Male Kindergarten Teachers: Making Changes in Gender and Work Education?

Abstract

The studies conducted in various countries show that the traditional gender-related concepts still persist and pass on to children at an early stage of education. Small children absorb such notions in the course of work and play, for example.

In Finland, beside female kindergarten teachers, there are also male teachers though they are only a few percent of all kindergarten teachers. The men that constitute a minority in a female-dominated profession are called the Only Ones. On the one hand, male teachers are expected to offer the traditional man model example, then on the other hand, show the innovative approach in bridging the traditional gender gaps and moulding new role models for children.

But what are the conceptions of male kindergarten teachers about children’s work, boys’ and girls’ work, and parents’ - mothers’ and fathers’ - work education? Comparing these notions against the corresponding notions of female teachers it is possible to detect the probable differences in female and male teachers’ minds.

The data was collected from the female and male teachers who were selected by random sampling from the professional register. Additional data was collected from female teachers who were participants of the further training course. Another additional data has been collected from male kindergarten teacher students of one university course. They all were asked to write free form essays on the given topics.

The results pertaining to female kindergarten teachers have been presented in my doctoral thesis in 1996. The results about male teachers’ data have not been published yet, (because between these studies I have concentrated in another theme). The textual qualitative data batches from female and male teachers have been processed by applying content analysis methods so that a comparison between the results of them is possible. The results are both qualitative and descriptive and after the content categorisation the quantitatively determined as well.

However it is needed to tell the parts of which this article is telling about. This article handles only male kindergarten teachers’ texts and only opinions of girls’ and boys’ work activities. The content analysis has been made in another way than with female teachers’ texts. Here the text mentions are divided in girls’, boys’ and child’s category. In former study mentions linked to the child were added to both girls’ and boys’
category. Now we can follow much more clearly so called gender based or gender neutral division of conceptions.

Keywords: male kindergarten teacher, work education, social gender, early childhood education, gender equality, content analysis

Introduction

The article is based on the undergoing study, titled Conceptions of Male Kindergarten Teachers about Girls' and Boys' Work as well as Mothers' and Fathers' Work Education. In some connections I have also used the title What do Male Kindergarten Teachers Think about Girls' and Boys' Work? The study follows up the doctoral thesis by Härkönen (1996a): Conceptions of Female Child Care Personnel about Girls' and Boys' Work as well as Mothers' and Fathers' Work Education. (In Finnish: Naiskasvattajien käsityksiä tyttöjen ja poikien työn tekemisestä sekä äitien ja isien työkasvatuksesta). The doctoral thesis is accompanied by a long English summary (see: References).

The study, focusing on an analysis of male kindergarten teachers' conceptions, is still under way. I have already given many presentations about this theme both in abroad at many conferences and on teaching hours of my teacher exchange travels, and in home country, too. I must mention that the basic data is ten years old but in my doctoral study (Härkönen 1996) it was noticed that the main features of gender exist very long time in culture and possible small changes do not go automatically toward educational goals. I have also collected quite new data from kindergarten teacher student though the results of them are not in this article. In the doctoral study the situation was the same: the basic data was gathered from the year 1986 and the new one from the year 1994. Just in the same sampling this data of male teachers was asked.

It must be noticed that this article handles only one small part of the whole study. This is devoted to the study's completed part, i.e. girls' and boys' work.

Conceptual basis

The study is based on the definition of work education, derived from the ecological approach (Bronfenbrenner 1979). According to this, work education comprises micro-,
meso-, exo- and macro-level phenomena.

**Work education**, according to the definition I have developed (Härkönen 1991), means *any educational influence on children through the presence of work in culture and society. This influence is mediated:*

1) through social and human relationships

2) the child's own work and activities.

The children, here referred to, are of under school age. In Finland it means below seven years of age. This study is devoted to early childhood work education and gender equality.

The work environment, present at a child's external life, is divided into outside house work and inside house work. Outside house work covers all work, related to vocational and leisure-time activities. Inside house work means any kind of household chores and still leisure-time activities at home. Boys' and girls' own work is studied both at the home environment and the outside house for instance a day care environment.

The ecological definition of work education makes it possible to examine the division of labour (e.g. Kauppinen-Toropainen etc. 1988) and the state of equality (e.g. Rantalaiho 1993) in children's work education. According to Haavio-Mannila (1993), the traditional gender-based division of labour is still predominant in Finland, in spite of equality-oriented efforts (see also Haavio-Mannila 1975; 1983).

Work and its related phenomena, such as the gender-based labour division, are mediated to children through socialization (Weinreich 1978,20), gender identity (Sayers 1987), adoption of gender roles (Maccoby 1966) and stereotypes (Ashmore & DelBoca 1981). The division of labour and power within the society and the mediation of the social gender are influenced by acculturation processes (Giroux 1983), the hidden curriculum (Broady 1987) and possible resistance (Drotner 1986; Leavitt 1991).

Gender equality has officially been defined as a social and educational goal in Finland (Act on Equality between Women and Men (609/1986) and Act amending the Act on Equality between Women and Men (206/1995). However, the gender-based labour division that supports disequality (Hirdman 1990) is mediated to children at an early age. Hirsjärvi (1981) says that work education is a most important activity that can be purposefully changed in order to promote equality as early as the pre-school age when the basic adoption processes take place (see Sayers 1987).
Methodological basis

The empirical part of the whole research discusses the conceptions of male kindergarten teachers about the two aspects, included in the definition of work education: children's own work and adults' work. About these two parts in this article we take into account only children’s work. The conceptions analysis has been conducted within the phenomenographic framework (Marton 1981; 1982). As to the assumptions of interrelations between the conceptions and social reality, the analysis rests on the objective hermeneutics (Oeverman etc. 1979; 1983) based text interpretation method (Karjalainen & Siljander 1993; Siljander & Karjalainen 1991), which is in accordance with the phenomenographic approach (Marton 1981; 1982), adapted for this study.

Social reality is understood as a cultural product of a human community and its social structure, where meanings and relations are the most important properties (Oeverman etc. 1979). According to Karjalainen and Siljander (1993, 335, 339) meaning gives an understandable structure to an activity. Man adopts 'the grammar' of a culture through socialization in inter-action relations. The texts under study are supposed to have been generated from the meaning structures of culture, insofar as these texts have an internal regular meaning structure, which in itself is independent from an interpreter's intentions. According to this 'realistic assumption', it is possible to find through the interpretation of these texts the meaning structures of social reality.

Aim of the study and this article

The aim was to find out the conceptions of the Finnish male kindergarten teachers about girls' and boys' work, as well as fathers' and mothers' work education. The study tries to analyze the nature of these conceptions and their relationship to the equality of genders. The importance of work education and gender equality in early childhood is also emphasized. These phenomena are mentioned also in curriculums in our country.

This article is devoted to the part of above mentioned study: the conceptions of male kindergarten teachers about girls’ and boys’ work activities.
Problems in this article

1. What are the categories of the whole study into which all the conceptions of male kindergarten teachers can be analyzed?
2. What are the main numeric features in the work-related conceptions of male kindergarten teachers?
3. What are the categories into which all the mentions of work, named 'done', can be divided?
4. What are the categories into which mentions can be divided when ‘none done’ work mentions are taken off from ‘done’ work mentions?
5. What are possible differences when compared girls' and boys' work named 'done'?
6. What are possible differences when compared girls' and boys' work named 'done' after 'non-done' mentions are subtracted from 'done' mentions?
7. What are possible differences when compared girls' and boys' work named 'none done'?
8. What are the categories into which work done by ‘child’ mentions can be divided?
9. How is the working environment divided between a girl, a boy and a child?
10. What are the common features of the conceptions of male kindergarten teachers’ on girls’ and boys’ work?

Method of the research

The data was collected in 1994 by a postal questionnaire, covering the whole of Finland, including 200 male kindergarten teachers, chosen from the register of the Kindergarten Teacher Association (n = 11 651, women and men together) by equal interval sampling. The return percentage was 32.5 % (n=65). Written answers were invited only from those kindergarten teachers, who had actually been working in 1994. So 36 texts were received, every one of which could be analyzed. This is 55.4 % from the texts returned. (There are no knowledge, how many male teachers were working at kindergartens in 1994.) On the basis of the text analysis for the doctoral thesis (317 texts) it can be said that 36 texts make up so called 'saturated data'. According to Uljens (1989, 11) even 10 answers can be enough in phenomenographic study.
The respondents were asked to write freely during half an hour about the subject "A girl and doing work, a boy and doing work, a mother as a work educator, a father as a work educator".

The data was subjected to three different analyses. Analysis 1 is the content analysis method, proposed by Pietilä (1976). Analysis 2 is the qualitative classification of contents and its verbal description. Analysis 3 is an overall evaluation of each answer. The observation unit in Analysis 1 is the smallest thought unit. The content description (Analysis 2) is based on joining together the parts of qualitatively categorized texts. The overall evaluation (Analysis 3) is based on the qualitative evaluation of answers, so that the observation unit is the whole text, written by a person. The results of the analyses were compared against each other and the previous information about the corresponding phenomena.

In this article the focus is on the part "A girl and doing work, a boy and doing work". In order to ensure reliability, the classification criteria and a system of premises for evaluation were prepared, parallel ratings were made and the classification minutes drawn up. In the case of parallel ratings the similarity of classifications was high, between 92 % and 99 %. The classifications are made by the same rules than in the study of Härkönen (1996a,b). Also these results can be treated as reliable.

Results

The categories of all conceptions

The first problem is: What are the categories in the whole study into which all the conceptions of male kindergarten teachers can be analyzed? The answer is here.

As a basic consideration, it must be understood that the results describe the conceptions of male kindergarten teachers. Only the quantitative results, based on the analysis of the texts, are presented here, but their possible connections to the social reality are dealt with in the discussion section.

The all conceptions of the male kindergarten teachers in the whole study are divided into fifteen categories:
1. girls' work tasks,
2. boys' work tasks,
3. children's work tasks,
4. girls' attitude to work,
5. boys' attitude to work,
6. children's attitude to work,
7. mother to daughter work education,
8. mother to son work education,
9. mother to children work education,
10. father to daughter work education,
11. father to son work education,
12. father to children work education,
13. adults to daughters work education,
14. adults to sons work education,
15. adults to children work education.

This detailed analysis classification is made on the basis of the data. Therefore, the classification levels belong to the results of the study (Uljens 1989, 55). In the following text we handle the categories 1, 2 and 3. They are work-related categories. Attitudes – related and work education – related categories (4-15) are left over now.

**Main numeric features in the work-related conceptions**

The second problem was: What are the main numeric features in the work-related conceptions of male kindergarten teachers? The answer comes here.

The texts carried all in all 231 work-related mentions. Out of that number 194 or 84 % is related to doing work and 37 or 16 % to not doing work. There is an equal number of units, related to girls and boys being 41 %, whereas 18 % are related to a 'child'.

Calculated out of all girls' work mentions, 87 % (f=83) refer to doing work by them, and the same thing with boys is 78 % (f=73). Out of the mentions named above, no-work by girls is 13 % (f=12), while no-work by boys is 22 % (f=21).

It is being seen that male kindergarten teachers refer in their texts to girls' and boys' work in an equal number of cases. Work done by girls is stressed more than work done
by boys, whereas no-work by boys is stressed more than the same thing with girls. Doing of work by children of both genders is clearly stressed more than none-doing.

The notion 'child' is in 38 do-work units and 4 none-doing units. It means that in 18% of cases out of all mentions the respondents have referred to 'a child', leaving it unclear, whether they speak of both genders or they have not understood to make a difference or they have just not given a thought to it.

In general, it can be said that in the texts lots of work has been associated with children. Doing of work is stressed more in the case of girls, none-doing has more to do with boys.

If we extract from do-work references none-doing cases, 157 units are left over. This way of calculation makes the message of the abovementioned results still more clear. Out of all girls' work mentions, 75% remain related to actually doing work, in the case of boys it is 55%, and in reference to 'child' it is 81%. This shows that out of all mentions 68% refer to actually doing work. Work, done by girls, grew and strengthened, while compared with work, done by boys, because boys were more often related to none-doing.

The categories of all work mentions named ‘done’

The third problem was: What are the categories into which all the mentions of work, named 'done', can be divided? The answer is here.

All work units, mentioned in the texts, were classified first into 26 classes, later merged into 14 ones as follows:

1. 'women's work',
2. 'men's work',
3. all kinds of work,
4. taking care of oneself,
5. home chores,
6. heating,
7. running errands,
8. outside house work,
9. construction,
10. technical work,
11. hobbies,
12. visiting mother's workplace,
13. visiting father's workplace,
14. school-going.

A closer look on all 'doing' mentions (figure 1). All means the mentions linked to girls and boys and a child or children. These mentions are calculated together.

By far, the biggest category is home chores (52 %), then come all kinds of work at 13 %, All other categories fall below 10 % in the following way:

- 'men's work' 9 %,
- construction 7 %,
- hobbies 6 %,
- technical work 5 %,
- 'women's work' 3 %,
- outside house work 4 %,
- taking care of oneself 1 %.

Other five categories remained empty. Thus, male teachers have treated children's work in a narrower way than female teachers (Härkönen 1996a,b).

All 'done' work mentions minus all 'none done' work mentions

The fourth problem is: What are the categories into which mentions can be divided when 'none done' work mentions are taken off from 'done' work mentions? The answer is here.

After extracting from 'doing' mentions none-doing units (figure 2), it becomes evident that the changes in relation to the abovementioned are merely 0-3 %. The relative share of home chores drops 3 % and technical work 2 %, the share of all kinds of work grows 2 %, while other changes are small or non-existent.
1. women's work 3
2. men's work 9
3. all kinds of work 13
4. taking care of oneself 1
5. home chores 52
6. heating
7. running errands
8. outside house work 4
9. construction 7
10. technical work 5
11. hobbies 6
12. visiting mother's workplace
13. visiting father's workplace
14. school-going

Figure 1. All the mentions of work, named 'done' (+f), divided into categories. %.
N=36. F=194.
1. women's work
2. men's work
3. all kinds of work
4. taking care of oneself
5. home chores
6. heating
7. running errands
8. outside house work
9. construction
10. technical work
11. hobbies
12. visiting mother's workplace
13. visiting father's workplace
14. school-going

Figure 2. All ‘done’ work (+f) minus ‘none done’ work (-f). %, N=36. +f=194, –f=37. F=157.
Differences of girls’ and boys’ done-work

The fifth problem was: What are possible differences when compared girls' and boys' work named 'done'? The answer is here.

Below (figure 3), a comparison is made between done-work categories, attached to girls and boys. Thus in these calculations comparison has been made between girls' and boys' own unit numbers (girls f=83, boys f=73). All the same earlier mentioned categories rise to the forefront, except that the activities under 'taking care of oneself' have been attached only to 'child' or 'children'. Thus in this figure in that column there are no units.

The division between the categories for both genders basically coincides, though certain gender-related differences can be noticed (figure 3). The share of home chores is clearly bigger for girls (64 %) than for boys (40 %), while 'women's work' comes to 6 % for girls and 3 % for boys. The technical work category, for one, has equal shares of 5 % for both, whereas in others boys have bigger numbers.

- In 'men's work' boys count for 18 %, girls for 5 %,
- Hobbies are 8 % for boys and 2 % for girls,
- All kinds of work 15 % for boys and 11 % for girls,
- Construction activities 7 % for boys and 5 % for girls,
- Outside house work 4 % for boys and 2 % for girls.
Figure 3. Comparison of girls' and boys' work named 'done' (+f). %. N=36. Gf=83. Bf=73.
Differences of girls’ and boys’ done-work when non-done work mentions are taken off

The sixth problem was: What are possible differences when compared girls' and boys' work named 'done' after 'non-done' mentions are subtracted from 'done' mentions?

If one extracts from the number of girls' and boys' do-work units the non-doing units (figure 4), attributed to them, the result shows exactly the same categories, as above. The clearest result is that gender differences only grow.

The difference grows especially in the category of home chores (boys 19%, girls 70%), 'men's work' (boys 23%, girls 3%), hobbies (boys 11%, girls 1%) and construction (boys 10%, girls 4%).

While in technical work girls have none-doing mentions, the relative share of this category for girls becomes non-existent, whereas for boys it grows to the present level of 8%.

Also the shrinking of home chores share for boys can be explained by having related to them a considerable number of non-doing references in this category. It so happened that in this comparison the biggest category for boys came to 'men's work' (23%), after which on the second place came home chores and all kinds of work (both at 19%). If categories 2, 8, 9, 10, and 11 are added together, it becomes evident that traditional men’s work split up as 58% for boys and 11% for girls.

Differences of girls’ and boys’ none-done'-work

The seventh problem was: What are possible differences when compared girls' and boys' work named 'none done'? The results are here. Look at figure 5.

None-done work mentions for boys refer to three categories and up to 90% cover home chores, in addition to what 5% for 'men's work' and 5% for all kinds of work. There was no negative mention in the area of technical work, construction or hobbies. Negatives for girls split into six categories, mostly technical work (33%), then home chores (25%), 'men's work' (17%), construction (9%), and 'women's work' and hobbies (both 9%).

In the study, there is also a comparison of how the none-doing units for girls and boys fall into different categories (figure 5).

It could clearly be seen in this comparison, what are the gender-related differences.
Generally speaking, girls were negative in relation to traditional men's work, but also to women's work. Boys denied mostly only traditional women's work but not traditional men’s work. This is underlined by gender segregation.

![Bar chart showing comparison of girls' and boys' work mentions, after 'non-done' mentions (-f) are subtracted from 'done' mentions (+f). % N=36. Gf=71. Bf=52.]

Figure 4. Comparison of girls' and boys' work mentions, after 'non-done' mentions (-f) are subtracted from 'done' mentions (+f). %. N=36. Gf=71. Bf=52.
Figure 5. Comparison of girls' and boys' 'non-done' (-f) work mentions. %. N=36. G(-f)=12. B(-f)=21.
Work done by ‘child’

The eight problem was: What are the categories into which work done by ‘child’ mentions can be divided? The answers are here. Look at figure 6.

The done-work mentions for just ‘child’ or 'children' counted 38 cases. Half of the units belong to the home chores category, 3 % - 13 % to others. The 'child'-related units fell into work categories pretty much in the same manner as all units counted together with the exception of 'women's work' and 'men's work'.

While speaking of ‘child’ or 'children', gender segregation is not observed. More research is needed in order to determine, what do educators and teachers think, when they use the 'child' notion.

Working environments

The ninth problem was: How is the working environment divided between a girl, a boy and a child? The answers are here. Look at the figure 7.

The 26 categories that initially were used to cover the work mentions in the texts, were outlined from a general degree of their adherence to work activities inside or outside house. Also a parallel assessment led to the same consequences. It has in this way been possible to form ideas of girls', boys' and 'children's' work environment. Do-work mention units have been used in calculations (girls f=83, boys f=73, children f=38, F=194).

In this analysis 'outside house work' refers to anything that is done at the garage, store-rooms, sheds, the yard, in the fields or still further away. 'Inside house work' refers to all work inside the four walls. (Figure 7.)

- About girls' work 80 % takes place inside house and about 20 % outside house.
- Boys do about 60 % of work at house and 40 % outside house.
- 'A child' does about 70 % of work at house and about 30 % outside house.
- Summing all the units up gives 70 % for inside house work and 30 % for outside house work.

For all four groups (girls, boys, children and total) the principal and foremost work environment is inside house. Especially the girls do their work inside at house. (More
Figure 6. Work done by ‘child’. %. N=36. Cf=38.
Explanations: black=inside house work; white= outside house work

Figure 7. Inside house work and outside house work. %. N=36. Gf=83. Bf=73. Cf=38. F=194.

All in all, 70 % of the work mentions in the texts refer to inside house work. The better part of the boys' work also takes place inside, though for a lesser degree than for the girls. Outside house space is of secondary importance as a work environment, while still being significant, especially for boys. Boys do about 40 % of their work beyond the four walls, while the same figure for girls is about 20 %. Once again, the figure for outside house work for 'children' is half-way between the figures for girls and boys.

The difference between outside an inside house work for girls is clearly bigger in favour for inside home chores, while compared against the corresponding figure for boys, because they are more evenly active in both environments. Out of all done-work only a scanty third happens outside the four walls of houses.
Summary and discussion

In the answers of male kindergarten teachers much and quite diversified work activities are connected to girls, boys and children. There are more 'do-work' mentions for girls than for boys and 'none-doing' mentions for boys than for girls in the texts. To a very great extent, they attach to girls so-called traditional women's work, much more than to boys. Some of so called men's work is also attached to girls, but clearly less than to boys. A lot of women's work is attached to boys, but less than to girls. Many mentions are made of boys doing a lot of men's work, clearly more than girls. Boys get more experience of women's work than girls do of men's work.

The texts attach, all in all, to little boys much more extensive and diversified experience of work than to little girls. Girls get a more profound work experience in women's work, but, in general, this experience is narrower and more one-sided than that of boys.

The texts of male kindergarten teachers show that girls' work experience of work environment is home-centered and, thus, narrow and one-sided. Girls do have some experience of the outside house work environment, but for them the work environment is basically one-poled. Boys' work experience of work environment is both home-centered and strongly outside house environment oriented. Boys' work environment is wide, diverse and two-poled.

In the conceptions of male kindergarten teachers - and probably in reality - small girls and boys have 'a division of labour according to the gender', corresponding to the division of labour among the adults. (e.g. Kauppinen-Toropainen etc. 1988). Children are socialized at quite an early stage to the adult gender division of labour. Socialization also directs girls' and boys' future work. Girls' work and the names of their games have connections to women's work and boys' work and the names of their games have connections to men's work. Girls' and boys' work done together also corresponds to women's and men's work done together. This has been shown in earlier studies (Gabrielsen etc. 1983; Hägglund 1986; Kauppinen-Toropainen etc. 1988,15-26; Kärrby 1987) as well as by the results of the present study.

According to the conceptions of male kindergarten teachers also the small girls' and boys' work environments have been gender segregated. This corresponds to the results of earlier studies that point out, how home centered girls are (Lips etc. 1978) and how
boys are oriented towards the outside world (e.g. Bjerrum-Nielsen 1985).

**Some methodological points**

It is important to realize that in the empirical section the analyses have been made from the texts, which reveal the conceptions of male kindergarten teachers. They can be perceived as creating a text world which is being examined. However, it must be understood that the conceptions in the texts do not represent only the opinions of the writers. They are diverse descriptions of the experiences and observations about the real world, surrounding them.

The approach to the study is qualitative, to be more exact - phenomenographic. It means that it is an interpretation of the meanings that the respondents have attributed to certain concepts (Uljens 1989). In addition, the number of classified units was counted quantitatively.

There are two questions to be considered as to the interpretation of the results, which are associated with validity. The first question is: Can any quantity oriented generalizing conclusions be drawn from the conceptions of male kindergarten teachers on the basis of the number of mentions or should only the division of conceptions or probable descriptions of their contents be presented? The outcome is that these conclusions can be made, however, on certain conditions and with a due consideration given. This is supported by the examination of the significance of the quantitative results of Analysis 1 and Analysis 2, where the texts have come under extensive scrutiny. Analysis 3, in which the whole texts were taken as units, also supports the conclusion.

In practice, the conclusion made here means that if, for example, in the essays there are more units of girls' household chores than for boys, it can be said that "according to male kindergarten teachers girls do more home chores than boys".

The second question is: Can any conclusions, based on the conceptions, be drawn about social reality? The answer is that on certain conditions and upon reflection this can be done. This conclusion is based on the realistic assumption chosen as a methodological basis (e.g. Karjalainen & Siljander 1993; Siljander & Karjalainen 1991) according to which conceptions generate from social reality. Previous results on conceptions, related to the real phenomena, strongly support this assumption. The interpretation of results is based on the assumptions so made.
Looking into the future

The results show that the children’s work environment and working activities are still very much divided according to the gender. It also shows that male kindergarten teachers’ opinions carry out quite much gender based thoughts about children’s work.

All vocational groups that work with children should in their education become familiar with the laws and declarations of equality and, subsequently, with equality education. It is necessary to see that the teachers also at universities are familiar with these goals. We must also know more about different interpretations on gender equality (Owen etc. 1998).

In the future, research should be oriented strongly towards equality-dominated changes. For instance in Finland The Act on Equality of Women and Men (609/1986) and the Act amending the Act on Equality between Women and Men (206/1995) aim at women's and men's equal participation in social planning and decision making. According to the law (Act 206/1995, Article 4), the authorities are obliged to promote equality. This is facilitated by establishing minimum quotas for genders in certain governing bodies. The Act (206/1995, Article 5) also states that education, research and teaching material should promote the goals of the Act.

The present study tries to promote the equality of the genders. The study underlines the significance of one of the pillars in early childhood pedagogics, work education. The study also stresses the importance of becoming aware of the gender related meanings of children's all kinds of activities in culture. The study also emphasizes the possibilities of children's work education in achieving the goals of equality. This calls for the consciousness of child care personnel and changes in education.

After all, the researcher is going to continue her studies with the hypothesis that male kindergarten teachers have much to do in their minds, in our culture and in our society on behalf of gender equality. That is the same with female teachers.

References

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