to teaching, fearlessly.

The participant says male teachers are alleged rapists where they are not allowed to touch a child, even as an acknowledgement for their good academic work. Previously, punishment was used to discipline children. Now, it is nothing, whether to motivate or discipline. Any deviation makes them face criminal charges. According to Waverman, (2015), teacher's touch, a quietening hand on their shoulder, a goodbye hug, may be pleasing and comforting to children, and he is confused about why there is so much fuss about this good behaviour of teachers. Bandura uses punishment as a theory which teachers use to change behaviours of others. The theory uses two sub theories to reinforce behaviour, utilitarian and retributive. Utilitarian theory seeks to punish offenders to discourage future wrongdoing, while retributive theory seeks to punish offenders because they deserve to be punished.

Though a statement made by the participant seems ambiguous, but he is concerned about the learning of male teachers, whose level of experience is seen to be dropping in relation to the foundation phase curriculum. According to the literature, males choose not to pursue foundation phase of teaching (Bhana & Moosa, 2015). In this statement, I used Bandura's (1977), social cognitive theory of gender development and differentiation, which says males do not choose the phase because of their gender orientation.

However, male teachers need to be motivated on the pursuance of the foundation phase teaching, despite allegations of abuse. Bandura, (1977), uses the theory of motivation to persuade male teachers to teach young children. It may benefit male teachers if they are paid extra salaries to motivate them to take foundation phase of teaching. Most male teachers are concerned about allegations of misconduct, laid against them, which make them lose their self-esteem, and they are unsure about their future in education. Hepburn, (2013), foresees difficult times for males, and study reveals, men's role is plagued by insecurities and contradictory perceptions. Bandura's (1977) social learning theory applies in the control of their behaviour, when he says teachers must develop self-efficacy within themselves to cope with allegations they receive from the community. Male teachers' behaviour might also be copied by children

in their learning, which is perpetrated by the environment, which Bandura (1977), refers to as social learning.

The participant says, they are concerned about male teachers when they are named rapists and paedophiles. He further states that they are given difficult tasks so that they can feel embarrassed and decide to quit the profession. According to Riggs, (2013), teaching was originally built for women before they got a real job which was raising families or temporary for men until they moved out of the classroom and became administrators. This phrase tells us that originally, males were superior than females even in the classroom. Bandura's social cognitive theory of gender says, males and females learn about gender roles when they observe and imitate others. Children learn what is appropriate by watching the actions of others. Using this scenario as an example, learners learn bullying by watching male teachers acting superior to others, which is the issue of masculinity.

The participant says they are the alleged rapists; therefore, they should not come closer to children, where they are not even allowed to touch a child, even as an attempt to acknowledge them for their good academic work. Any deviation makes them face criminal charges. According to Waverman, (2015), teacher's touch, a quietening hand on their shoulder, a goodbye hug, may be pleasing and comforting to children, and he is confused about why there is so much fuss about this good behaviour of teachers. Bandura's social learning theory emphasises the detriment shown by learners when they learn to become aggressive, which is suggested in the theory that boys suffer from dependency anxiety arising from rejection and punishment. In this statement, teachers are informed how they should behave in front of children.

The participant says male teachers are faced with criminal allegations and further says they are harsh and short tempered. They lack a motherly touch, are careless and do things haphazardly. Morojele, (2013), has done a study and says they portraying hegemonic masculinities saying that they are rough, uncaring, tough, etc. Bandura's, (1977), learning theories suggest that learning is the result of associations formed by conditioning in which teachers reinforce good behaviour to learners.

The participant says male teachers leave long beards which scare young children and associate them with criminals. Contrary, he relates others with fathers to orphaned children. According

to Nixon, (2016), leaving a beard could be a sign of hatred and aggression on children; and male teachers may not teach people they hate.

The participant says there are stereotypes surrounding male teachers, saying that young children are better off without male teachers. Drury, (2008), finds schools being dominated by female teachers being well run and find female teachers being better with children. According to Bandura, (1977), theory of behavioural conduct, people monitor their conduct and the conditions under which it occurs, judge it in relation to moral standards, and regulate their actions by the consequences they apply to themselves.

The participant is concerned about the learning of male teachers, whose level of experience is seen to be dropping in relation to the foundation phase curriculum. According to the literature, males choose not to pursue foundation phase of teaching (Bhana & Moosa, 2015). According to Bandura's theory of gender roles, male teachers need to be motivated on the pursuance of the foundation phase teaching, despite allegations of abuse, and Bandura's theory of motivation applies to this transformation process.

5.5 Theme: 4. How the presence of males affects academic performance of learners.

When teachers were requested to respond to the issues, about the presence of male teachers, they raised the following:

Sch. 1 Interv. A	<i>"Learners lose trust about male teachers (us). They fail or their academic performance drops as a result. Children lose focus while they await their preferred female educator."</i>
Interv. B	<i>"Male teachers cannot produce quality work under criminal allegations and learners cannot succeed under those conditions."</i>
Sch. 2 Interv. A	<i>"Patting of children for their good work used to motivate them intrinsically. However, these activities have been criminalised. Therefore, lack of such motivation causes children to lack reinforcement to learning."</i>
Interv. B	<i>"Once a person perceives that male teachers are criminals or rapists and do not care, in their minds, these issues damage their potential to succeed, which drop their academic performance."</i>

Sch. 3 Interv. A	<i>"No! There is no association between maleness and learner academic performance. It is fear that male teachers demonstrate to force children to listen or obey instructions."</i>
Interv. B	<i>"Learners' academic performance drops because male teachers do not have expertise of teaching their learners. Male teachers' morale drops and affects boys' academic results."</i>
Sch. 4 Interv. A	<i>"I believe with male teachers around, there would be a better level of discipline on our boys thus, increasing their academic performance."</i>
Interv. B	<i>"Learners' academic performance drops most of the time if the school hires people who do not have passion for what they do."</i>

During the presence of male teachers in the foundation phase, some socio-economic factors affect not only male teachers, but the children and their academic performance. According to the participants, young learners whom teachers were entrusted to, lose trust. While trust is lost, they lose focus which also causes their academic performance to drop. Bandura's (1977) theory of confidence and performance, uses, self-efficacy to describe belief one has, in his or her ability to do work assigned to him, in order to obtain a certain outcome. This means that males are incapable to work with young children.

One participant denies any association between maleness and learner academic performance, saying that male teachers use force to change the attitude and behaviour of learners. Force referred to by the participant may be detrimental to their future in education, hence, force has been banned by government. However, no support has been obtained from the literature to back the participant's opinion. Bandura's social learning theories suggest that children learn to exhibit aggressive behaviours because they observe male teachers acting aggressively.

Criminal allegations, as one of the factors with huge impact on learner's academic performance reduce the productivity. Learners fail due to inferior quality produced and learners fail, due to loss of focus. Teachers motivate their learners by patting or even a hug, which is against the education law. Previously, touching and hugging were good motivation strategies to praise

children for the job, well done by individual learner, praising them indiscriminately for performing a task.

Expertise which goes along with skills and passion is also being reported as lacking in male teachers, which is of major influence of success to them. It has been reported in the previous report by the participant that male teachers are harsh and short tempered and Morojele (2013), says they portray hegemonic masculinities in which they have been conditioned to behave that way, as argued by Bandura's behavioural theories of learning.

The participants further believe that if male teachers were around, there would be a better level of discipline on boys which increases their academic performance. According to Bandura's social learning theory, a person does not produce behaviour, unless motivated. This gives rise to motivation theory, which comes from external reinforcement. However, some participants deny any association between maleness and learners' academic performance.

The participant says learners' academic performance drops because male teachers are absent from the foundation phase. Bandura's (1977) observation learning theory distinguishes between learning and performance. Unless motivated, a person does not produce learned behaviour, which says that learners need motivation on their duties.

Many reasons could surround the absence of male teachers, some of which are trust the community has forfeited against them. Request to have a new teacher is a process and it delays children in their effort to learn. According to Peterson, & Nkosi, (2014), there is assumption that males should not be trusted around young girls. This tendency could be surrounded by lack of discipline and control. Bandura's theory of self-discipline and self-regulation says one should have control of emotions to be able to work with people different from yourself. His work brought together behavioural and cognitive components in which he concluded that humans can control their behaviour through a process known as self-regulation. Bandura's Social cognitive theory of gender development and differentiation says males should not choose the phase because of their gender orientation.

The participant says male teachers are unable to produce quality of work due to criminalisation and allegations of misconduct in front of young children. Children, therefore, cannot succeed under those conditions. Even though nothing has been said by the literature to support the participant's statement, but the issue remains a serious concern to many schools that male teachers have lost trust working with children. According to Bandura's behavioural theory,

trust is surrounded by self-efficacy, which despite others accusing you, depending on how you judge yourself.

The participant says they used the patting (touching on shoulders) method to motivate learners on their achievement. He is concerned that these motivational practices have been criminalised and have been converted into abuses. However, male teachers are now, scared to involve themselves in any form, as they are easily reproduced and converted into forms of criminalities, while children's learning needs to be re-enforced (Anthuis, 2013).

Literature has come up with new solutions against the criminalisation of touching. Duffy, (2011), argues that if a child wants to hug you, as a teacher, you must raise your hand and put up a high five, which is an acceptable means of acknowledging him or her, and is in accordance with the rule of thumb that no-one should touch a child to avoid allegations of child abuse and misconduct. According to Bandura's theory of learning, touching and punishment are parts of learning which are used to re-enforce or motivate children, while others consider them abuse.

The participant says allegations placed against them, causes them to lose confidence, which damages their potential to succeed, which further causes learners' academic performance to drop. Bandura, (1977), looks at confidence as how male teachers believe in their personal capabilities. Allegations of abuse further place male teachers in a vulnerable state, which McKinnon and Walker, (2016) look at the vulnerability of male teachers when they are forced to leave the profession by unbearable stereotypical means, which Bandura's behavioural learning theory considers loss of confidence among themselves.

The participant says learners' academic performance drops because of lack of expertise from male teachers. When the community criticises them, their morale drops, and academic performance is affected. The literature states men who choose to be foundation phase teachers are often criticised and ridiculed (Petersen, 2014). Bandura's behavioural learning theory is associated with teachers losing confidence and control between themselves and children, which is a critical issue related to the progress of children's academic performance.

The participant says he believes that male teachers have better level of discipline, which if they are present, discipline on boys also improves, which further improve their academic performance. Semali & Vumilia, (2016), argue that drop in discipline, knowledge and experience from male teachers, results in drop in learners' academic performance. According to Bandura's social learning theory, children change their behaviour based on viewing the

behaviour of teachers punishing them, and it is likely that punishment will decrease the probability that they engage in the behaviour.

Some people are employed in the phase without any significant passion on teaching young learners. The participant says if schools hire people who do not have passion for their work, learners' academic performance also drops. Alan, (2018), argues that people think male teachers do not have love for children. The participant further says some subjects are reserved for females, such as life orientation and life skills. These subjects have been removed from male teachers because of their nature of practicality. Kanazawa, (2008), supports these concerns, saying that teachers' employment opportunities are reserved mostly for females due to conducts of male teachers in front of young children, and that males are less capable of educating young children than females, as argued by Cushman, (2005), Bandura's theory of gender differences stipulates what different genders should or should not do.

5.6 Theme: 5. To overcome factors that affect the academic performance of learners in their schools.

When male teachers responded to the question, "what can be done to overcome the psychosocial factors that affect the academic performance of learners in schools", they mentioned the following:

Sch. 1 Interv. A	<i>"Male teachers should be given an opportunity to be involved in nursing subjects, which will help them overcome problems associated with foundation phase teaching."</i>
Interv. B	<i>"Government must bring justice by imposing an equal 50:50 ratio, when recruiting in the foundation phase. Males must be trained for causes that involve looking after all genders."</i>
Sch. 2 Interv. A	<i>" Gender equity and diversity has been a song sung by Government over a long time, but the final stage has not been reached yet, probably, due to gross national imbalance of gender population."</i>
Interv. B	<i>"We live in a diverse country with different religions, culture, gender, etc. We need the combination of these aspects in order to teach and learn well. In the absence of one aspect, dysfunctionality prevails."</i>

Sch. 3 Interv. A	<i>“Understanding that schools focus on inclusion, I would adopt exclusion of other genders and attend to boys in order to rescue them and improve their academic status.”</i>
Interv. B	<i>“Even though the question is unclear whether, as an educator or principal, but one needs to study further to meet the diverse needs of all learners”</i>
Sch. 4 Interv. A	<i>“Individual teachers cannot survive in isolation from stakeholders. The school operates in partnership with the community. They can unite so that they can fight poverty, learning disabilities of children; provide the needs of children and many more.”</i>
Interv. B	<i>“I don’t think these factors can be overcome by an individual. All stakeholders including community, government department such as SASSA, health, etc, should be involved.”</i>
Sch. 5 Interv. A	<i>“If I had to overcome these factors, I would separate boys from girls; and design private schools which specialise in traditional and culture-specific issues.”</i>

The participant says he does not think these factors can be overcome by an individual. All stakeholders including community, government department such as SASSA, which is South African Social Security Agency; South African Police Services, Health, etc, should be involved. In the teaching and learning process, tripartite relationship exists between teachers, children and the community, which is a mutual learning aimed at improving teaching and learning among the concerned parties. In this partnership, Bandura’s social learning theory says that we learn through observation of what others do, a mutual process of learning.

The need to operate as a unit is of major importance and it must be brought to the attention of teachers. Academic achievement increases when parents are involved in their children’s education. Ndim & Ekpo-Eloma, (2013), argue that more intensively involved the parents are, the greater the positive impact on academic achievement. Bandura’s social learning theory describes the importance of partnership in teaching and learning.

Participant did not understand the question raised by the researcher, which says, what can be done to overcome the psycho-social factors that affect the academic performance of learners in

their schools. The unclear part is whether the question refers to male teachers or the school principal, because to change any situation is the principal's duty. The participant responded to the question at the male teacher's point of view, saying that one needs to study further to meet the diverse needs of all learners in the foundation phase. Du-Neen, (2019), says successful teachers adapt to learner needs. Bandura's social learning theory says people learn behaviour from people close to him by observing them.

The participant says he understands that schools focus on inclusion. To overcome psychosocial factors that affect learners' academic performance, he says he would exclude females, and include boys while trying to improve the status of boys in the foundation phase. It is however, not stated in any of the literature that certain groups of people should be excluded to solve the problem of inequality.

The participant says that male teachers should be given full authority to motivate learners with limits instead of being criminalised each time they apply discipline on children. Classroom discipline is intended to reinforce behaviour on children, which is part of motivation, which Bandura's theory of motivation uses, saying that children learn well if they are motivated to do some tasks.

The participant is concerned about gender equality, which is lacking. According to him, if male and female teachers can be treated equally, learners can do well in the classroom. Employment Equity Act, no 55, (1998), was also introduced to achieve equity in the workplace by promoting equal opportunity and fair treatment among all employees (DoE, 2001). Bandura's social cognitive theory talks about gender development and human differentiation, which is opposite of equity, based on gender which is seen to be affecting many participants and learners in the study.

The participant says they live in a diverse country, and the combination that constitute diversity should be applied so that teachers can teach well, and learners learn well. Imbalance of gender among teachers is obviously, a sign of gender bias, (Golley, 2012), which makes it impossible for children to make choices related to activities of other males, both within schools and their communities. Bandura's social learning theory was used that people learn from one another.

The participant is concerned about the issue of equality, which does not seem to exist in the foundation phase. He further states that males must be trained for causes that involve satisfying the needs of all cultures, associated with multiculturalism, so that challenges can be easily

overcome when they become abundant. According to Plecher, (2019), South African female population amount to 28.8 million, while males' amount to approximately, 27.8 million inhabitants, which reflects a huge gender difference, which needs to be closed. In this study, I used Bandura's theory of inclusion to allow the most challenged groups to take part in the foundation phase.

The participant says male teachers should be given an opportunity to be involved in nursing subjects, which will help equip them in their endeavour to overcome problems associated with foundation phase teaching and align themselves to the needs of young learners. Du-Neen, (2019), says successful teachers adapt to learner needs. Male teachers must be trained in such a way that they don't regret being foundation phase teachers, where most needs of learners are at their disposal. The issue of male teachers being involved in health care, not only first aid, could help make them better people in their teaching profession. Unfortunately, this issue has not been stated in any of the literatures. Bandura's social learning theory says that we learn through observation. This can take the form of someone physically demonstrating a behaviour or task or describing a task verbally. According to the theory, video and audio in eLearning are powerful methods for re-creating this experience.

The participant says he would design special schools specialising in tradition and culture specific issues. This practice is, according to the participant, helpful to overcome unhappiness faced by male teachers and young boys who are losing all, related to masculinity, culture and even values, which destroy good performance of learners. Kane, (2017), writes about intercultural facts that help to become more culturally aware, curious, open minded, respectful, and tolerant of others. Bandura's social learning theory says culture can be learned by observing others in the society.

Some participants say drop in academic performance among children needs greater level of intervention, by exposing male teachers to the handling of midwifery and nursing subjects which will help them overcome problems related to their inability to help foundation phase children, when they are sick. Bandura's social learning theory that culture can be learned by observing others in the society, as was mentioned in the last issue. If male teachers were exposed to the care of the sick people in the hospitals, they would have an ability to treat children with different disabilities, which is part of the process of inclusion.

The participants propose gender equity in school where all teachers will benefit without looking at individual differences. In some cases, to bring teachers' knowledge to equilibrium, thorough training may assist male teachers to be on par with what happens in the phase. To avoid dysfunctionality in the phase, religion, culture and gender of individual teachers must be respected.

The participant is concerned that individual teachers may not survive in isolation from stakeholders, saying that the school operates in partnership with the community, such as SASSA, health, police, etc. They can unite so that they can fight poverty, crime, learning disabilities of children; provide the needs of children and many more. Issues related to disintegration school resources can be eradicated successfully, if focus is put on education of all teachers, including females who must accept the male teachers as their colleagues. However, no literature was visited in respect of the issue of gender partnerships. Bandura's social cognitive theory proposes that human behaviour encompasses core features that include various environmental influences in teaching young learners.

Participants are concerned about problems that affect male teachers, learners and their academic success; and they need to be overcome by the community. The participants agree that male teachers need training, relevant to their job, which involves caring for children, and meeting their needs, such as action to be taken when they are hungry, sick, needing comfort, etc., which others also refer to as nursing. This issue is important in addressing pregnant learners' matters.

Gender equity is being addressed and requires government intervention to bring resources into equilibrium state and to be shared equally, among all in the organisation. However, some participants are concerned about the delay by government in putting necessary measures in place to hire more male teachers in the foundation phase, which he claims, is a song that has been sung by government for many years, and has not been reached yet, probably, due to gross national imbalance of male and female population.

Participants are concerned about diversity, which needs to be re-instated in the foundation phase, which involves gender, culture and religion, for teachers to teach well and learners, to learn well. The participants say schools need to operate co-operatively with all stakeholders including South African Social Agencies, South African Police services and Health department to receive an adequate support. Some participants say if the mentioned factors are not met, special schools which specialise in boys' needs must be built, which specialise in tradition and

culture specific issues. In this study, Bandura's theory of inclusion is used to address inclusion of all genders.

The participant says negative criticisms about the presence of male teachers in the foundation phase is perpetrated by allegations and forces of stereotypes. He further comments that any physical contact between children and male teachers is reported as abusive, which has led to some male teachers choosing to distance themselves from the foundation phase in fear of accusations of sexual abuse (Smith, 2003). As a result, males choose not to pursue foundation phase of teaching (Bhana & Moosa, 2015). According to Bandura's social learning theory, children learn to exhibit aggressive behaviours because they observe teachers abusing them or acting aggressively.

Many citizens are pleased to belong to the diversely structured groups. For this reason, the community is not happy to see their schools operating without male teachers, as supported by the interviewees. According to Fletcher, (2014), it is natural that masculinity matters are inclined to males and can be solved by male teachers in schools. According to the literature, masculinity is not only about a male, but also about the behavioural patterns that take place in that male person's body (Vann, 2017).

An issue of a father figure has been raised in many areas, as Lahelma, (2000), supports the interviewee, when she comments that children at the age of puberty would definitively need a father figure. The behaviour that is desired from children can be instilled by male teachers who act as a father figure by applying Bandura's behavioural learning theory. Children learn the behaviour of their male teachers who act fatherly in front of children.

The participant says individual teachers cannot survive in isolation from stakeholders, which emphasises the importance of partnership between male teachers and the community. According to Bandura's observational learning theory, teachers can learn behaviour through observing other partners in and out of school. Some cultures expect children to actively participate in their communities and are therefore exposed to different trades and roles daily.

The participant further argues that unity is important so that they can work together, fight poverty, learning disabilities on children; and provide the diverse needs of children. According to Goldin, (2012), male educators spend most of their time distanced from their female colleagues. Instead of forcing themselves to compete, they should be helped to find new ways to work together. Male teachers lack motivation that can help them unite with female teachers,

which will also help them make teaching and learning better. Parents and stakeholders play an important role in developing schools which are conducive to producing good academic results.

There is male teacher outcry that gender specific culture of boys or males is not in line with cultures of females in the society. Programmes such as Umkhosi Womhlanga are attended by girls only and males are not involved, while boys have their ceremonies, which make them different. In these practices, similar but different outcomes are produced, and it is important to learn other people's cultures, as one may be interested in it and reproduce it into meaningful part. Bandura's observational learning theory says teachers can learn behaviour through observing other partners in and out of school.

The participant says some members of the foundation phase still believe in traditional sayings, that foundation phases are for females. For this reason, they choose to hire female teachers in the foundation phase. Peterson, (2014), supports the participant when he says female teachers dominate the phase because male teachers are not suitable to teach young children, saying that they belong in the higher phases. According to the theory, male teachers need incentives to undertake activities or to persevere in the face of difficulties.

The participant says discipline goes hand in hand with learners' academic work. He remembers that at their early years of foundation phase schooling, their teachers used to touch, shake their hands and even hug them when they did well in their academic work. Things have changed. According to Uotinen, (2018), in the US and UK, there are schools with no-touch policies, meaning that teachers are not allowed to touch their pupils except in dire emergencies. People around the child respond to the behaviour by imitating it with either reinforcement or punishment. According to Bandura's theory of behavioural learning, if a child imitates a model's behaviour and the consequences are rewarding, the child is likely to continue performing the behaviour.

According to the participants, one of the reasons for males to evade teaching young children is the continuous learning programmes, which are usually, not in line with strategies to teach young children. He further says that this is the reason they prefer leaning towards leadership positions. This witnesses the lack of passion to teach young children and they evade the profession, saying that it offers them limited scope for personal development. McKinnon and Walker, (2016) look at the vulnerability of male teachers when they are forced to leave the profession by unbearable stereotypical means. However, it is children that are vulnerable of

being left like orphans. According to Bandura's social learning theory, self-confidence and performance are used to measure the tolerance, teachers can have to endure their daily routine. Generally, males are seen to lack self-confidence.

The participant says the School Governing Body constitutes elderly traditional people who strongly believes in beliefs that foundation phase is not for males, but for females, and that male teachers belong to the intermediate and senior phases. According to Peterson, (2014), the dominance of females in the foundation phase has generally carried negative connotations with associated notions of childcare and women's work. That is the reason why males dissociate themselves from the foundation phase. Bandura's theory of behavioural learning is associated with stereotypes linked with gender roles.

The participant says the foundation phase is like the place for the beginners, which others say it is a steppingstone, used by others to climb up. He further says that, once one qualifies as a teacher, he progresses to higher phases. This statement is evidenced in most foundation phases which hold unqualified and underqualified educators. The issue of educator progression has, however not been said in the literature, which creates a gap to be looked at.

5.7 Theme: 6. Issues of the community and stakeholders; about the diversity and the position of male representation in the foundation phase.

The participants responded to the issues of happiness about the diversity of teachers, by the community and the stakeholders in the foundation phase, and this is what they had to say:

Sch. 1 Interv. A	<i>"The community and other stakeholders seem happy because, despite plea shown by male teachers to seek employment, they are not given, or they are turned down."</i>
Interv. B	<i>"The community and stakeholders seem happy. Their inability to hire and criminalisation of issues prove that they are happy with the current position."</i>
Sch. 2 Interv. A	<i>"It looks like the community is happy about the position of male representation in the foundation phase, and their inability to hire more males proves that they are happy with current situation."</i>

Interv. B	<i>"The community and other stake holders are not happy with the absence of males in the foundation phase, it has been said that the school is run by sexists."</i>
Sch. 3 Interv. A	<i>"Some subjects are reserved for females, such as life orientation and life skills. These subjects have been removed from male teachers because of their nature of practicality."</i>
Interv. B	<i>"They are not happy, looking at the feminised school situation; the community has opened the rural boys only, schools to boost morale and culture to boys."</i>
Sch. 4 Interv. A	<i>"They are not happy as the SGB usually specify that they would prefer a male teacher when employing unfortunately, out of 10 applications, usually there is one for males."</i>

To some individuals, the issue of satisfaction based on the diversity and the position of male teachers' representation does not have any impact in their lives, while others don't sleep, trying to find the ways of rescuing children from foreseeable learning difficulties ahead of them. The participant says that the community and the stakeholder are not happy as the SGB usually specify that they would prefer a male teacher when employing unfortunately, out of 10 applications, usually there is one for males.

Some participants stood on an unhappy edge, saying the school is run by the sexists, looking at the way the school is structured, in terms of diversity. Some members of the community look at the position of their children, who suffer the consequences that result from the absence of their male teachers, and think of opening or applying for admission at the boys-only schools, with an aim to boost the morale of their children, while trying to recover from the lost curriculum. Bandura's theory of attention enables the community to take a step further and take action that will help their children survive challenges.

One participant says the community and the stakeholder are not happy with male teachers being ignored when recruiting takes place and the SGB usually specifies that they would prefer a male teacher when employing unfortunately, the least applications, are usually from males. The School Governing Body govern and administer the school human capital with the assistance of the principal. Concerns are raised that the SGB are culprits who take the side of

the principal and in fulfilling their choice. The SGB, possess most of the qualities necessary in decision making, whether they want male or female teachers, based on experience, skills and not forgetting the culture of their community. This may be good for productivity, but bad for diversity and equity, as a statutory requirement.

On the question whether the community and stakeholders are happy about the diversity and the position of male representation, male participants commented about the Black Community who laughs at male teachers, saying that they have never seen teaching profession being for males in their lives. This is an indication that the profession is for females only. According to the participant, male teachers earn themselves new name, “misses” which refers to unmarried female teachers. According to Petersen, (2014), men who choose to be foundation phase teachers are often criticised and ridiculed because foundation phase teaching is considered by society to be women’s work.

The participant says many male teachers leave their teaching profession and even their country and migrate to other professions or countries, in search of what others call greener pastures, which is an economic threat to the country, as De Villiers (2017), cautions that South Africa must do more to keep teachers from seeking greener pastures. Most of their migration are results of stereotypes and beliefs about themselves. Many scholars, like Cushman, (2005), regard male teachers as less capable for educating young children than females. According to Bandura’s theory of motivation, teachers lack self-esteem and decide to free themselves from challenges.

According to the participant, the hiring of male teachers is affected negatively by prevailing stereotypes, culture and beliefs, which stop male teachers from being what they want to achieve in life. Raskoff, (2012) supports the issue of stereotypes and beliefs by saying that these psycho-social factors are untrue with some of the challenges being more generalised assumptions and are unempirical. Bandura's social learning theory “states that behaviour is learned from the environment through the process of observational learning. Perhaps parents’ forefathers were uneducated because their parents did not have money to fund their education. Forefathers were also scared to take risks in their lives.

5.8 Theme: 7. Factors that affect the representation of male teachers in the foundation phase, against the performance of learners

The fact that the school has both sets of genders, for learners it means they have both parents, father and mother. If the school is short of male teachers who could oversee the progress in male sports, it means male sports will disappear. There are many other reasons why male teachers are important in the foundation phase, one of which is being better at Maths, Science and isiZulu. However, some view the presence of male teachers as not associated with the performance of learners, which forces the school to adopt learner-centred activities.

When male teachers responded to the question, if the psycho-social factors affecting the representation of male teachers are associated with academic performance of learners, they said the following:

Sch. 1 Interv. A	<i>“When there is development of wars of genders in the school, children tend to lose focus and parents change schools where they are accommodated without issues.”</i>
Interv. B	<i>“The belief that male teachers are criminals and unable to take care of young children, learners develop negative attitude accordingly and their academic performance drops.”</i>
Sch. 1 Interv. A	<i>“It is the influence of parents and the community that affects gender diversity in the foundation phase. The level of illiteracy among the community leads to learners’ poor performance.”</i>
Interv. B	<i>“No! Male teacher representation is not associated with the performance of learners. Learners must adopt the culture of learning.”</i>
Sch. 2 Interv. A	<i>“Representation of males goes hand in hand with learner performance. If the school is diverse with both gender (male teachers and female teachers) learners experience pleasure of having both parents.”</i>
Interv. B	<i>“Boys’ sports are affected as their sporting games are not entertained. Competition between or among children in different schools is retarded.”</i>
Sch. 3 Interv. A	<i>“I would say there is no association between male representation and learner performance as learners perform very well in the foundation phase.”</i>

Interv. B	<i>“Male teachers are better at maths, technology and science because they possess physical strength which is required in these subjects. Isizulu also includes male skills who move around learning.”</i>
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The participant says there are beliefs that male teachers are criminals and unable to take care of young children, learners develop negative attitude accordingly and their academic performance drops. Research findings of Ordway, (2017), yields beliefs that male and Black educators are more likely to offend, and this is a sound result of drop in learners’ academic achievements.

The participant says male teacher representation is not associated with the performance of learners. Children are observed as people who do not like studying, unless it is for exams, which is according to Bandura’s (1977) theory of motivation, a tool a child uses to learn because of a reward.

Some agree that the representation of males goes hand in hand with learner performance, and further argue that if the school is diverse with both genders, (male and female teachers) learners experience pleasure of having both parents. Bandura's social cognitive theory is used to emphasize the role of self-efficacy in a person's desire to perform a behaviour. Children need people who can represent them when they encounter challenges in their lives.

According to Polanen, (2017), a common argument for a gender diverse school in childcare is that male caregivers can serve as role models, especially for boys surrounded by women in early childhood and education, young children in childcare grow up in a women’s world. Male teachers perform well when they operate in schools surrounded by diverse genders. According to Bandura’s social learning theory, teachers observe other genders while they act in the environment, pay attention and copy what they have learnt.

Some people find male teachers being better at certain subjects because they possess relevant qualities, which when they are excluded, quality education is not met; while others emphasise that more female teachers should be hired. Chudgar & Sankar, (2008), say little conclusive evidence is available on the relationship between teacher gender and student achievement. In this report, male teachers learned and have retained certain qualities which make them unique in teaching certain subjects. Bandura's theory of behavioural learning suggests that when

teachers find difficulties in mastering the curriculum, they prefer to adopt certain subjects that suit them best and specialise in them, to make themselves better people.

Some participants say the influence of parents and the community affects gender diversity in the foundation phase. They further say that the lower level of literacy among the community allows learners poor performance. Through analysis of data by Li & Qiu, (2018), the research proposes two pathways through which family influences children’s academic performance, such as parents competing for high-quality educational opportunities for their children and better educational opportunities; leading to better academic performance; and parenting behaviour and educational support for their children which could cultivate children’s learning habits and affect academic performance. Some learners need to be motivated in order to perform well. In this study, Bandura’s theory of motivation comes in different ways such as motivation from external reinforcement, which can be a promise of reward or bribe of apparent behaviour.

5.9 Theme: 8. Gender that is affected by the absence of male teachers in the foundation phase:

The issue of gender(s) that is mostly affected by the under-representation of male teachers is explained by male teachers as follows:

Sch. 1 Interv. A	<i>“Males are mostly affected. They lose a father figure, male sports disappear, and masculinity cannot be dealt with at all levels, in the absence of male teachers.”</i>
Interv. B	<i>“Both genders are affected. When diversity is taught, girls adopt the truth that schools are diverse with all genders.”</i>
Sch. 2 Interv. A	<i>“Both males and females are affected by male misrepresentation. Boys mourned the disappearance of male teachers, a father figure, while girls mourned the disappearance of diversity.”</i>
Interv. B	<i>“Males are affected the most because they do not have a place in the curricula decision making. Skills/learning that takes place favours, females. Boys are dispossessed of their fathers.”</i>

Sch. 3 Interv. A	<i>"Males are affected the most. Male teachers develop animosity against the school being feminised. Male teachers lose a home, experience, training and other skills related to teaching."</i>
Interv. B	<i>"Both genders are affected. End of males and female teachers operating alone is the evidence of end of diversity. Females dominate the school is a positive effect, while male teachers constitute a negative part in the foundation phase."</i>
Sch. 4 Interv. A	<i>"I think boys are mostly affected especially during puberty, as they cannot freely share their concerns with female teachers, they need a father figure."</i>
Interv. B	<i>"Males are mostly affected. Their sports have been weakened, maths, physical science, technology and isiZulu has deteriorated in both boys and girls."</i>

Most participants see males as the mostly affected gender, when boys lose father figure, male sports disappearing, and when masculinity cannot be dealt with, at all levels, in their absence. Males are also affected the most, because they do not have a place in the curricula decision making and boys are dispossessed of their fathers, losing their home (school), experience, training and other skills related to teaching.

According to the participants, female teachers do not look for the post, they are offered while male teachers move around the world in search of job opportunities. It has also been reported that skill development favours females, while males remain unskilled. Yes, this is a possible transformation process which is aimed at uplifting the previously disadvantaged group. According to the participant, boys are dispossessed of their fathers in the classroom. Bandura, (1977), uses a planned behaviour in the discrimination of males when they lose what belongs to them.

Sports is another issue to be dealt with at the higher level, which improves learner morale, as part of children's development. Others say boys are mostly affected especially during puberty, when they cannot freely share their concerns with female teachers. They further say that boys need a father figure, a person who would act on issues of masculinity, and its development.

According to Bandura's Theory on gender roles, male teachers need to be revisited to determine their capabilities on the pursuance of the job.

Some participants say both males and females are affected by male under-representation, when boys mourn the disappearance of male teachers, a father figure, while girls mourn the disappearance of diversity. They see both genders affected when girls are taught to mix with others to form brotherhood and sisterhood, as well as motherhood and fatherhood, which is a diversity issue. While boys mourn the disappearance of male teachers, their father figure, girls mourn the disappearance of diversity in schools. No gender can operate in isolation without the assistance from the other. Males and females form a strong partnership between both boys and girls; and male teachers and female teachers.

Participants are worried that both males and females are coming to an end, the end of diversity saying that female teachers dominate the school, which is a positive effect, while male teachers constitute a negative part in the foundation. Education on manhood is essential in the development of children, and females are witnessed to be dominating the school, while male teachers constitute a negative part in the foundation phase, where education loses an essential part in development of children about manhood.

According to Graham, (2007), there are far too few male early years teachers and little boys are suffering. Mortino, (2008), argues that male teachers are role models to their boys, and is backed up by Deese, (2017), when he realises that male teacher shortages affect boys who need their role models. An issue of a father figure has been raised in many areas as Lahelma, (2000), supports the interviewee, when she comments that children at the age of puberty would need a father figure. Bandura's social behavioural learning theory, says boys learn by observing male teachers behaving like men in the environment, while they pay attention to their behaviour.

According to Peterson & Petker, (2016), male teachers choosing the teaching profession are influenced by societal factors such as the status of teaching and family pressures. To succeed in the teaching profession, male teachers must pay attention to the needs of the society, and teach subjects which are based on those needs, which Bandura, (1977), refers to as attention theory, because they must consider paying attention to their relevance in the community.

Usually, some subjects favour teachers according to their capabilities and skills. Certain subjects are for males which Lenz, (2011), considers to be lacking, and some of which are sports, isiZulu, literacy and numeracy in the foundation phase.

5.10 Theme: 9. Responses on why gender ratio is higher among females and lower among males, based on stereotypes, beliefs, skills and culture.

5.10.1 Stereotypes

Male teachers explained the reasons for gender ratio being higher among females and lower among males and used stereotypes in their reasons and they said the following:

Sch. 1 Interv. A	<i>“The absence of males is supported by stereotypes. The profession is treated as lack of job to males. It is also not male teachers’ personal choice, but they are forced by their parents to study as teachers.”</i>
Interv. B	<i>“The African community believes, and is built on stereotypes, lack of male teachers is built on stereotype that taking care of young children is the female responsibility. These males should not interfere with young children.”</i>
Sch. 2 Interv. A	<i>“Gender stereotypes is a factor that forces males to believe that they do not belong to the foundation phase and that they are not suited for handling young children. The sense of belonging will also change, and equality in schools will prevail.”</i>
Interv. B	<i>“Traditional laws and stereotypes are against male looking after young children. According to the interviewee males have muscular features which help them carry heavy objects.”</i>
Sch. 3 Interv. A	<i>“Many male teachers work under threat of allegations of being abusive, which force them to leave the profession when imposed on them.”</i>
Interv. B	<i>“Male teachers quit the profession because of possible generalised allegation against them that they are rapists. Therefore, when male teachers quit, the ratio of gender remains unbalanced.”</i>

Sch. 4 Interv. A	<i>"The school employs more females than male teachers, because stereotypically, it is not a man's job to handle children. Males cannot take care of young children."</i>
Interv. B	<i>"In my view, the teaching profession in general is seen as a maternal career, more so in the African culture."</i>

Some participants say that males looking after the foundation phase job are hindered by the gender stereotypes. The results imply that gender stereotypes in the classroom can contribute to gender achievement gaps early in childhood and may have implications for gender gaps in occupational choice and labour markets (Alan, 2017).

The statement says that in the early childhood development, stereotypes may have negative impacts in children's learning, which later influences job opportunities, and impose poverty. Stereotypes are influential policies used by the society to drive the communities. Bandura's behavioural learning theory says environmental influences are encompassed by human behaviour which is a state of joblessness among male teachers resulting in poverty.

One participant defines gender stereotype as a factor that forces male teachers to believe that they do not belong to the foundation phase; and that they are not suited for handling young children. Others say traditional laws and stereotypes are against males, looking after young children and that males are not suited for young children, due to their having muscular features which help them carry heavy objects. Some participants argue that many male teachers work under threat of allegations of being abusive, which force them to leave the profession when imposed on them. Some see male teachers quitting the profession because of possible generalised allegations against them that they are rapists.

According to the participants, when male teachers quit, the gender ratio remains unbalanced saying that the school employs more females than male teachers, because stereotypically, it is not a man's job to handle children. This statement is driven by Bandura's theory of social learning which states that behaviour is learned based on prejudices or gender stereotypes.

Some participants view the teaching profession in general, as a maternal career, more so, in the African culture, due to some community demands that need children to be supplied with their needs in order to survive and live a better life. Others say gender ratio is higher among females due to demand push which probably forces government to increase female workforce in the

foundation phase, saying that the nutrition programmes are run by females because they are involved in the kitchen, cooking and feeding children and male teachers do not want to be involved in female programmes which include feeding children in schools. An emphasis is made to enable boys to be good decision makers when they are involved in decision making; which empowers young people with the skills to make the best choices for themselves.

Some participants look at gender ratio, being a stereotypical issue, saying that it is higher among female teachers when the teaching profession is treated as lack of job to males, and further say the African community believes and is built on stereotypes. He further says that the lack of male teachers is built on stereotype that taking care of young children is the female responsibility and males should not interfere with young children. According to Paton, (2013), men are put off applying for jobs in the primary schools, because working with young children is seen as a women's job. They further say being a male teacher is not male teachers' personal choice, but they are forced by their economic circumstances and their parents to study as teachers.

Peterson & Petker, (2016), support Paton, (2013), on the issue of societal and family pressures and further say teachers allow themselves to be prejudiced based on societal stereotypes when Bandura's influential social learning theory says, behaviour is learned from the surrounding society, and influence them to behave the same way.

Some participants say gender stereotypes force males to believe that they do not belong to the foundation phase and that they are not suited for handling young children, and his view is supported by Peterson, (2014), when he says the foundation phase teaching is likened with childcare, which some male teachers consider an insult when forced to do. According to Bandura's behavioural theory, male teachers are being discriminated by using stereotypes as an excuse, when they participate in foundation phase job.

According to Petersen, & Rich, (2014), the phenomenon of male teachers teaching in foundation phase classrooms in South Africa remains an under-researched area of work, where men who choose to be foundation phase teachers are often criticised and ridiculed because foundation phase teaching is considered by society to be women's work. This reveals more hidden issues that still need to be uncovered in terms of irregularities. In this phenomenon, I used Bandura's theory of motivation to re-enforce inclusion.

Male teachers are vulnerable to many forms of allegations and accusations which impact badly on children's learning (Parr, 2011). Having learnt that male teachers are the alleged criminals, they learn in fear that they may be their next victims, which may also influence their learning negatively. According to Peterson, & Nkosi, (2014), there was an assumption that male teachers are inherently not to be trusted around young girls and that they must have an ulterior motive in wanting to become foundation-phase teachers, which could, according to Bandura's behavioural learning theory, a planned behaviour to discriminate males when they lose what belongs to them.

Teens are taught to make good decisions for themselves and male teachers are responsible for this function (Abbas, Reiter, Spetzler and Tani, 2004). Once boys have been developed and become fully fledged, male teachers are able to calculate their profitability in the society. According to Bandura's social learning theory, teens learn behaviour from their male teachers by observing and modelling it.

Some people view beliefs differently, when they influence male teachers to decide on the professions unintentionally. You hear young university students saying, "I am here because my parents forced me to be here. Every member of the family is a teacher, so I must be one. Perhaps after two years I will change this profession."

In Bandura's social learning theory, behaviour is learned, and teachers should not allow themselves to be prejudiced based on societal stereotypes, following on parents' steps.

5.10.2 Theme: 10. Beliefs

The issues of beliefs are seen by many male teachers when they said the following:

<p><i>Sch. 1</i> <i>Interv. A</i></p>	<p><i>"Beliefs were developed because males were told the teaching of young children is a feminised profession. Even friends outside the teaching profession lough at you, if you are a male teacher."</i></p>
<p><i>Interv. B</i></p>	<p><i>"The development of beliefs forced male teachers to take different roles, which are against the handling of young girls. This belief makes them to dissociate themselves from children."</i></p>

Sch. 2 Interv. A	<i>“Beliefs are what others say or have proved about others. If proofs have yielded negative results, it means that beliefs are not correct and if beliefs yield positive results, it means it works.”</i>
Interv. B	<i>“There are beliefs that are exposed to different acts of violence, rapists, males cannot take care of young children and that male teachers are not to be trusted around young girls.”</i>
Sch. 3 Interv. A	<i>“Some male teachers believe that it is not their duty to teach young children including girls. For this reason, they do not associate themselves with such tasks and they quit the profession.”</i>
Interv. B	<i>“Male teachers believe that when they are teaching young children in the foundation phase, they lose trust and respect from other males in the community. They do not involve themselves.”</i>

Beliefs are most of the time, directed towards a specific purpose (Davis, 2019), and are easily learned and retained for future practice. For this practice, I used Bandura’s Theory of retention which says one must retain information for future use. It has often been said that males cannot take care of young children and that male teachers are not to be trusted around young girl, (Nkosi, 2014), which is the reason for male teacher mistrust in the foundation phase. Clemens (2017), is concerned that most often, men are involved in many acts of violence. Using this observation, I am lured to use Bandura’s theory of reproduction in which allegations of misconduct can be transformed into trustworthiness.

Bandura, (1977), associates beliefs with self-efficacy when he defines self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task. In Bandura’s definition, he means that allegations against male teachers are due to lacking self-efficacy among individual members in the environment.

Some say that African community beliefs are built on stereotypes, lack of male teachers is built on stereotype that taking care of young children is the female responsibility. The participant

says male teachers' position stands where it is (unrepresented in the foundation phase), because of stereotypes which command what males should do.

One participant says there is belief that teaching young children is females' job, and argues further that the public, including friends laugh at you, if you are a male teacher.

According to Bandura's behavioural learning theory, people's behaviour could be determined by their environment, and behave accordingly.

The participant says some male teachers believe that it is not their duty to teach young children including girls. For this reason, they do not associate themselves with such tasks and they decide to quit the profession. For males, it is like their hands are amputated if they undertake certain activities, and they lose respect they have earned from the society. According to Moosa, & Bhana, (2018), people don't take you as a real man. This work requires skills of a woman who understands the needs of children. Bandura's (1977) social learning theory says children learn well if they learn from the experienced teachers.

The participant says male teachers are forced by beliefs to take different roles, which are against the handling of young girls, and further argues that beliefs force male teachers dissociate themselves from looking after children. Some participants say beliefs are not to be trusted because they are, most of the times, misleading and untrustworthy. Bandura's (1977), theory of belief, defines self-efficacy as one's belief in one's ability to succeed in specific situations or accomplish a task, which means one must have a self-drive to achieve a goal. One's sense of self-efficacy plays a major role in how one approaches goals, tasks, and challenges.

If one adheres to the beliefs, he sometimes loses opportunities which would benefit him. Even though some see benefits out of it, such as that the decisions we make reflect our values and beliefs. Some look at male teachers being exposed to different acts of violence, rape, which causes the foundation phase to be without them, because they are the alleged criminals.

Some participants say male teachers believe that when they are teaching young children in the foundation phase, they lose trust and respect from other males in the community. For these reasons, males do not involve themselves in the foundation phase, which makes gender ratio to be higher among females and lower among males. Bandura's theory of behavioural learning says male teachers lose trust from the community, and their self-esteem drops because of beliefs.

5.10.3 Theme: 11. Skills

Skills play an important role in determining the suitability of male teachers to teach in the foundation phase.

When male teachers were requested to respond to the issue of skills, they indicated the following:

Sch. 1 Interv. A	<i>“Males naturally do not have skills to handle or take care of young children. At the centre of every skill portrayed by male teachers, there is an element of crime and abuse.”</i>
Interv. B	<i>“Yes! It is true that male teachers do not have skills to handle young children. While female teachers take care of young children, males are away on other businesses different from teaching.”</i>
Sch. 2 Interv. A	<i>“Skills are evident among female teachers. Females bear children and nurture them to the point that they are fully grown up, until they develop their own skills. For this reason, gender ratio is higher among females.”</i>
Interv. B	<i>“It is often said that skills and experience are the best teachers. Male teachers must also learn and have skills to handle young children.”</i>
Sch. 3 Interv. A	<i>“The skills of male teachers are acquired by female teachers. Male sports are also taught by female teachers.”</i>
Interv. B	<i>“Male teachers do not have biological skills to teach young learners more especially in the foundation phase. Whatever capabilities they have, they were practiced at the colleges.”</i>
Sch. 4 Interv. A	<i>“Females teachers are given an opportunity to practice professions in which they were marginalised. Today, male teachers are also marginalised when they are not given opportunity to practice what they qualified to do in the community.”</i>

Interv. B	<i>“Previously, recruitment was based skills, qualification and experience. Now recruitment is based on the individual empowerment where a certain group is being uplifted based on gender.”</i>
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The participant says posts in the foundation phases are occupied by young unqualified and underqualified female teachers. He further says that, when female teachers qualify, they are given better posts, which minimises better hopes among male teachers that they will survive in the foundation phases. Bandura’s social learning theory challenges the issue of unqualified and underqualified female teachers by saying children learn well if they are embraced by skilled teachers.

The participant says foundation phase posts are for female students who still study, to pursue the teaching qualification, a steppingstone to success. Most educators who teach young learners in the foundation phase are female university students. This expression means, to move forward, one needs a person who has better knowledge to learn from. This gives an understanding that young male teachers do not have a chance to be employed in the foundation phase. Bandura’s social learning theory says children learn well if they learn from the experienced teachers. The issue is, if most educators are inexperienced, how are they expected to learn.

The participant says male teachers are not capable of teaching young children. The issue of male lack of capabilities is due to lack of skills and experience. Most male teachers are not employed in the foundation phase because they are according to Paton and Peterson, (2015), lacking care for young children. This statement raises questions how skills, experience and capabilities can be acquired if male teachers are refused entry to the phase.

Issues of skills go a long way when many participants talk about male teachers lacking care, capabilities, experience, and many more, when most participants say, male teachers cannot do the job. Bandura’s (1977) Social Learning Theory, posits that people learn from one another, through observation, imitation, which has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention,

Paton and Peterson, (2015), supports the participants’ statements on lacking skills and capabilities, which directly informs schools to either train them thoroughly, to cope with the needs of the foundation phase or to disallow them to be involved in the foundation phase.

In this study, many participants speak about the issue of male skills to be lacking among male teachers. Skills play an important role in determining the hiring of male teachers in the foundation phase, however, due to many issues which are discussed about them, they find themselves being vulnerable in many situations. The participants say males do not have skills to handle or take care of young children. They say, at the centre of every skill portrayed by male teachers, there is an element of crime and abuse. Some forms of behaviour presented by some male teachers has penetrated badly in the school, and parents try their best possible means to separate their children from male teachers. Based on the discussions of the participants, conclusions can be reached that male teachers are criminals (Satoshi, 2008).

The participant says male teachers do not have skills to handle young children. He further says that while female teachers take care of young children, males are away on other businesses different from teaching. Mashiya, (2014), supports the participant's view when he says, gender prejudice and stereotyping loom large when it comes to reasons for the small number of men in childhood education settings, including that teaching young children is a woman's job.

The participant says female teachers have more skills than males do, and further says they bear children and nurture them to the point that they are fully grown up, until they develop their own skills. For this reason, gender ratio is higher among females, according to him. According to Lumadi, (2010), caring for children by female teachers is close to gender sensitivity and young student teachers must be prepared to be gender-sensitive in their practice as teachers.

Some people praise themselves for having skills which they derived from work experience, even if they do not have formal education. With reference to this phrase, some participants say skills and experience are best teachers, which male teachers must also acquire to handle young children. According to Roloff, (2014), experience is a good motivator because it improves the willingness to continue with work and further defines the saying, 'experience is the best teacher', by saying experience in life opens a lot of new doors for people to succeed and it takes a lot of commitment and endurance, while producing good results. In this study, I used Bandura's theory of motivation because the participants involve skills and experience which teachers can make them better people when they are motivated to do.

One participant says females have taken over from male teachers in their endeavour to cover the shortfall in male skills to teach young children including physical education and health lessons which can be acquired in health care colleges. Female teachers have rights to multi-skill themselves in cases of gaps being opened due to absence of male teachers. However,

Bandura's theory of social learning produces the use of self-efficacy, where during any lost skill, they must be able to cover the gap of missing skills.

Some participants agree that male teachers do not have biological skills to teach young learners in the foundation phase. He further says capabilities they have, were practiced at the colleges. According to the participant, those are not skills, as male teachers' learning does not involve practical training and they do not lose anything related to their biological development. It has been stated in Paton and Peterson, (2015), that male teachers do not have skills to take care of young children, but this happen because they are not given enough time to experience working with young children. Gani, (2017), supports the participant by saying, the more time they teach young learners, the more skills are acquired. Gani, (2017), further says male teachers require motivation to develop skills to work as foundation phase teachers. In the study, the researcher used Bandura's theory of self-efficacy, which means, when skills are missing, an individual teacher loses self-esteem and doubts himself if he can produce quality results.

One participant says female teachers are given an opportunity to practice professions in which they were marginalised, and further says that male teachers are also marginalised when they are not given opportunity to practice what they qualified to do in the community. Wayaine, (2017), links the issue of male teacher shortage with the issue of male teacher marginalization, which is intricately linked to the marginalization of the Black male. According to Bandura's social learning theory, children experience attention deficit, causing their academic progress to decline.

According to the participant, recruitment was previously, based on skills, qualification and experience, which was used as a measuring tool to identify what employees can do. Now recruitment is based on the individual empowerment where a certain group is being uplifted, based on gender, and at the expense of the other group. However, it is most of the time, not an issue with male teachers to be recruited as foundation phase teachers, because there are alternative avenues which they can follow.

The fall of one house is usually, the rise of another, which is the saying used by the African Culture, converted to English. Zhang, (2015), supports the statement by saying that it is why it is so important to empower the marginalised population with the skills needed to create new avenues of employment through entrepreneurship. Male teachers could have trained for some form of profession, besides teaching profession. That is why most male teachers are involved in entrepreneurship industries. I therefore chose Bandura's social learning theory which

applies to teachers when they multi-skill themselves to be able to meet challenges during marginalisation in education.

5.10.4 Theme: 12. Culture.

Culture is seen by many people as the main determinant of male teachers' suitability to handle issues related to young children in the foundation phase.

When male participants were requested to respond to issues of culture, they explained as follows:

Sch. 1 Interv. A	<i>"Culturally, males do not handle young children. It is female who can spoon-feed, change clothes, cook and wash. The culture of males is against these activities."</i>
Interv. B	<i>"Culturally, males are not allowed to take care of young children. Females understand the needs of young children and they know when they are sick or hungry."</i>
Sch. 2 Interv. A	<i>"Culture has been instilled to the children to remind them where they come from and who they are. Usually, males are at school to instil culture to both genders. Therefore, gender ratio should be equal to both males and females."</i>
Interv. B	<i>"It is against the African culture that males should also take care of young learners. It is often said that you are not man enough if your job involves taking care of young children."</i>
Sch. 3 Interv. A	<i>"Culture is one of the important aspects which plays an important role in the employment of male teachers in the foundation phase. African culture does not allow males to dress and spoon-feed children."</i>
Interv. B	<i>"Our Black African culture does not allow us as males to touch, dress and feed children, or one is questioned if he is really man enough."</i>
Sch. 4 Interv. A	<i>"The African culture is aggressive in determining the authenticity of male teacher responsibilities in the society. Males cannot do as they wish."</i>

Interv. B	<i>"It is against Black African culture that males are hired by Government to look after children in the foundation phases."</i>
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The participant says it is based on the African culture that males do not handle young children. According to Mashiya, (2014), the involvement of male teachers in the foundation phase shows a cultural bias, when she alludes by saying that in the Black culture, children are raised by their mothers, not their fathers. It is the function of culture to see to it that male teachers are given the right tools in the community, but not to be given tasks to look after children. This is a retention theory, by Bandura, (1977), which says that male teachers practice and retain what they were taught when they were still young; and females practice what their fore mothers taught them, or they allow it to diminish.

The participant says that male teachers do not look after children, and further argues that females understand the needs of young children and they know when they are sick or hungry. According to Walton, (2016), female teachers are always at the centre of children, both at home and at school, therefore, they are always ready to act when compared to male teachers and are known for their best performance in looking after children. Through observation, female teachers are observed as being on top of teaching and learning, which earn them extra credits over males, and male teachers are judged as failures in the foundation phase. I used Bandura's theory of retention, in describing the phenomenon taking place between male and female teachers. Female teachers maintain their skills of being the best in their practice.

The participant says culture has been instilled to the children to remind them who they are and where they come from. Usually, males are at school to instil culture to both genders. Therefore, gender ratio is equal to both male and females. Teaching children about their cultural background is important because it develops awareness, and it instils values which they must live in the society, which provide respect and attitude. Cultural awareness is, according to Mercer, (2018), acknowledging that there are other cultures and experiences out there, and that their behaviours must be observed, because yours, too, is also observed. While attention is created about your culture, children also pay attention to yours. In this phenomenal scenario, I am therefore, going to use Bandura's theory of attention, which makes other people to pay attention on other cultures and adopt multiculturalism, in their practices.

One participant says culturally, males do not handle young children because if they do, they are “not man enough,” which makes them get embarrassed and lose love for children. Some use culture as a tool to decide if teaching is a good profession for males. Therefore, culturally, males are not expected to stand in front of young children (Moosa & Bhana, 2018). Bandura’s theory of retention has produced results that upon observations that have been conducted, conclusions were reached that male teachers are not suitable for taking care of young children. Bandura’s theory of observational learning states that in every learning, if male teachers, pay attention, they will be able to take care of young children.

The participant sees culture as one of the important aspects in the employment of male teachers in the foundation phase, and further says it is however, against African culture that males dress and spoon-feed children. According to Moosa & Bhana, (2018), male teachers are not involved in such activities and the literature supports the participant by saying that male teaching is a cultural habit that can never happen in one’s life.

The participant says the African culture is aggressive in determining the authenticity of male teacher responsibilities in the society. Males cannot do as they wish. With culture imposed in most schools, their performance is improved. Culture allows unity in the classroom. Culture is a backbone of people's lives. It influences their views, their humour, their hopes, their loyalties, and their worries and fears (Axner, 2019). Bandura’s theory of motivation is suitable for changes that take place because of culture in the classroom.

Mashiya, (2014), says male teachers are involved in child abuse. In addition, primary school teaching is perceived as an unattractive profession for them, boring, hassle causing, stressful or requiring too much patience, which they don’t have, poor pay and less promotional opportunities. In this situation, learners lose attention, and feel it would be better if they were at home, doing nothing, rather than being abused by people they trusted. In this study, Bandura’s theory of attention was used to create an awareness to boys that they are being abused.

5.11 Conclusion.

In this chapter, data was analysed with reference to the background given in the beginning of the study. The aim of the study was to investigate the causes and effects of male teachers being excluded in the foundation phase. The participants were interviewed using questions that were

based on stereotypes, culture, beliefs, experiences, allegations, trust, self-esteem of male teachers, parental involvement, psychosocial factors, etc. I analysed participants' responses using different versions of their experiences as has been laid in the following explanations. The lack of male representation in the foundation phase was according to Lahelma, (2000), caused by stereotypes which disallow males to be involved in handling young children.

Culturally, male teachers were not allowed to train as teachers, as it is the females' responsibility to take care of young children. Some participants remarked that when males take the job of looking after young children, they lead themselves into temptations which will lead them to accusations of rape and other forms of abuse. Government and the community, including parents, stakeholder and the department of education as controlling bodies in education, were identified as causes in their effort to exclude male teachers from teaching in the foundation phase.

In the next chapter, summary, conclusions and recommendations will be discussed.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The study aimed to investigate the inclusivity and representation of male teachers in the foundation phase. The male educators were able to answer questions related to the study, giving different versions. The purpose of the study is to investigate causes and effects of male teachers being under-represented in the Ndwedwe primary schools' foundation phases. In this chapter, the summary of the study will be discussed, followed by recommendations based on findings of the study.

6.2 SUMMARY OF THE STUDY

At the beginning of my study, concerns were raised about shortage of male teachers in the foundation phase. The researcher developed an interest in identifying the causes, effects and the extent at which they are represented and how male teachers, being victims view the situation. In this qualitative research study, male teachers were used as participants. Ethical considerations were obtained, a sample of six schools were used to research from, focusing on males as the affected parties and interview schedules were used as data collection instruments. Focus group interviews and ethical considerations were discussed. An application for ethical clearance certificate was written and forwarded to the university where the study was registered. Letters were written to the Department of Education seeking permission to conduct a study and to the schools to get permission to use their premises. In the data collection, data was analysed, coded and common themes were identified from which findings were reported. To conform to trustworthiness, researchers addressed their research findings in terms of their credibility, transferability, confirmability and dependability.

Limitations were also anticipated where the researcher noted that it could not be easy to monitor the authenticity and the accuracy of data, whether it was completed by the participant or the researcher, using his or her own words, nor the fact that any other person might have unduly added his input that would contribute to data positively or negatively, due to the time frame to complete an interview. A gender bias kind of the study could be noted, if one does not take note of the focus group being targeted.

6.3 RECOMMENDATIONS

The findings have revealed that the community, learners and male teachers' lives have been affected. To establish causes and effects of male teacher representation in the foundation phase, male teachers were requested to answer questions as outlined below; and recommendations were based on the responses provided by the participant. The first participants explained that they have experiences of working in the foundation phase despite their working conditions which make them feel inferior in the eyes of the public. The questions are as follows:

Drawing from the period you were made part of the school team; have you been given an opportunity to teach young learners in the foundation phase? Explain.

Their explanation showed that they had been working temporarily. Most of them provided similar experiences with the foundation phase work. Based on the findings drawn from the question of experience, the following are my recommendations derived from the findings of the study.

6.3.1 RECOMMENDATION 1

More young male teachers should be recruited and be allowed to gain more experience so that they will be able cover the gap caused by male teacher shortage in the foundation phase. The hiring of male teachers has long been a statutory issue which must be addressed at higher level, and it must involve all stake holders. It was mentioned in the study that schools need a father figures who are employed full time, and schools operate like homes, and they are expected to provide healthier environments to their children. When I analyse the phrase, temporary, which is a period worked by participants, I find it contradictory to a full-time father at home. There is no temporary father at home and should therefore be no temporary father at the foundation phase.

The conditions emphasised by male participants indicate that there are issues to be explained by government's department of education and the community, as intervening agents which are envisaged psycho-social factors that may have strong influences on hiring of male teachers. Question related to psycho-social issues in this regard was asked from male teachers.

Are there any psycho-social factors that affect the hiring of male teachers in your school?

Psycho-social issues are issues that cover aspects that lead to the malfunctioning of an organisation, ranging from health, poverty, crime, illiteracy and many more. However, many people still believe in stereotypes, which affect the literacy level of individuals in the society. People thriving in the so-called Fourth Industrial Revolution, an era in which technology is expected to bloom and develop the generation of today and tomorrow, are usually left behind in the struggle to learn new things. It is, therefore, important to uncover those issues to explain the possible causes of shortage of male teachers in the foundation phase. Stereotypes and criminal allegations are placed against male teachers and serve as possible issues that affect the hiring of male teachers the most.

6.3.2 RECOMMENDATION 2

Stereotypes and allegations against male teachers should not be looked at, as the main excuse or cause of exclusion among male teachers' employment in the foundation phase. They should not be used as a tool to erode willingness to train as foundation phase teachers. The country needs male teacher workforce that will lead the way to masculinity, and not patriarchy which most people in the society, are against, due to its aggression to others. Criminal elements among male teachers, should be dealt with by prosecuting those involved in committing a crime.

What is the psycho-social issues that are facing the presence of males in your school?

Male teachers need motivations which can help develop themselves in such a way that they develop new attitudes and behaviour towards an environment. They should be reminded that when they are in the classroom, they must put themselves at the level of their children, regardless of knowledge one has, but the most important factor is satisfaction. Stereotypes and beliefs also affect the presence of male teachers because males heard that they generally don't handle young children and they are most of the time, mocked by their fellow friends, if they happen. When male teachers try to motivate their children, they use the hugging, touching method, which unfortunately, puts them into trouble of being prosecuted as it is against the policy. It has also been mentioned in the study that male teachers lack skills and have limited qualification.

6.3.3 RECOMMENDATION 3

It is recommended that male teachers attain skills that are in line with caring for young children as was suggested earlier, that males must be taught subjects that are in line with learner needs.

It must not be taken for granted that the foundation phase job, looking after young children is a responsibility of female teachers, who serve as mothers, but there are also male teachers who should operate as fathers in the classroom. Some children cry if they miss their fathers while others cry if they miss their mothers. Every male teacher in the classroom has a role to play. All the mentioned skills need specialised training, skill and experience. Learner needs vary from context to context. Indisposed learners require a nurse who will provide necessary first aid, a hungry learner needs food, children with disabilities also need necessary resources that will keep them in-line with others during their learning. It was mentioned earlier that children fall pregnant at early ages, and training is needed to assist them during this event, which affects academic performance of children. Some factors affect them positively while others affect them negatively.

How do those factors affect academic performance of learners in your school?

Relationship of trust is important between male teachers and children. Children trust that male teachers are their parents while at school and learners are their children. Upon experiencing activities of misconduct by children, they develop mistrust about male teachers. Male teachers are unable to fulfil their academic role, in fear of victimisation by the community when they allegedly commit criminal activities. Some male teachers do their work well, but most of them need motivation to do it better. Lack of motivation usually jeopardise teachers work, and they decide to decrease the pace, which results in learners' academic performance to drop. Parents are the owners of the school; parents of children are overseers of the learning of their children. The following practices are recommended to re-instate the culture of learning and improve academic performance of children.

6.3.4 RECOMMENDATION 4.

It is therefore, recommended that male teachers should not expose their physicality to young children, to eradicate fear from them. Children learn in fear of abuses from male teachers, which serve as an injustice, and for this reason, corporal punishment was abolished. This practice invited the parental visits which ensures safety from any abuse by male teachers. Male teachers should adopt young children as their own children. Having mentioned psycho-social

factors that affect the academic performance in the classroom, there is a need to overcome those factors in order to improve academic performance of children.

What can be done to overcome the psycho-social factors that affect the academic performance of learners in the school?

Academic performance of learners is the reason why parents sent their children to school, and it measures the presence of male teacher. It is therefore important that male teachers learn subjects that will equip them to meet needs of all learners. It should be remembered that male teachers are not doctors, nurses nor police officers, but can be counsellors who provide pastoral role in the community.

6.3.5 RECOMMENDATION 5

However, counselling and pastoral care may be important and may be used to heal pains of those abuses and recover completely. Gender imbalance is one of the factors that affect the academic performance of learners. The curriculum consists of balanced ideas, methods and theories. Male teachers provide their own ideas which contribute positively, on boys, such as masculinity and pubertal awareness. Motivation on learners has been restricted in such a way that teachers are short of strategies to motivate them. Every strategy they apply; they are criticised of child abuse. As has been explained previously, male teachers need skills development in their endeavour to handle young children. Finally, community is urged to involve themselves in the affairs of the school. It is not the community and children that are affected by an in-diversely gendered distribution in schools, but also the stakeholders. The community and the stakeholders are the main contributors of resources in the school, in the form of welfare and donations. If they come across an imbalanced human resource, they have right to withdraw their support of resources or finances.

Are the community and other stakeholders happy about the diversity and the position of male representation in the foundation phase?

The stakeholders being supporters of education of their children are unlikely to be happy about the diversity of their and absence of male teachers in the foundation phase. While some remarked that they are happy, which was a sarcastic remark meaning that they are not happy

seeing one side of gender in the classroom; others remarked that they are not happy. The “happy”, part was shown by their facial expression and gesture of their bodies, which was contradictory to the reality.

6.3.6 RECOMMENDATION 6

Counselling can be helpful for male teachers which will enable them to recover from sores sustained during their reputation and morale lost in the profession. Children should accept male teachers as their fathers who can provide them with special needs, where necessary, and the community should campaign to use male teachers as soldiers who safeguard their children at school. Perhaps the community and the stakeholders can be happier, if all the above issues are addressed and strive to address issues related to psycho-social factors that affect the representation of male teachers and the performance of learners in the foundation phase.

Are psycho-social factors affecting the representation of male teachers are associated with learner performance in the foundation phase?

Male teachers are insulted and are alleged criminals. In most scenarios that involve schools being dysfunctional are results of the lower levels of literacy among the community members. A gender diverse school could make improvement of academic performance if they included male teachers in the foundation phase, which would provide male sports. Finally, learners’ inability to study may affect their performance in the primary school. The following recommendations may influence the academic performance of learners positively in the foundation phase.

6.3.7 RECOMMENDATION 7

Male teachers should be equipped with skills relevant to children’s needs. Even if male teachers lack formal training, they can use their skills and expertise to look after young children. Male teachers can learn from female teachers, and government should apply gender balance among teachers in the foundation phase. It is understood that the Department of Education works with policies and they are therefore urged to set up new policies to motivate children.

Another recommendation set in the background is the community involvement to safeguard their children. Even though there is gender diversity outcry from the community to place male teachers in the foundation phase, not both genders are evenly affected. Girls are getting a

bigger share of resources because of their available supply, which include female teachers and boys may suffer consequences caused by their absent male teachers. The following question will lead to the recommendations based on gender that is mostly affected by the shortage of male teachers in the foundation phase.

Which gender is mostly affected by the under-representation of male teachers in your schools?

When male teachers are missing from the foundation phase, some see males to be the only gender that suffers, while others see both males and females to be suffering. When they look at males, they associate male teachers with their gender, and a father figure who acts as their father, while others separate male from female, as gender and relate it to males' alleged behaviors. Male teachers could serve as a soldier which protects both genders in the foundation phase. Their protection role can be recommended by many people who fall in the category of the community and children.

6.3.8 RECOMMENDATION 8.

It is therefore recommended that male teachers should be involved in public schools' foundation phase to overcome females or children vulnerability, where, when they see male teachers, they think of animals or abusers, and sometimes abscond from schooling. However, it is in the hands of the community to intervene. Sometimes, this behaviour is perpetrated by the scenario of single mothers who do not tell their children, the truth about the importance of a father.

The situation of misrepresentation of male teachers puts a certain group at an advantage of increasing in the foundation phase while another group decreases, causing the disappearance of masculinity, disappearance of male sports and displacement of boys by parents seeking gender aligned schooling. Male teachers were to explain why there is difference in gender ratio. Recommendations would be based on the traditional issues of stereotypes, beliefs, skills and culture.

Why is gender ratio higher among females and lower among males? In their responses, they were requested to base their answers along stereotypes, beliefs, skills and culture:

South Africa holds the female population of about 28.8 million, while males amount to approximately, 27.8 million inhabitants, which reflects gender imbalance. This statistic convinces the researcher that if the country has unbalanced gender population, schools too, will be likely to show an imbalance in their gender resources.

According to the participants, the hiring of male teachers is influenced by forces of stereotypes, which are linked with the attitudes of the community, as traditional policy makers. If stereotypes say it is wrong to hire males as teachers, male teachers will follow suit or conform because they have learned that it is not the males' job to look after the young children. Stereotypes that males do not look after young children in the foundation phase is in-line with beliefs of the community, who are deciding agents on foundation phase male teaching.

Fearing threats of allegations of criminal involvement, male teachers voluntarily stay away from young children. This is an unwanted situation by many, in the foundation phases, which is opposed by the concerned groups, as they make recommendations in respect of balancing gender ratio. It has further been noticed that male teachers sometimes quit the profession based on generalisations of allegations against them. One participant spoke in a very soft note, saying that it is generally known that foundation phase male teaching is a maternal profession, and asked what male teachers want from it. Recommendations have been set to accommodate findings of male teacher shortage in the foundation phase.

6.3.9 RECOMMENDATION 9

It is recommended that the number of male teachers should be increased, to give them powers to make decisions at school. Decision making is one of the aspects of democracy that gives male teachers freedom of participation in the curriculum, and the community involvement should be encouraged, where possible, parents be given incentives to re-enforce their participation. It is the elders who plant the seeds of stereotypes in the foundation phase. Growing in a democratic country, stereotypes should be scrapped to set the group of young male teachers free from fear of accusations. It is further recommended that transformation should apply on both genders, equally, otherwise distribution of resources will be imbalanced.

It is further recommended that male teachers should be retained by offering them best possible treatment in the foundation phase. Different factors have been included in influencing the shortage of male teachers. Beliefs, just like stereotypes, have shaped many societies in the

choices they make, regarding their presentation of issues, such as decision to become foundation phase male teachers.

When asked why gender ratio is higher among females and lower among males, they laid their opinions in the following manner:

People use beliefs as excuses to work or leave the profession because it is believed to be a feminized profession, which therefore forces male teachers to take different streams which are against the handling of young girls. According to the participants, beliefs are usually incorrect and misleading, because the choice a person takes may permanently ruin his future.

There are beliefs that male teachers do not touch young children, but female teachers can touch them, including boys. Following on beliefs, male teachers have lost trust and respect among other males in the community. To bring the gender ratio of teachers to equilibrium in the foundation phase, recommendations have been made here-under.

6.3.10 RECOMMENDATION 10

Beliefs and stereotypes should not be used as determining factors of the suitability of male teachers in the hiring process. Male teachers need to be retained, using different strategies. This activity is not only meant to rescue them from poverty, but also to rescue children in the classroom. Sports, as some of the co-curricular activities need both genders, because boys have their own sports, while girls have theirs, which means that boys' sports are under-represented. It should be noted that most sports that are used to uplift economy of the country are male sports. If this situation is not viewed at its early stage, male sports will become extinct. To combat the extinction of male sports and male teachers themselves, skill development is necessary, which will provide need for male teachers to close gaps, identified in the study. Just like in beliefs and stereotypes, skills have played an important role in the issue of the male teacher who are keen to become foundation phase teachers.

Gender differences and lack of skills have also been noticed to impact negatively on people, and their endeavour to acquire professional status, due to some qualities needed to handle young children. According to the study, gender and skill go hand in hand to perform functions relevant to the care of young children.

It has been raised that males do not have skills to handle young children, while females use their skills to teach young learners male sports. According to the participants, male teachers lack biological skills to take care of young children, and their recruitment should be based on

individual empowerment. Recommendations have been made to overcome issues related to skills among male teachers and which are intended to increase the male teacher population in the foundation phase.

6.3.11 RECOMMENDATION 11

It is recommended that the number of male teachers should be increased without considerations to stereotypes and beliefs. Male teachers should receive adequate skills and training to be able to meet the challenges of all children in the foundation phase.

Male teachers should supplement their skills by attending workshops about maternity and midwifery sessions. It is becoming usual that young children fall pregnant while they are still at younger ages, and policies are in place to ensure that they are catered for. According to Draga, Stuurman and Petherbridge, (2017), a school cannot refuse to admit learners because of their pregnancies because as this would be violation of children's right to equality, dignity and basic education. This clause emphasises the need for maternity training of male teachers to meet challenges they face, and those faced by young children.

6.4 LIMITATIONS OF THE STUDY.

When evaluating the results of this study, possible limitations should be considered, however, methodological limitations were addressed at the beginning of chapter four. It was further noted that limitations in culture provided this study with very little data presentation. Perhaps, cultural diversity provides the researcher with limited data in terms of their gender norms. In this study, a small sample was used, which led to the generalisation of the findings and pointing fingers at females instead of the community and government who oversees the proceedings of education. Gender bias could also be noted when only male teacher participants were targeted. Perhaps, females could also add to the ideas produced by male teachers, if they were selected.

Another limitation noted was that interviewees provided the researcher with similar concerns which makes it difficult to trust the credibility of the research study. Further, limitation of the study may perhaps be that the findings were affected by my being a male educator who is also employed at the foundation phase. I might have been influenced negatively and in line with other male teachers who took part in the study.

Research questions set, considered whether their male teacher participants understood the issues related to inclusivity of male teachers in the foundation phase and understand causes and possible effects of male teacher exclusion from the foundation phase teaching.

6.5 CONCLUSION

Chapter six was discussed, in which summary of the study was produced with recommendations, aimed at stabilizing the tense position of male teacher shortage in the foundation phase which include gender equalisation. The position of male teachers' representation in the foundation phase disadvantaged the school by virtue of their limited number of male teachers employed in the school, which further posed learning difficulties among children, especially boys. Male teacher dignity has been damaged. Some male teachers have even taken decision to quit the profession, leaving some boys stranded. Children's academic results have dropped; and boys and have lost gender education on masculinity and some issues of masculinity, not being addressed at the required level. Male teacher morale has dropped, which is a result of being excluded from the phase. However, recommendations have been brought forward, which are aimed at improving quality teaching and learning, and even well-being of teachers (both male and female) in the foundation phase. Communities, schools, parents, teachers (male and female) and learners will be sensitised to the barriers that confront male teachers, which will lead to the introduction of strategies that will help address and overcome them.

Despite challenges faced by males in the teaching profession, foundation phase work has never failed nor deteriorated. Females are doing a great work and male teachers need to enhance their morale to eliminate fear when they remain victims of failure to handle young children. Young children would also like to see their fathers, brothers or uncles and other males in the community joining the foundation phase teaching crew. Recommendations include the following ideas:

- Stereotypes and allegations against male teachers should not be looked at, as the main excuse or cause of exclusion among male teachers' employment in the foundation phase. They should not be used as a tool to erode willingness to train as foundation phase teachers.
- Male teachers should attain skills that are in line with caring for young children.
- It is therefore, recommended that male teachers should not expose their physicality to young children, to eradicate fear of them.

- Counselling can be helpful on male teachers which will enable them to recover from sores sustained during their reputation and morale lost in the profession.
- Male teachers should be equipped with skills relevant to children's needs.
- Parental involvement should be allowed to intervene in cases of misconduct.
- The number of male teachers should be increased, to give them powers to make decisions at school.
- Beliefs and stereotypes should not be used as determining factors of the suitability of male teachers in the hiring process.
- More male teachers should be hired to improve the gender ratio.
- The number of male teachers should be increased without considerations of stereotypes and beliefs.

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ANNEXURES

APPENDIX 1

Copies of letters requesting permission are attached here under:

P.O. Box 2249

Tongaat

4400

30 June 2018

The District manager

Request for permission to conduct a research

I, Mathews Deonne Nzuzza, the masters (M.Ed.) student from the university of KwaZulu-Natal, student number: 207501864 and permanent post level one educator at _____ Primary school in Ndwedwe circuit under iLembe district, persal number _____, request a permission to conduct a research study in selected schools under your jurisdiction in the Ndwedwe circuit.

The research seeks to investigate gender diversity and male representation in the foundation phases under the topic: Inclusivity in the teaching profession: The Case of male teacher representation.

I will greatly appreciate the positive feedback on the above request.

Yours faithfully

M D Nzuzza (Mr.)

Signed:

APPENDIX 2

P.O. Box 2249

Tongaat

30 June 2018

The Circuit manager

Request for permission to conduct a research

I, Mathews Deonne Nzuzza, the masters (M.Ed.) student from the university of KwaZulu-Natal, student number: 207501864 and permanent post level one educator at _____ Primary school in Ndwedwe circuit under iLembe district, Persal number _____, request a permission to conduct a research study in the selected schools under your jurisdiction in Ndwedwe circuit.

The research seeks to investigate gender diversity and male representation in the foundation phases under the topic: Inclusivity in the teaching profession: The Case of male teacher representation.

I will greatly appreciate the positive feedback on the above request.

Yours faithfully

M D Nzuzza (Mr.)

Signed:

APPENDIX 3

P.O. Box 2249
Tongaat
4400
30 June 2018

The Principal

Request for permission to conduct a research

I, Mathews Deonne Nzuzza, the masters (M.Ed.) student from the university of KwaZulu-Natal, student number: 207501864 and permanent post level one educator at _____ Primary school in Ndwedwe circuit under iLembe district, persal number _____, request a permission to conduct a research study in your school.

The research seeks to investigate gender diversity and male representation in the foundation phases under the topic: Inclusivity in the teaching profession: The Case of male teacher representation.

I will greatly appreciate the positive feedback on the above request.

Yours faithfully

M D Nzuzza

Signed:

APPENDIX 4

(Translated in IsiZulu in case of isiZulu speaking community):

P.O. Box 2249

Tongaat

4400

30 KuNhlangulana, 2018

Ilungu lesigungu esibhekelele ukuphathwa kwesikole.

Isicelo sokwenza ucwaningo esikoleni sakho.

Mina, Mathews Deonne Nzuzi, owumfundi weziqoqo zeMasters (M.Ed.) enyunivesi yakwa Zulu Natal, inombolo yokufunda, 207501864 esigabeni sokuqala sokusebenza njengothisha e _____ eNdwedwe ngaphansi kwesifundazwe sakwaZulu-Natal seLembe, inombolo yokuhola, _____, ngicela imvume yokuthi ngiqoqo ulwazi ngaphansi kwesihloko, “ukumeleka kothisha besilisa ezikoleni zamabanga aphansi ezikoleni zaseNdwedwe”.

Kuyongithokozisa ukuthola imvume yokwemukeleka mayelana nalesicelo.

Ozithobayo

UMnumzane Nzuzi M D.

APPENDIX 5

College of Humanities,
University of KwaZulu-Natal,
Edgewood Campus,



Dear Participant

INFORMED CONSENT LETTER

My name is Mathews Deonne Nzuzza. I am an educational Psychology candidate studying at the University of KwaZulu-Natal, Edgewood Campus, South Africa.

I am interested in doing research in your school. Your school is one of my research sites. To gather the information, I am interested in asking you to share your knowledge and attitude towards the concepts.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in the secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

I can be contacted at:

Email: deonnzuzza@gmail.com

Cell: 0832354374

My supervisor is Mr. P. Mveli, who is located at the School of Education, Edgewood Campus of the University of KwaZulu-Natal.

Contact details: email: Mwelip@ukzn.ac.za. Phone number: (031) 2603549

You may also contact the Research Office through:

Ms. Phumelela Ximba

HSSREC Research Office,

Tel: 031 260 3587/2381 E-mail: ximba@ukzn.ac.za

Thank you for your contribution to this research.

APPENDIX 6

DECLARATION

I..... (full names of participant) at this moment confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

.....

I also Consent that the session during the Focus Group is audio-recorded.

SIGNATURE OF PARTICIPANT

DATE

.....

.....

APPENDIX 7

Proposed work-plan

No.	STEPS	DATES
1.	Start working on chapters 3 and 4.	28 July 2018
2.	Submit draft Chapter 3 and 4	2 August 2018
3.	Corrections and resubmission of chapter 5	12 August 2018
4.	Working on Chapter 6	25 August 2018
5.	Submit Chapter 6	30–05 September 2018
6.	Corrections Chapter 6	12–15 September 2018
7.	Finalize Chapter 6 and resubmit	22-24 September 2018
8.	Meeting with supervisors to discuss progress.	30 October 2018

APPENDIX 8

Cost Estimate

1.	Transportation to the field (nominated schools)	R3000.00
2.	Purchase of video recorder	R3000.00
3.	Purchase of video stand	R1000.00
4.	Cost of stationery (Papers, and pens)	R 200.00
5.	Refreshments	R2000.00
6.	Use of the schools' photocopying machines.	R3000.00
7.	Editing of academic work by independent editor	R3500.00
	Total	R15700.00



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Mr MD Nzuza
PO Box 2249
Tongaat
4400

Dear Mr Nzuza

PERMISSION TO CONDUCT RESEARCH IN

Your application to conduct research entitled: **"INCLUSIVITY IN 1 MALE TEACHER REPRESENTATION IN THE FOUNDATION P** Education Institutions has been approved. The conditions of the a

1. The researcher will make all the arrangements concerning the
2. The researcher must ensure that Educator and learning progr
3. Interviews are not conducted during the time of writing examin
4. Learners, Educators, Schools and Institutions are not identifiat
5. A copy of this letter is submitted to District Managers, Principal
Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 Octo
7. Your research and interviews will be limited to the schools you t
Please note that Principals, Educators, Departmental Officials
assist you in your investigation.

SICELIMFUNDO PRI
KWAZULU-NATAL DEPARTM

Region : Ethekwini

District : Ilembe

Circuit : Insuze

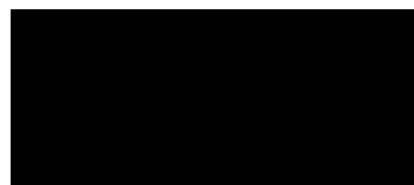
Cell : 078 464 4722 / 079 708 3891

TO WHOM IT MAY CONCERN

The principal of Sicelimfundo Primary acknowledges Nzuza to do one-on-one interviews with two four connection with inclusive education project that granted.

I hope this activity will help him overcome his project

Yours faithfully



DEPARTMENT OF EDUCATION
SICELIMFUNDO



KZN DEPARTMENT OF
INSUZE-GCWENSA PRIM

ILEMBE DISTRICT

NDWEDWE CMC

Address: **INSUZE AREA**
OZWATHINI
3242

Ikheli lokuposa: **P.O. BOX 1695**
Postal Address: **TONGAAT**
4400

Enquiries: **T.N. ZWANE**
Imibuzo: **072 252 9796**

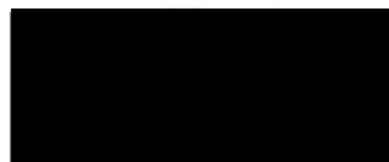
Ref:
Inkomba:
E-mail address: **zwane.thabs@**

Re-Permission to Conduct Research study

The above matter refers:

1. Our School acknowledge receipt of Mr. Mathew to conduct a research study in this institution.
2. We hereby grant him permission to conduct such enough information that will positively contribute t degree.

Yours in Education





17/10/2018

Dear Sir/Madam

It is with great pleasure to have received a permission in your favour of Mr M.D. Nzuzo, a student at your institution.

I unconditionally accept him to conduct the study on the topic: **TEACHING PROFESSION : The Case of male teacher recruitment and retention in the rural areas of KwaZulu-Natal Province - PHASE.**

Yours in Education

Mkhwanazi N.M.



082 8523 962

NGAYIPHI PRIMARY
P.O. BOX 9012
OZWATHINI 324
CELL: 082 8523 962
DATE: 17/10/2018

MCATHU PRIMA

POSTAL ADDRESS: P.O. Box 1

EMIS: 205 !

Dear Sir /Madam

RE: PERMISSION TO CONDUCT

The above matter refers.

Mcathu Primary School acknowledges receipt of the letter from the school.

Permission was granted to conduct the study of inclusivity in the teaching profession the case study in the foundation phase.

TO WHOM IT MAY CONCERN

Mr MD Nzuzza, student number, 207501864, from the I
Campus approached us regarding request to conduct a
MALE TEACHERS: A CASE OF MALE TEACHER REPRESENTATIVE
accept his request, and he can arrange an appointment

We wish him well in his Masters studies at the University

 (The Principal)

UN

APPENDIX 15 Emakhasini Primary School

Unable to scan from handwritten document.

ANNEXURE 16

SCHEDULE OF INTERVIEW QUESTIONS

School:	
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Topic: Inclusivity in the teaching profession: The case of male teacher representation in the foundation phase.

- Drawing from the period you were made part of the school team; have you been given an opportunity to teach young learners in the foundation phase? Explain.

- Are there any psycho-social factors that affect the hiring of male teachers in your school?

- What is the psycho-social issues that are facing the presence of male in your school?

- How do those factors affect academic performance of learners in your school?

- ---

- What can be done to overcome the psycho-social factors that affect the academic performance of learners in your school?

- Is the community and other stake holders happy about the diversity and the position of male representation in the foundation phase?

To determine the relationship between the psycho-social factors that affect the hiring of male teachers in the foundation phase and the performance of learners:

- o Are the psycho-social factors affecting the representation of male teachers in the foundation phase associated with the performance of learners?

- o With the factors mentioned above, which gender is mostly affected by the misrepresentation of male teachers in your school?

- o Can you explain why gender ratio is higher among females and lower among males? In your response, base your answers along the following factors:

- i. Stereotypes, _____

- ii. Beliefs, _____

- iii. Skills _____

- iv. Culture. _____