Early Childrearing Jobs and the Unfairness for Teachers

A Thesis
Submitted to the Faculty of
The School of Continuing Studies
and of
The Graduate School of Arts and Sciences
in partial fulfillment of the requirements for the degree of
Masters of Arts in Liberal Studies

By

Dianne Dean, B.A, B.S.

Georgetown University
Washington, DC.
April 3rd, 2012
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Dianne Dean, B.A, B.S.

Mentor: John Reuscher, Ph. D.

ABSTRACT

Teaching as a profession has been unappreciated, and compensation and social status have been devalued. It is necessary that society reassess teaching as an essential tool for society’s continued development. Fair compensation and gender balance is needed. My thesis explores more closely that more women are working in childrearing jobs than men. It highlights some historical shifts in childrearing and seeks to examine practical theories in how they relate to educational practices. The data I studied reveals why more women are working in childrearing jobs.

The overwhelming increase of jobs in childrearing has created a societal imbalance with resulting unfairness for teachers. The disparities are primarily due to the number of women who occupy the positions as opposed to the number of men. Historical data has determined that within similar job categories, on average, jobs occupied by women tend to pay less than jobs held by men.

The discussion will highlight both the educational system and the societal views of the challenges that impact teachers. My thesis observes gender stereotypes and examines the unfair treatment of teachers, as women and as mothers. It also examines the factors that impact the woman's functional role. It also looks closely at possible implications that are likely to be true reference points to bring attention to the
challenges in the twenty-first century. I will draw attention to some possible remedies for unfair treatment such as advocacy and networking with society through other organizations and various government agencies.

In conclusion unfairness for teachers in childrearing jobs play a decisive role in the society values the professional role of teachers when rearing young children. Society must look more closely at how the school systems, at the local level have an impact on the national level, and its effects on society. My thesis offers some suggestions and recommendations for teachers to help move the problem in a healthier direction. Some suggestions will include implications and recommendations for teachers, a survey, case study and workshop plans for recruiting more help in the schools. That could help address the unfairness for teachers and help society as a whole.
ACKNOWLEDGEMENT

First, I want to acknowledge the efforts of all teachers. I offer the reader information on childrearing jobs, the unfairness teachers’ experience, in childrearing jobs and solutions to overcome them based on their role and responsibilities. That guides their overall accomplishments at home and work. Therefore, addressing unfairness must override the preconceived notions that women should be the primary caretakers for young children. These perceptions have no factual merit of teachers’ skills nor do they create the environment necessary for society to overcome these inequities.

Another acknowledgment goes to early childrearing professionals who approach teaching early developmental skills as a medium for helping children with social skills, reading, and critical thinking.

My interest to acknowledge and address this unfairness was sparked by my love to empower young children and teachers. Also, my commitment to find different avenues to address the unfairness for teachers working in childrearing jobs. I am mindful of the beliefs about women and men who work in different settings with young children and the imbalance.

I would like to thank my professors, teachers, and caretakers for their collective wisdom and wealth of knowledge that they shared with me throughout my learning process. My appreciation goes out to my family, friends and professionals who have impacted my life in so many ways. Without their skills, guidance and some rejections,
the unfairness I’ve experienced would probably not be as tolerable. I would like to
extend my sincere appreciation, to everyone who supported my hard work as a child
rearing professional and student.
PREFACE

Methodology

The methodology of this thesis was based on an exploration, observations and review of literature regarding early childrearing jobs and the unfairness for teachers. The findings focused on the experiences of childrearing workers, mainly women and how they experience their status and roles in childrearing, with emphasis on unfairness for teachers.

The work began in the early years of my observations of medically fragile, at risk infants in foster care, young children in daycare centers and preschools. The observation continued later on, in group homes, adult care facilities for the mentally ill, juvenile delinquent adolescences and at an anonymous women shelter. This work involved observable facts and research documentations of the gender biases, the care and nurturing behaviors of the few men and the many women I worked with during my profession.

Reflections were made on my early childhood years with references to the care I was given as a young child. Those early memories demonstrated unfairness that was directed toward female teachers who were the primary care takers.

The discovery of this thesis is that teaching very young children is not a substitute mother’s job. My thesis will focus on the unfairness of early childrearing jobs and points out the unfairness that apply to females rearing young children as the primary caretaker. Some considerations went into the various factors such as, lower percentage of males in childrearing jobs; stereotypes, lower wages and salaries for
teachers. The factors contributed in an important learning experience that provided valuable insights on females in childrearing jobs.

The body of the literature shows that what we are teaching young children play a significant role in what they are learning about gender biases. I will use this literature in determining how well society responds to the needs of young children in early care and learning situations that is predictable in the environment. The expectations of teachers who are teaching young children are influenced by the various factors mentioned. The teachers’ expectations are manifested in the teachers’ behaviors toward and treatment of individual children and their groups of the children in classroom situations.
CONTENTS

ABSTRACT........................................................................................................... ii
ACKNOWLEDGEMENT............................................................................................. iv
PREFACE.................................................................................................................. vi
CHAPTER 1:
INTRODUCTION........................................................................................................ 1
CHAPTER 2:
ADVANTAGES AND DISADVANTAGES OF THE DYNAMIC SHIFT FOR TEACHERS ........................................................................................................ 31
CHAPTER 3:
IMPLICATIONS AND RECOMMENDATIONS.......................................................... 51
CHAPTER 4:
CONCLUSION........................................................................................................... 76
REFERENCE LIST...................................................................................................... 77
CHAPTER 1
INTRODUCTION

Chapter one includes (1) introduction, definition (2) working in childrearing jobs (3) teachers’ role (4) theories at work and (5) a brief history of the challenges. The researcher has also specified the limitations encountered while conducting the study.

Definition of Early Childrearing Jobs

Early childrearing jobs cater to young children under the age of eight with special focus on young children between the ages of zero to three years old. These jobs entail not just care, but proper supervision for young children in different learning environments that nurture and shape the child’s development. Institutions providing childrearing services include home schools, nurseries, childcare centers, preschools, kindergartens, elementary schools, school after-care programs, orphanages, foster care homes and occasionally group homes. These types of institutions provide learning opportunities and resources for early childhood development. Childrearing jobs provide various types of care and services for families and employment opportunities for teachers as well.

One of the critical points to understand about childrearing jobs and its significance to society is that the early years of development are the formative years of the child’s life. Researchers and psychologists consider the early years the most crucial years for optimal care for children and proper development. Early theories suggested that what is important is “developmental appropriate practices” that meet children’s need. Isenberg and Jalongo maintain the importance of development appropriate practices as follows:

Development appropriate practice draws heavily on a family of theoretical perspectives that focus on the whole child. (Isenberg, and Jalongo, Mary 2003)
Other researchers looked at cognitive development and long-term emotional and intellectual functioning. The evidences of theories have also grown and significantly added to this research as well.

From research in neurobiology, we have learned that brain development takes place parentally and the first year is more extensive and vulnerable than previously believed and is influenced over time by the early environment and by early stress. (Isenberg, Joan and Jalongo, Mary 2003)

In addition, the environment affects the number of brain cells, the number of connections among them, and the way in which these connections are wired. Consequently, parents and other adult caregivers are vital components in providing good parental care, warm and loving attachments, and positive age-appropriate stimulation (Isenberg and Jalongo 2003, 88).

Thus, parents and adults play an important role in helping provide the appropriate care for young children. There are many areas of concerns and popular topics to address the importance of the early years of the child’s development and optimal care for young children. Researchers, Halfon Neal, McLearn Kathryn and Schuster Mark, in arguing for a stronger approach to childrearing in America and other areas in early childhood development, stated some important measures that different groups have taken to address the young child.

- In 1977, the National Academy of Science convened a three-year, multidisciplinary commission to examine and report on the science of early childhood.
- In 1999, RAND issued Investing in Our Children, which documented the benefits and savings associated with targeted early intervention programs.
- In 1996, 1997, and 2000, Time and Newsweek devoted entire special issues to the development of the young child.
In 1977, the White House hosted conferences on childcare and early child development and learning. Federal agencies have signaled their interest by expanding data collection on the early life predictors of educational success and supporting expansions of the Head Start program from children from birth to age three. (Halfon, McLearn, and Schuster 2002)

Numerous states have initiated aggressive early childhood agendas, focusing on childcare, health care, universal preschool, home visiting, and family support (Cauthen et al.2000). These efforts indicate societal recognition of the importance of early child experiences and growing commitment to public policy that foster the healthy development of our youngest children (Halfon, McLearn, and Schuster 2002, 1).

Many researchers, organizations, authors, and professionals have recognized the importance of the early years and development for young children as their most crucial years of development. A great deal of respect must be given to teachers and parents for their active participation in the child’s development as they provide learning opportunities for proper growth and development that support the child’s overall needs. The quality of interactions of parents and teachers with the child set the tone for optimal growth and development for later life experiences. For these reasons, parents or adults rearing the young child are referred to as the child’s first teachers.

The majority of adults who work with young children are mostly women and some men. Men who generally care for very young children are a father, teacher and few immediate and extended family members. Some men tend to feel more comfortable caring for very young children in the home setting than in school settings. Men tend to make choices, about their time and place to take care of children and more male teachers tend to choose upper grade levels or prefer to work with older children.
Women in the teaching profession have fewer choices about their role as a parent as some may be a single parent or the parent who earns less than the other parent. Although, caring for very young children can be demanding more mothers tend to take on more of the responsibility with younger children. Unless, the mother has a major health restriction that puts her at risk or family priorities, the child’s needs are her first priority. While mothers throughout history have faced the need to arrange sharing of the hands on care of infants and toddlers with other women, relatives and older children, due to their myriad duties, a recent phenomenon involves an increased reliance on paid, center-based care and a decline in home-based and relative care. In addition, recent Welfare-to-Work programs, (often targeted to single mothers with infants) have added to the increased reliance on childcare services and intense focus on the impact and quality of programs available (Phillips and Shonkoff 2000, 298-299). Generally, the educational practices by adults toward young children sometimes require a lot of the same kinds of care and interactions for most early developmental milestones of the child. Availability and affordability of care for very young children are not always accommodating. Childcare outside the immediate family can be costly for parents who have many obligations. For some teachers, childcare it is less accommodating and sometimes more costly, because of their many obligations and low salaries and long work hours.

Unfortunately, there are many childrearing challenges and unfairness for teachers whose needs are not being met with the continuous rise of non-home care. There is a lack of suitable services based on accommodations and availability for many even though the availability in the United States and Canada continues to expand. Penelope Leach states:
There are more than ninety different government childcare and early childhood education programs in the United States, and they are managed by eleven different federal agencies and twenty different offices. In Canada, similarly, there are fourteen separate child care jurisdictions, ten provinces, three territories, and the federal government, each with a number of different programs for care and education, as well as programs specifically intended to ameliorate poverty and/or support parents. (Leach 2009, 230)

There is a lot to be said for the overall accommodation of childrearing jobs and the unfairness towards women in the profession. A shift in society has taken place from male teachers dominating the teaching profession to women being the primary gender in the role of child rearing in the home and in the community schools. The childrearing profession is chosen by many women for reasons primarily concerning themselves and children. Some women chose childrearing jobs out of responsibility to their family and other obligations that they find related to their own needs. Unquestionably, for many women, it is a job that brings a small income and provides some satisfactions, even when their own needs are not completely met. Teaching as a job once dominated by men, is currently referred to as a woman’s job and more women are working in early childrearing jobs.

This thesis seeks to explain childrearing jobs as they relate unfairness for teachers’ roles, as mothers, heads of households and as partners who work in schools across communities. Female teachers are now at the helm of the childrearing professions. Because of this gender tradition, many female teachers struggle to find balance in home and school. These traditional gender beliefs put overwhelming demands on teachers as mothers, as partners, and as the main adult caring for young children. Gender bias has placed women at the forefront of multiple socio-cultural groups. Unfairness arising from
low wages persists. That unfairness does not amount to increased compensation resulting in low morale within the profession at this level. Due to gendered work relation, it was acceptable in the late 19th century to pay women two-thirds the salary of a male teaching colleague (Grumet 1988).

The unfairness against teachers in early childrearing jobs is a starting point and is central to the disproportionate accumulation of jobs that led to gender inequality and imbalance of workers within the childrearing profession. This will continue unless men are encouraged into childrearing jobs. They are equally important as women in helping to establish a strong foundation for children in the early years of development. Penelope Leach states:

Nevertheless, father care is very much more important than is generally realized, and in the West, despite sometimes misleading headlines about rising rate of separation and divorce it is growing. Fathers’ input to their young children’s care and development is still very small compared with that of mothers. Yet, it has increased rapidly over the past ten years and is still increasing, as society’s understanding of father’s particular importance. We have learned, for example that contrary to earlier assumptions of children relationships with fathers are not built on or a reflection of their relationships with mothers but are separate and different, even in early infancy. (Leach 2009, 82-83)

The work force is radically different from that of twenty years ago due to changes affecting both the supply and demand sides of labor and the teaching profession has also adapted to these changes. The single most important change is the phenomenal increase in women’s participation in the workforce, especially that of married women with children. Spurred initially by equal employment opportunity legislation, affirmative action, and the women’s movement, the growth in women’s workforce participation has been sustained by increased education, their desire for personal fulfillment, economic
necessity, the high cost of living, and the high rate of divorce (Parasuraman and Greenharus 1997, 5-6).

However, there are many factors to consider in understanding the unfairness teachers face as a result of the dilemma of the unequal balance of males in the childrearing profession. These factors arise out of observations of childrearing and unfairness for teachers in studies of childrearing jobs on a larger scale. This study aims to explore, the rearing of the young child from several disciplinary perspectives and will also attempt to understand the theories, predictions and new challenges associated with traditional childhood studies, the current trends in society and the future projections.

Diversity and multiculturalism seem to play a part in rearing young children. This is not just emphasized by the distinctions between teachers in childrearing jobs but also through distinctions within societies, and within the neighborhoods in American societies that have very strong belief systems. The resistant to change may be due to old beliefs and traditional norms. Exploration of its political dimensions, gender roles, compensation and recognition of teachers are also important to the discussion of unfairness for teachers from diverse backgrounds. However, the politics of childrearing would be too broad to be analyzed in the context of this paper.

This paper will also highlight the rise of a distinctively traditional childrearing practices to modern practices. A review of the historical responsibilities of women to the current childrearing jobs can inform the political context for childrearing policies with possible implications for the practical involvement of males in the childrearing profession.
Working in Childrearing Jobs

Teachers take on childrearing jobs for many practical reasons and many times the workload and compensation is not balanced. While the workload is unbalanced with needs of their own families, the humanitarian rewards and their overall impact on children override the impracticality. The obvious desire for many teachers in childrearing jobs is to teach with the passion to care for the young child. For many teachers working in childrearing jobs their desire is to teach children for their love of learning which often translate into a positive impact on society.

Many critics questioned and debated the teachers’ role in childrearing jobs with very young children. Some concerns about their roles raised many red flags about their compensation. Teachers who teach very young children need be to given the fair compensation for their services. However, some are referred to as baby sitters and are not paid as well as women in other professions, since teaching in childrearing jobs are not given a professional status although the term “early childrearing jobs” have been given a specific meaning and are supported by professional organizations and educational practices. The broader society still struggles to understand some of its practical terms and questions the analysis and education practices. Vandenberg states, “When the analysis of educational language and concepts confronts questions about what should be done in education, it needs to become substantive theory to resolve the substantive, normative questions….The question is not a conceptual one, but one of educational practices that, when elucidated, deserves an ethical, normative answer. To respond to
these kinds of questions, philosophy of education requires a positive, constructive attempt to build a normative theory of educational practices” (Vandenberg 1990, 149-150).

Specifically, early childrearing jobs can be said to have essential elements, which evidence shows is categorized according to the crucial stages in a child’s development. For the proper development to take place and be as effective, it has to start very early. It should involve what is provided to the child as choices of opportunities for development with the objective of furthering the child’s perceived good welfare and be made with the proper interests and concerns for the child by the parent, teacher or caretaker. Phillips and Shonkoff referenced the number of children in child care:

But enrollment in child care begins long before this. In 1999, the National Household Education Survey, which asks all families about no parental child care arrangements regardless of the employment status of the mother, reported that 61 percent of children under age 4 were in regularly scheduled child care. (Phillips and Shonkoff 2000, 297-299).

With the constant growth and demand for childcare and childrearing in different childcare settings, teachers are readily available and feel obligated to fill these positions. The proper care and environment for young children to have their needs met should be readily available.

**Teachers’ Role**

The roles and duties for teachers are broad and can be different based on children’s age groups and level of care needed. A teacher’s role is to document each child’s progression with accompanying paperwork, classroom management and child care duties for all children throughout the day. Where and whenever the child has a need, optimal care and attention should be provided. The care for very young infants maybe
minimal compared to that of an older infant or toddler who needs ongoing supervision. Though different levels of care are needed for different ages, the quality of care and level of enthusiasm should be carried out to meet the needs of each child.

The role of teachers and the duties they perform expose children to activities and impressionable images about life. What children are exposed to and what they learn through their socialization experiences can influence what they learn about gender type and gender roles. The socialization function continues to take place in schools, where students spend more than six hours a day in classes and school-related activities. Teachers and schools become important source of information on sex-appropriate behavior; students observe the ratio of male to female and the authority structure in the educational hierarchy. They learn their own sex-appropriate behavior through positive and negative sanctions, as well as through textbook examples and pictures (Ballantine and Hammack 2009, 110-111).

More often, teachers’ roles and job duties are meshed in with the roles of the school. This makes it difficult to define teachers’ role and job duties separate from what was initially intended for school as institutions. In exploring the work and the roles of teachers in childrearing jobs, it reveals that many issues need to be addressed and brought to the forefront.

- bridge the gaps between men and women in the work place and form better images and perceptions;
- restructure and remove the biases and stereotypes in these roles and duties against women and the silent attack on men;
address the low percentage of men being hired in early childrearing jobs to perform the same duties and prove that men and women are capable and competent of rearing young children in the classrooms.

Teachers have influenced children and adults. Yet, they are treated unfairly or receive short-term solutions to mitigate the unfairness. What many teachers want are comprehensive solutions instead of short term measures. Investment in the schools is a long-term commitment that will result in long-term solutions. If the unfairness continues, it disregards the value of teachers in society. Chomsky states, “Far from the democratic education we claim we have, what we really have in place is sophisticated model of education designed primarily to train teachers in ways in which the intellectual dimension of teaching is often devalued” (Chomsky 2000, 3). Some views on teachers’ role and the intension of school stated by different authors are:

- The influence of culture capital is especially pronounced in the first years of schooling when the understanding and use of language by student is a major point of leverage in assessments made by teachers. (Bennett and LeCompte 1990, 17)

- Still when asked what outside force assisted them, many agreed that school was most influential. This is important because education provides one of the few ways for women to be successful and empowered. In the past, women had fewer opportunities to be as successful as men. They have not had as many opportunities to play professionals sports, to take over the family businesses, to become entertainers or to work in high-paying jobs (e.g., unionized factory jobs) that don’t require advanced education. Another reason it is important to acknowledge the influence of education is that although other professionals such as doctors and clergy are often credited for having a significant impact on people’s lives, educators are not. Teachers are still undervalued. For these women, education significantly impacted their lives. (LePage-Lees 1997, 58-59)

- What role did school play in these women’s resiliency? School was often used by the women as an extended or alternative family, a way out of their situations at home and a way to build self-confidence. Education gave them the opportunity to change their lives. (LePage-Lees, 1997, 58)
Early American educational leaders believed that maintenance of a republican form of government required that citizens must be sufficiently educated to participate wisely in the political system. Individuals needed to know how to vote, how to run public office, and how to make informed decisions about government. To do this, they had to be literate. Hence, all people-at least all white male people-had to attend school at the public expense (Bennett and LeCompte 1990, 8)

One of the earliest plans for a system of schooling that would provide free public elementary education to both male and female children was introduced by, Thomas Jefferson to the Virginia legislature in 1979. In his “Bill for the More General Diffusion of Knowledge,” Jefferson proposed that elementary schools be established in each locality so hat children would receive three years of free public education. Here, they would learn reading, writing and computation. The most talented male child in each of these schools would then be selected for further education. The most talented male child in each of these schools would then be selected for further education in regional grammar schools at public expense. A final section process would determine the most talented male child from all the schools, who then would attend the College of William and Mary at public expense. (Bennett and LeCompte 1990, 8)

Jefferson’s plan differed from those in New England and other colonies in that it envisioned an articulated system of schools, from elementary school to college. An articulated system links requirements from each lower level to prerequisites in each higher one; students must successfully aster preceding levels before passing on to the next. Jefferson’s plan specifically sought to elevate by means of education of a few men from the lower classes to the ranks of potential leaders. Jefferson’s plan was limited; it did not provide equal opportunities for women, minorities, or poor. Furthermore, it was never enacted. However, it did provide a catalyst for the idea that schools were critical to the development of leadership in a democracy. This type of thinking continues to characterize the way people view school today. (Bennett and LeCompte 1990, 9)

Horace Mann, often called the “father of American education,” believed that schools not only should produce future leaders, but that they also should train citizens. Mann felt that a national political consensus could be developed by teaching common democratic values and beliefs in public schools. (Bennett and LeCompte 1990, 9)
Theories at Work

This section gives a detailed view of theories and perspectives of how ideas addressed in the social structure of teaching the young child involve societal transmission and socialization whereby the process by which a society’s values, beliefs and norms, prepare children for suitable conduct and behaviors that are transferred from one generation to the next. Theories are necessary for the survival of all social systems. The theatrical frameworks that support childrearing bring many views and understanding on educational practices about the challenges teachers face in childrearing jobs. They help to give explanation and predictions of events from normative data and behaviors from societal norms and beliefs. They can help individuals make sense of the human existence from many different perspectives.

Theories carry an amount of predictive realities and educational practices that bring to light social norms. They provide us with framework and good reasons for doing what we do with justifications for the outcome. Without the knowledge of theories new rules would have to be developed for each individual case and behavior. Theories allow us to develop strategies for dealing with similar types of cases in similar ways. When behaviors are not guided by theories of educational and ethical practices and are random, they can result in long-term negative consequences.

Many of the theories provoked great views among society’s relations to young children and presented challenges for understanding childrearing in the twenty-first century. For teachers, these theories complemented their work and yet present many challenges for society overall. They presented a deeper look into how children learn and
are impacted by the messages they learn from adult and peers. Also, the influences on their development expanded the ideologies of these theories, as well. The theories put forward that the constant notion to observe and evaluate behaviors based on the different dynamics would most frequently and openly occur because of cultural differences, beliefs and traditional norms rather than ideological differences that tend to be more obvious. Theorists urge us to focus on many different aspects of the current scopes and the possibilities of future outcomes for children from many outlooks on childrearing. Some of the theories looked at children’s attachment, bonding and early development, educational practices, social structures, multiculturalism, stereotypes, gender biases and more.

The theorists’ views and contrasts not only bring to light historical thoughts on childrearing, but organizational views of the contemporary world with the classic notion of the different statuses due to the evolution of men and women’s roles, and how the rearing of children in society will play out in the future. Early theorists who have studied and research and observed children and society have given evidence and significant data to support many areas of their research over time. Isenberg and Jalongo mentioned many others who have contributed to this phenomenon:

In the field of early psychology, early child development theorists (Ainsworth, Bell, & Stayton 1974; Bowlby, 1969; Spitz, 1949) also found human relationships central to the care and education of children. Later, Piaget (1951) focused his theory to the inseparability of cognitive and effective development, while Erickson (1963) explained the early years as critical for healthy psychosocial development, establishing the traits of trust, autonomy, initiative, and industry. The current view of development as being highly influenced by the socio cultural context is exemplified by renewed interest in Vygotsky’s (1978) work. For Vygotsky, the social context- individual, family, school, and societal expectations- shapes the child’s thinking and development. The scope of
psychological theory and research continuously provokes reexamination of the assumptions early childhood educations hold regarding children’s development. (Isenberg and Jalongo 2003, 17)

Vandenberg also listed some other important individuals in addition to the above mentioned names that contributed to the observable theorists’ predictions behavior in society who have a wealth of knowledge and understanding demonstrated in their readings. “The readings of significant statements of educational theory can deepen and challenge one’s understanding of educational practices. The classical formulations by Plato, Rousseau, Pestalozzi, Froebel, Herbart, Dewey, Kilpatrick, Montessori, Whitehead, Martinin, and Spranger, for example, are a rich source of insights, Language, concepts, and conceptual schemata, providing the wherewithal for the conceptualization of one’s own pre philosophical understanding of education” (Vandenberg 1990,142).

After the examination of childrearing jobs and the unfairness for teachers by the identification of key issues to be addressed, and formulating objectives or measures to help teachers, a concise measure would be proposed to address the overall problems’ impact at the micro and macro levels. It is necessary to look at possible predictions and refer to some theoretical framework.

Feminists’ theorist and researchers’ view of unequal treatment and uneven resources toward women and girls are attributed to many factors that explain how childrearing became a domestic job with less recognition, resulting in the current social challenges for teachers, including the unfairness for teachers. Ballantine and Hammack state:

Feminist theories have pointed out the injustices and different treatment faced by many girls and women in schools around the world. They attribute these differences to
many different factors including access to education, preference for male education, patriarchy and exploitation, and male dominance. One direction of research has been to study the affect of educational policies on girls and their future opportunities; these interests parallel those of postmodernists. (Ballantine and Hammack 2009, 24)

The inequality of uneven resources demonstrates what the future opportunities may look like in society if it continues. Conflict theory also looks at inequality. It is a theory on inequality of uneven resources that perpetuates those in power, “the haves.” Under this theory to be assessed in addressing the inequalities existing under the influence of geo-political and socio-economic factors, correspond to the attainability of resources and goods, which mostly hovers around the centralized communities in certain groups. Certain schools districts exist among the upper social class and the tone of racism and geographic centralism is noticeable. Applying this theory to childrearing jobs and unfairness for teachers, there is no doubt that the exploitive forces still exist among “the haves.”

During the struggle for Women’s Suffrage Act, waves of disparity existed between social classes. At the turn of the century these exploits transformed to socio-political tensions. An example of the struggle was the group’s split into social groups giving rise to feminism, resulting in stereotypes and gender biases and race discrimination. Because of its impacts on society, America is now considered very differently today.

In modern America, the power struggle is exhibited throughout the communities and the broader society, reflecting the status groups and the dominant groups who control the resources or have better access to resources. Conditions are noticeable between the schools in affluent neighborhoods of the upper class and those of the middle and lower
class. For instance, school administrators especially in public schools wait longer for resources, because the school districts lack financing. A well-run system provides adequate funding for requests to be met. If the system is dysfunctional, it fuels behavioral patterns that include poor administrative supervision, manipulation by individuals with the result of depriving young children of much needed resources.

Applying these arguments, there is no question that inequality in the teaching profession gives rise to the challenges in society. Those are perpetuated through inequality and bias. Changes are needed, in gender biases, domestic challenges, and social and political struggles between women and men to achieve a better society. Conflict theorists see the stratification system and equality of opportunity from a different perspective. They believe that problems in the educational system stem from the conflicts in the society as a whole. Education is but one part of a system that is based on “haves” and “haves not.” Karl Marx, the father of conflict theory, believed that educational systems, like all social institutions, perpetuate the existing class structure. When the type of education and knowledge available to various groups of people is controlled, their access to positions in society is controlled (Ballantine and Hammack 2009, 83).

The social stratification levels between childrearing jobs in different communities are clearly noticeable just by looking at how the schools are maintained and social and emotional development of the children and the teachers’ professionalism. The educational challenges and development and the overall flow of education grow at an even faster rate for some children and does reflect their home and school environment and the overall flow of the pace in society. Children who are from more affluent schools
and family background tend to thrive, are healthier and generally show it through their developmental milestones.

On the other hand, children who are from less affluent schools and family background tend to have more social emotional challenges and are generally not on schedule according to the developmental timeline. It is known that children who are given healthier care and proper exposure to social emotion developmental skills early on tend to thrive better than their peers. The uneven social emotional development between children in upper class childrearing environments and lower class environments show significant differences in their development and are affected differently by both the contemporary problems of the learning environment in their community, and with teachers who struggle to overcome burnout.

If the state and local government fails to give childrearing jobs a fair distribution of the accumulation of the funds and resources owed to them, then those resources tend to get centralized to the more affluent neighborhood schools, causing an imbalance among the schools’ resources and teachers’ salaries. Again, these challenges for teachers in the schools are ongoing struggles that limit teachers and children. Ballantine and Hammack, maintain that, “Members of social classes share socialization, which leads to traits such as common language, values, life styles, manners, and interest. These “status groups” distinguish themselves from others in terms of categories of moral evaluation-honor, taste, breeding, respectability, propriety, cultivation, good fellows, and plain folk. Each group struggles for a greater share of those parts of society that make up “the good life”
wealth, power, and prestige— and it is because of this competition that conflicts exist” (Ballantine and Hammack 2009, 83).

However, discrimination by class and racism persist to suppress opportunities and challenges in education for the lower class and the less fortunate schools, and teachers who are already at major disadvantages and treated unfairly. Teachers in the less fortunate schools have fewer opportunities with the increasing mobility of society than teachers who are at more privileged schools. There is a decreased enthusiasm and motivation that cause a decrease in performance levels that can create more challenges for teachers when children struggle to stay connected with the learning process. When children lack interests and motivation, they eventually seek other alternatives with sometimes more negative activities than positive ones. That tends to make schools and neighborhoods unstable and unsafe for all children to live in and learn.

The disproportionate funding of resources that is concentrated around teachers’ salaries and childcare education can hinder teachers and students in less affluent areas from ever having their needs met. It is even more obvious when children in upper grade levels are assessed for academic, social and emotional skills, which require more task-oriented skills to perform. When it comes to their ability to compete with basic knowledge and skills set tasks, children are being assessed based on performance and performance can be enhanced through exposure to quality education and easy access to resources. In schools, the flow of resources is centralized and often times have not been provided to all teachers and children. The lack of resources may take away opportunities for teachers to help children properly strengthen their skills.
The resources that are taken away are yet to be replaced, may not be compensated for, and would be lost forever because of the cycle of lack of wealth and not enough education and knowledge to resolve the issues and put the system back on track.

Ballantine and Hammack further state:

When federal funds are provided for new programs and new administrators are hired to take on programs responsibilities, this increases local educational bureaucracy and administrative expenditures, but without necessarily integrating the administrative unit into the educational system. This phenomenon of increased administrative size without integration has been called “fragmented centralization….Centralized power and decision making in education, however, are not necessarily representative of the interests and concerns of the local community, resulting in potential fragmentation. (Ballantine and Hammack 2009, 175) More recently accountability has been the theme for stakeholder to live up to their potential.

There is much to be said about the inequalities and there are operations that are never brought to the forefront of political structuring and strategic planning to change the unacceptable results that are passed on to teachers and children. The most obvious being feeble administration in the school systems and corrupted government, using taxpayer dollars for other means that do not meet teachers’ or children’s needs. This is not to pass judgments at this time in the nation’s financial crisis and economic distress. But, in society we are all in the unfairness together, not just teachers. Where our education goes will be reflected in the future of young children. If the education system continues to function with an uneven distribution of resources society will continue to be assured of systems that are dysfunctional.

Gilbert Neil and Harry Specht cited author Eveline M. Burns on social welfare policy adds credence to this prospective theoretical framework. Even when armed with this much greater scientific knowledge, contemporary societies will, of course, face
difficult choices between simultaneously held competing values or objectives. While there is no guarantee that democracies will act rationally in formulating their social policies, it is also abundantly clear that they cannot even be expected to do so unless they are made aware of the full implications of the choices available to them (Gilbert Neil and Harry Specht 1986, 5).

In addition, to social welfare policy there is theoretical framework presented by Hepworth and Larsen (1986). They presented a concise theoretical framework approach to micro practice or direct practice issues with clients. They indicated that a systematic eclectic approach is the most appropriate way to select an intervention modality to treat multi-problem families. They stated that the eclectic practitioner adheres exclusively to no single theory but rather selects models and theories that best match a given problem situation and accords highest priority to techniques that have been empirically demonstrated to be effective and efficient. It is also known as the ecological system model. The important criterions to this model are: (1) to consider the extent to which a given theory has been supported by empirical research; (2) if two interventions have been proven effective, the intervention that produces results with the least expenditure of time, money, and effort is the more efficient and is preferable to the other; (3) evaluating the value of a theory to the extent to which interventions and techniques under the theory are specifically delineated; (4) ethical implications, and (5) practitioner’s level of knowledge and skills with respect to given interventions (Gilbert Neil and Harry Specht 1986, 5-8).

Hepworth and Larsen provide several eclectic systems modalities as a means that practitioners could base their intervention strategies. Examples are as follows:
The Task-Centered System-rooted in empirical research, has broad utility for problems of living typically. It is characterized by time limits, explicit goals. It is cost effective and it assists clients to achieve goals;

- Cognitive Therapy- It is utilized to resolve problems that derive from people’s mistaken beliefs and patterns of thought that mediate dysfunctional emotional and behavioral patterns. It is effective in treating depressive states and serious thought disorder;

- Behavior Modification- It is used in assessing problems, identifies factors that stimulate and maintain dysfunctional behavior, formulate goals, contracts and has its base in empirical research.

- Client Center Therapy- Concentrates on empathy, unconditional positive regard, and congruence, nonjudgmental attitudes, respects the dignity and worth of the client. (Hepworth and Larsen, 1986, 6-10)

Individuals should contribute to their own well-being and to the social welfare of others in their immediate environments as well as the collective society. Transactions between individuals and others in their environment should enhance the dignity, individuality, and self-determination of everyone. People should be treated humanely and with justice. Despite the interest in public awareness of the problems over the last few decades the improvement on the part of the state in identifying and addressing, and effectively treating and preventing the unfairness for teachers that affect children remain inadequate.

Building on the theories that support development and learning when teachers struggle with education language and concepts and are confronted with questions about what should be done in education and childrearing, it needs to become substantive theory to resolve the substantive, normative questions. “The question is not a conceptual one, but one of educational practices that, when elucidated, deserves an ethical, normative
answer. To respond to these kinds of questions, philosophy of education requires a positive, constructive attempt to build a normative theory of educational practices” (Vandenberg 1990, 149-150).

Some principal views of theories by different authors that could help with understanding childrearing and the unfairness for teachers include:

**Attachment theory**

- Developed during the early 1950s as a response to the absence of a professional theory in relation to maternal deprivation, the World Health Organization was concerned about the life prospect of orphaned and instructionally reared children, but no clear theoretical principles existed to justify the concern.

- Attachment theory is paradoxical in several ways, and elements of it are counterintuitive (as with many scientific ideas). The first and most significant paradox is that attachment theory is separation, not bonding. This is not a difficult idea when it is realized that the ultimate purpose of early maternal bonds is to ensure that the person functions as a mature adult who is not reliant upon a care provider. The nature of this process and occurrence of key markers and milestones along its course is the central professional concern to teachers. According to this theory, teachers need to position themselves as key professionals concerned with the development of independence in children and a successful separation from mothering. This professional goal does not sit comfortably with the desire that some early years practitioners seem to have to be substitute mothers.

- The principal caregiver of a child can be its father or another male. The important factors seem to be frequently and quality of interaction, which places the theory firmly on nature side of the nature/nurture debate. (Ashley and Lee 2003, 51-53)

**Functional Theorists**

Functional theorists see inequality as inevitable, and education as playing a role in selecting and training people for unequal positions in society. The question is this: how
much inequality should be tolerated? Among the criticism of functional theory is the charge that, by assuming inequality, it assumes perpetuation of the status quo.

- Although the internal structure of the school system is our focus, we must keep in mind that the system is shaped and changed through interaction with the environment. Schools serve purposes for other organizations and institutions in society, and they cannot exist independently of other organizations. (Ballantine and Hammack 2009, 156)

- According to functionalist approach, the school system is composed of many distinct subsystems or parts, each with goals; together these parts make up functioning whole. If one of these parts experiences problems or breakdown or does not carry out its functions, other interdependent parts are affected. Each part is dependent on the others for smooth operation or the materials or resources it needs to function, and even for its existence. For functional theorists, addressing issues and problem helps keep the system in balance. (Ballantine and Hammack 2009, 158)

- Functionalists believe that schooling serves to reinforce the existing social and political order. Because they constitute the commonly held or conventional wisdom about schools…the three primary intellectual purposes of schools are (1) to assist students in the acquisition of cognitive skills (reading, mathematics, etc.) (2) To assist students in the acquisition of substantive knowledge. (3) To assist students in the acquisition of inquiry skills (evaluation, synthesis, etc. (Bennett and LeCompte 1990, 7)

- Conflict theorists disagree with the assumption that inequality is inevitable. They argue that it is perpetuated by those in power, the “haves.” We distinguish by status groups, with the dominant group controlling. Conflict theorists hold that education alone cannot solve the problem of inequality in society but that it will take a restructuring of the whole society to bring about change. (Ballantine and Hammack 2009, 108)

- For conflict theories, problems often reflect inequalities and goal differences between the interest of powerful members of society and those wanting change. (Ballantine and Hammack 2009, 158)
Conflict and Functional theorists

- Conflict and Functional theories hold that goals give direction to the school, helping it to function smoothly and to support the societal system.

- Conflict theorists argue that school goals reflect the dominant power groups in society, that they represent only one segment of society, and that they serve to perpetuate an unequal stratification system. School systems are often the center of political struggles for control of resources and ideas. (Ballantine and Hammack, 159)

Critical theorists

- Critical theorists and reproduction theorists interprets the purposes of schooling similarly. Both believe that schooling serves the interest of dominant classes. However, critical theorists point to a way out by placing a strong emphasis on the power of individuals to structure their own destiny and to ameliorate the oppressive nature of the institutions in which they live. In many ways, the focus which critical theorist place on the liberating, democratizing qualities of critical thinking resembles that John Dewey and other educational philosophers, who felt that an educated citizenry would facilitate the preservation of a democratic and egalitarian society. (Bennett and LeCompte 1990, 28)

Brief History of Some of the Challenges

Except for World War II, when women were needed to work in factories, previous generations encouraged women to stay at home and rear their children. The Donna Reed generation played superwoman in the home and community, but their chief identity was usually a reflection of the support they provided their husbands. Many of the relatively small number of women, who did enter professions, remained single or childless (Swiss and Walker 1993, 49). The inducements to stay at home and focus on the family were out of sync with reality.
Today’s generation of mothers in the professions, the achievers, are speaking out about the tensions between their maternal and professional roles. Their voices are stronger because of their confidence in their abilities and because of new strains in feminist thought that urge women not to neglect personal fulfillment and maternal feelings (Swiss and Walker 1993, 51).

Bennett and LeCompte state: Typically, then there is a strong presumption about the history of the teaching profession in American’s society. This is especially so where teaching profession being chosen by more women today more so than men. The great influx of women in teaching really began after the American Civil War. The expansion of provisions for universal elementary schooling and the complete lack of schools for Blacks in the South coupled with northerners’ distrust of naïve southern teachers during Reconstruction, created a great demand for teachers, which could not be filled by available pool of willing males. (Bennett and LeCompte 1990, 127)

The assumptions do not cause for a fair explanation for the influx of women teachers today. The rationale behind this assumption is clearly outlined for the most part in Kathleen Bennett, and Margaret LeCompte’s view of the history of the teaching profession. According to this view teaching has always been looked down on as a profession of low prestige in society, limiting women and men, the dominant being women. On this view it is never justified to constrain to engage in harmful behavior and restrict an individual’s profession, and their liberty in order to be promoted and give advancement to one group more than the other. Not only was women’s worth devalued, but their labor was devalued during the rise of the feminization of teaching. Madeline Grumet views based on writings of Beecher wrote, “Women can afford to teach for one half, or even less the salary which men would ask because the female teacher has
only herself; she does not look forward to the duty of supporting a family…nor has she the ambition to amass a fortune” (Grumet 1988, 39).

In this sense where people are considered more capable than others because of gender and not in their own interests or education and ability, the unfairness affecting them can prevent them from pursuing their interests of work.

Bennett and LeCompte, state: While teaching has seldom been a field chosen by those in search of great fortunes, and its status as a career has often mutually reflected the social esteem of those individuals who choose it, it has not always been considered women’s work. Until the middle of the nineteenth century, all formal education was directed primarily at male students, especially at the secondary level. For the most part, girls who were educated came from well-to-do families and were tutored in their homes. All teachers, and administrators, whether their students were male or female, were men. (Bennett and Margaret LeCompte 1990, 125)

Entry of women in childrearing jobs brought about many changes to society. By the 1920, women constituted about eighty percent of all teachers in the United States and to this day women dominate the profession, especially in the elementary grades (Apple 1986). As noted, the entry of teachers into teaching jobs in the last several decades have seen a dramatic turn in childrearing jobs, and the emergence of what has been described as the new gender hierarchy of female teachers. Although liberating, it puts a strain on many teachers’ childrearing responsibilities at home.

Based on writings of Simpson and Simpson 1969, Bennett and Margaret LeCompte 1990 state: The events of the nineteenth century established many of the patterns which characterize teaching today, the most important of which was the feminization of the teaching profession. Entering the twentieth century it was a work force dominated by women, it was governed by men, who held virtually all of the administrative positions available. This situation still prevails; it is used as an explanation for the lack of autonomy, weak career commitment, and low professional status characteristic of teachers (Bennett and Margaret LeCompte 1990, 96-127).
This shift marks something great for women and a return of men to other duties of the past. This transition, however, was new and different and at the time exciting for many women. It gave them choices and was similar to their work in the home. That latter proved to be an area singling men out of early childrearing jobs. In certain key respects to these earlier forms of teaching, the signals that it sent men changed from what may be termed “women rearing young children a larger portion of the time.

One main difference with the change between men teachers leaving teaching jobs and more women taking on the teaching jobs was the liberation that it gave to women and men. Women were able to work outside the home and men could chose other professions and not tolerate the low wages.

First, the old way of childrearing in the home restricted women from access to jobs and education outside the home. It did not seek to shut women out of jobs but, rather used it as ways to encourage women to do domestic childrearing; that is, it ensured men’s positions and higher hierarchal status in society as they were already considered heads of the households by traditional standards and beliefs. The most familiar example is men worked outside the home when women could not.

Secondly, traditional ways of raising children became driven by the extended family, churches, and organizations that shared some responsibilities with the families. That sought to empower poor people and provided moral support to those in need. Childrearing formally a domestic job for women became mostly institutionalized, under government rule, or privately run. It involved more supervision by teachers in the school due to the long hours children are cared for away from home. Old and new ways of
thinking about childrearing policies can be contrasted with what may have encouraged the institutions’ arrangement for the later part of the shift. More so, under the traditional approach, childcare was provided on the basis of class, and adults could choose their own path.

Thirdly, another main point that was obvious to the shift in the history of teaching that even though teachers did not necessarily want to risk not having a fair living wage, missing out on better paid professions and possible advancement in a better job market was a greater concern. With much skepticism, teaching sparked new interests for men and women. It brought about many changes. High levels of turnover, always a familiar problem in teaching, were institutionalized in the nineteenth century by a profession which failed to pay men a living wage, and which, though designed to attract women, required them to leave their jobs upon marriage….This is also true for today’s teaching profession with high turnover cause by some of the same unfairness teachers face. The lack of proportionate wages continues to be problem for teachers who want to stay in the teaching profession (Lortie 1973, 488).

In the first instance, teaching may be a profession individuals choose for reasons other than their passion to teach. But regardless of their choice of profession, teachers should not feel obligated to work in conditions that avoid proportionate pay for services. If the state wishes to avoid the high turnover of teachers due to the wage issue, then it can do so by widening the definition of teaching and address the unfairness associated with the turnover. For example, it argues equal employment for women and men. Then prohibiting this act is also unjustified. The state can also avoid stereotypes and gender
biases against women and men for not just equal pay for men and women who teach in childrearing jobs, but also for better wages for teachers across the board.

Thus, in reference to childrearing and unfairness for teachers limiting children served by restricting teachers carries a number of problems that cause disadvantages to families and society in general. Without confronting the challenges the country was faced with then and continues to struggle with today, it makes it more challenging not just for teachers but all citizens. To confront the issues there needs to be better interventions to improve conditions for teachers. That would encourage male teachers to stay and teach in childrearing jobs. The history of school and its initial intention to educate the young has been transformed to view school as an all-purpose childcare institution and a place where children spend a great portion of their day. As the care and required supervision and the functions of schools grew, it became more acceptable for teachers and administrators to share with families the responsibility for health and overall development of the young. The responsibilities of schools actual or hoped for have continued to grow outside formal training and sometimes absorb more responsibilities of the broader community. Many teachers take on more responsibilities of the overall rearing and cultural influence of the young child (Bennett and LeCompte 1990, 43-44).
CHAPTER 2

ADVANTAGES AND DISADVANTAGES OF DYNAMIC SHIFT FOR TEACHERS

The information in chapter two includes (1) Advantages and disadvantages of the dynamic shift for teachers (2) Early views on childrearing (3) Historical Influences of the advantages and disadvantages (4) Advantages and disadvantages of teachers’ decisions (5) Work and home.

Some of the advantages and disadvantages that highlight the dynamic of the historical shift for teachers that Bennett and LeCompte noted are as follows:

- By the end of the 1600s’ women were beginning to enter the teaching profession, although not as teachers in formal educational instructions. Dame schools, taught by a woman in her home for children in the neighborhood, became a common way for children to learn the ABC’s and the catechism. The English Poor Laws’ objective was to insure that the children of the poor would not become public charges. It facilitated the education of orphans and girls from poor but respectable families to be governesses and tutors in the home of well-to-do families, since, if unmarried, they would have no other respectable means of support. (Bennett and LeCompte 1990, 126)

- Education was differentiated by social class. The young children of the rich were educated at home, dominated by study of the classics, Latin and Greek. Female teachers were restricted to teaching at home, in the dame schools or in the homes of the wealthy. Children of the poor received an education oriented to social control—sufficient literacy to understand the laws and contracts, which governed their public life and labor and the doctrines of the church. (Bennett and LeCompte 1990, 127)

- Within American society, certain groups of people are perceived to be different from “mainstream” or the dominant Anglo-American because of their affiliations with a particular cultural group…culture as a way of life shared by a group of people. (Bennett and LeCompte 1990, 200)

- The influence of culture capital is especially pronounced in the first years of schooling when the understanding and use of language by student is a major point of leverage in assessments made by teachers. (Bennett and LeCompte 1990, 17)
Early View of Childrearing

Childrearing while traditional has contemporary views of rearing young children. Men were previously recognized in the teaching profession. As men transitioned into different professions, women became dominant in early childrearing jobs, a more productive and lucrative kind of work that had less inconvenience for them than men. Teachers, as part of the domestic labor foundation, established a nurturing attitude toward children. When men were leaving teaching jobs many women were hired because they were willing to work for less than men. In the teaching profession today teachers contribute to a large portion of American’s work force, and they hold more of the jobs in their profession than in other professions. They have invested in the educational structure of the American economy that counts on teachers to work these jobs, “Approximately 3.8 Americans are employed as professional educators in American public primary and secondary schools, or about four percent of the U.S work force” (Ballantine and Hammack 2009,199).

Out of this revolving economy, many groups developed segregated social classification and systems which still hinder social advancement for many groups. Researchers and authors, Ballantine and Hammack, describe the social classification as questionable representation of males and females. In elementary schools, eighty-five percent of teachers are females and fifteen percent are male. In high school, forty-six percent are male and fifty-four percent female. Eighty to ninety percent of primary school teachers have been female since the early 1900s. The figure for secondary school female teachers has fluctuated from forty-seven to sixty-five percent in the same period. Overall,
about three quarters of the public school teachers are females. “Males predominate as school administrators and superintendents” (Ballantine and Hammack 2009, 203).

It is very obvious that social class, as a representation of the two groups, is prevalent when male supervision and administrative duties in the schools are imbalanced. More males are doing supervisory and administrative duties and the majority of the staff are comprised of women. The schools use systems of men leaders as the authority figures who with more education are the dominant group.

While some teaching challenges prohibited women from taking on higher positions, the contrary prevailed as men usually applied for higher positions. In addition, to women being discouraged from certain teaching positions or denied higher positions, strict job descriptions and less education, and work overload became challenges along with the teachers’ struggles to maintain their families. Many felt unaccomplished and guilty for the choices they made. Even though teachers struggle with high degrees of unfairness and sense they are treated as second-class citizens, many don’t seek to examine their rights and status under the Labor Law and Teachers’ Union. Many wait to secure an administrative position by spending more years in the classrooms or some venture into other professions.

The overworked, underpaid, and dual roles of women are at the root of unfairness for teachers. As women gained more opportunities, they were criticized for working long hours outside the home. Even with women choosing work in childrearing jobs, the negative bashing continued that led to the country’s split on gender ideology against women wanting to have equal power as men. Even as the country began to acknowledge
women, they were still more or less recognized as domestic workers. Women served as the dominant role for young children because of their positions. Women may increase their educational potential and earn a degree in larger numbers than men, yet they do not always receive the respect for intellectual achievements (Ballantine and Hammack 2009, 114). Even as things began to change and the roles for women and men were being unified, the tendency for biases, traditional and social order and political structures continues to reach an unbearable peak for many seeking alternative jobs.

A lot of issues have been addressed for women since the voting rights, but little has changed. According to Ballantine and Hammack, “Occupational ranking has in general changed little since the 1920, when data began to be collected. Nevertheless, teaching is still one of the higher prestige occupations readily available to women” (Ballantine and Hammack 2009, 186). Even with liberation of women, the excitement is still not what many hoped for (a sense of virtue and complete human dignity).

Yet, it still continues to be challenging for women in many ways. The continued struggles for women to catch up with their male counterpart and fulfill their roles based on traditional standards and downfalls in political leadership, creates vicious cycles. The struggle tends to repeat itself; it proves to be unbalanced and not representative of all groups of people with women and children being less represented. Although, women were given more rights and men given more job options, there remains a major disconnect, a mental enslavement to domestic roles.

One of the main points made by Bennett and LeCompte is that status and work ethics were very different than today’s teaching era. Although, not very high levels of
education were required, many women were educated on a higher level. Teaching also acquired low status because, in an era which valued hard manual labor, teaching was defined as “easy.” It did not require the fully physical efforts of an adult. Nor was teaching judged mentally taxing since teachers qualified for their profession by attaining only the level of education immediately higher than their own. Thus, elementary teachers typically were women, who had attended, or even graduated from a high school or normal school (Bennett and LeCompte 1990, 127-128). From a teacher’s assistant to a director, teachers working childrearing jobs are still bear the negative experiences of stereotypes and stigma like early images of teachers, that resulting in many challenges and many setbacks.

The social ill caused to teachers in early childrearing jobs and their response to the unfair treatment show a high percentage of teachers with minimal education experiences and lower educational status, lower-class teachers of ethnic background and even teachers who have been in the field for five or less years. Many teachers leave after several years, but many that stay do little about the discrimination. They tend to think that their voice will not be heard. “Conflict theory argues that minority views are not proportionally represented or influential in school decision making” Ballantine and Hammack 2009, 188).

On the other hand, there are teachers from the upper class schools that have been in the field fewer or the same amount of years who tend to have more education experiences and higher degrees. Ballantine and Hammack, based on discoveries of Neo-Marxists, Samuel Bowls and Herbert Gintis, argue that schools serve the interests of
those who dominate the economy in a capitalist system (Ballantine and Hammack 2009, 188). The socio economics and disparities for teachers should be more closely assessed and adjusted by government agencies and programs that certify schools under the accreditation licensing agreements. This should result in more equitable pay for women like their male counterpart. Although, these alone wouldn’t address discrepancies that exist in wages, there are difficulties if the overall society doesn’t embrace the value of a more equitable early childcare system.

On the downside, if teachers in the systems mistrust the motivation of institution administrators to foster fair wages, more equitable distribution of funds to the children and don’t provide the support needed for it to develop, they probably won’t give teaching their best. Furthermore the lack of synergy among disputing organizations to cooperate and grow together continues a system of dysfunctional stereotypes and doesn’t facilitate the communal effort necessary for progress. The system needs an agreement where they collaborate with other secondary organizations that also provide childcare services that complement each other i.e.; churches, community based organizations etc. that can help create harmony and balance in the system.

Like large hospitals, governmental agencies, factories and other institutions, schools developed and changed in response to those priorities in ways that parallel changes in their parent society. Because schools and other institutions do not exist in isolation, their operation cannot be understood without considering the social and historical context in which they have developed. Their history and physical arrangements, as well the characteristics of the people within them, shape how people behave within them and the way their participants feel about themselves and others. (Bennett Kathleen and LeCompte Margaret 1990, 37) The continuous power struggle by all these groups for greater shares of production without a coordinated strategy will undoubtedly produce more and more
disconnect between teachers, the schools and organizations, and community groups. The issues being addressed to meet the needs of teachers and children need to be addressed in a collective strategy. That will create the trust and balance necessary for an improved social environment. This collective strategy could encourage what teachers give and the fair treatment they hope to receive. Schools are not very different to agencies or organizations managed by groups similar to those in teaching. Schools are a special kind of organization. While they share similarities with other organizations, such as factories, prisons and social service agencies with which they often are compared, other characteristics conspire to make them unique. These unique characteristics include the particular historical, cultural and economic context in which they developed and the type, specify and number of their goals. Schools also are unique in the variety of ways people can participate in them, and their multiple lies of power and control (Bennett Kathleen and LeCompte Margaret 1990, 37).

**Historical Influence, Advantages and Disadvantages**

The realities of the historical influence of teachers on the very young child are heightened by the culture of women from historical times to the twenty first century; social inequalities and political issues also become obvious. A cycle of severe unfairness and bias problems between the rural and urban sectors of the school districts became obvious, as well. In addition, these issues exist as a direct correlation between those socio-political mechanisms and teacher sustainability in which teachers want to go into childrearing jobs but it looked unpromising. As society continues to evolve, interest for teachers now have also decreased. Bennett and LeCompte, based on writings of Simpson
and Simpson 1969, Pavalko 1970, and Eisenhart Holland 1988). “Whether they are male or female, teachers are likely to have selected teaching as a second choice. The decision to teach is often late in the college program, as students find they lack the ability or financial and familiar support to pursue a preferred career of choice” (Bennett and LeCompte 1990, 129-130).

The unpromising cycle contributing to more socio-economic barriers for teachers in childrearing jobs (i.e.: lack of higher education, unemployment, corrupt school systems and uneven number of men and women teachers) stops the upward movement of young teachers and new teachers on the economic ladder. The major problem that exists in childrearing jobs is not just the lack of money to pay teachers better salaries, but rather the emphasis placed on making the monies and resources available for teachers in which the supply of money is evenly distributed.

In addition to uneven distribution of money supply, student/teacher ratio for very young children and teachers’ recognition are not observed in the lower age childcare jobs in lower socio-economic areas. To be more specific, the dominant class and the wealthier school districts have well-paid teachers, adequate funding, and a less stressful work environment with more resources available to teachers and children. However, there are more problems for teachers and schools to contend with according to Jeanne Ballantine and Floyd Hammack, based on writings of the Education Commission of States, Draft Report, and 1999a. The most troublesome issues facing board members are state and federal mandates and money issues; for example, funds may be needed to renovate facilities, as well as aftercare-school programs. “No Child Left Behind” mandates that
local schools initiate programs, but provide no funding initiatives. In addition, boards may become mired in controversial issues requiring funding that prevent them from dealing with long-term planning and policies issues. Some educational analysts feel boards have too much power considering their limited expertise, and propose a more limited role for local school boards. Some reports have even suggested that state boards of education should take on more responsibility for local decisions (Ballantine and Hammack 2009, 189).

The government has consistently ignored the dynamics of the class struggle for teachers in childrearing jobs. Rather than acting on behalf of all the teachers as a mediator to stabilize the situation and reverse the destructive patterns in childrearing jobs and in education, the system allows teachers to be treated unfairly. There is not enough being done to accommodate teachers being dismissed from the teaching jobs or teachers who are actively providing proper services to families. Further, the salaries for teachers in childrearing jobs are of no comparison to other teachers in higher-grade levels. There is a lack of resources available to them. This unfairness is creating a major struggle among different schools to maintain their own resources. This leads to the question, of whether any teacher is more valued than the other. Ballantine and Hammack state, “How value to society” is measured, of course, is not self-evident. Is a first grade teacher less valuable to society than a center playing for a team in the National Baseball Association? Certainly, if we look at their salary or at their prestige among others citizens, there is little question. Is market value the same as value to society? Can value be manipulated or is it somehow “naturally” determined (Ballantine and Hammack 2009, 82)? Furthermore, the pathway
of opportunity remains cluttered for teachers who want to do more. They go above and beyond the call of duty, yet they find more roadblocks and not a clear path that is open to them.

**Advantages and Disadvantages of Teachers’ Decisions**

In spite of teachers having to make other decisions about their own well-being even though some proper compensation and fairness should be awarded to teachers, the real challenge rests on existing issues of rearing young children: it is a woman’s job. Childrearing jobs were the most recognizable jobs for women at the turn of the century. As the work load at home intensified and the job market provided opportunities for women to work outside the home, men who worked as teachers in childrearing jobs showed a decline. Impressed with the new status, women became acclimated into the society of working class. Women could hold positions in the work place, where in the past they were not given fair opportunities. Yet, this still exists. Ballantine and Hammack confirm that “The positions that individuals hold in the societal and educational systems are influenced by their race, sex, cultural background, and social class. These background factors affect the stratification within an educational system in society as a whole; the dynamic of systems cannot be understood without regard for such factors” (Ballantine and Hammack 2009, 109).

Labor and working-class historians have underlined the unequal impact of labor changes on working mothers. Many working mothers are caught between different emotions that affect their job satisfaction or a career. They may exhibit what one author refers to as “role overload.” She asks, “What happens to professional women when
career and children are not a perfect fit? Signs of role overload appear: guilt, stress, fatigue, questions about competence, and professional burnout. Guilt can strike mothers at work and at home: guilt for leaving the office early to attend a soccer game, regrets for delegating the care of a sick child to someone the child barely knows, worrying at the office while trying to create “quality time” with her children” (Swiss and Walker, 1993, 40-41).

In neither role do women have a sense of a job well done. That creates frustration as they realize that their husbands, as fathers and professionals, suffer no such conflict and few challenges to their chosen path. Because the roles of working mothers have exceeded that of fathers for many generations, women have been inspired (and often required) to go beyond the call duty for their families. In part because of social and cultural norms, women have done most of the accommodating in terms of time, energy, and personal sacrifice. Ironically, they have still not reached true integration in the work place. A final but essential ingredient is the mythic super mom, and by extension superwoman who perpetuates this idea that the work-home balance is more achievable and easily accomplished.

Work outside the home gave women a sense of freedom and power to choose their own path. Childrearing jobs kept them connected to children and domestic work even away from home, as they felt more inclined to do it in the home. The heightened demands for childcare led to a reduction in the number of men who work as teachers and more women took on dual responsibilities when the job market shifted in the recent years.
This shift contributed to the gender turnover, but also resulted in little acknowledgement for women who felt overworked because of their dual responsibilities and unfairness they faced as teachers. The high turnover of teachers still continues today. A sample of staff turnover for adults who work in childcare reflects that there is a need for fair treatment for teachers. The high turnover rates are stated by Phillips and Shankoff as follows:

Stable care providers are rare, however. Turnover rates among them (including those who change settings as those who leave the field) are among the highest of any profession that is tracked by U.S. Department of Labor (U.S. Bureau of Labor Statistics, 1998), hovering at 30 percent per year. By comparison, 6.6 percent for public school teachers and 21 percent of home health aides leave their jobs each year. Multisite, observational studies of childcare centers have reported turnover rates in the 1990s ranging from over 40 percent (Whitebook et al., 1990, 1997) to 25 percent (Phillis et al., 1994). In 1977, the annual turnover rate among center-based providers in these same sites was 15 percent (Coelen et al.,1979).The authors of a multisite study of home-based providers (Kontos et al., 1995) reported that 30 percent of care arrangements provided by relatives were no longer available after a year, 25 percent of unregulated family day care providers had gone out of business, and 8 percent of regulated family day care providers were no longer operating (Phillips and Shonkoff 2000, 315-316).

**Work and Home**

In addition to the quality of work, women wanted to focus on making time to pursue other goals. One mother discusses her reasons for choosing part time work:

> Is it possible to nurture both a career and a family without sacrificing one for the other? Is it worth the struggle? My answer to both questions will be yes. I devote five-six hours a day to my writing and the remainder of my work time to spend with my children. I worked hard to create this. But my primary motivation in reducing my workday was to give myself more personal time. I had been on the staff of major news magazine where the hours were long and the pressure intense. I want to get off the treadmill and focus more on the quality of the work I produce rather than the quantity (Canape 1990, 2).
Mothers throughout the United States in a variety of professions have struggled when attempting to balance with varying degree of success home and work. When comparing mothers that work full time and part time with mothers who stay at home, the part-time mothers seemed most content with their a lot. Charlene Canape continues, “My time away from home and my child helps me to see myself as a professional, and I become refreshed” (Canape 1990, 3).

The fight to gain balance between work and home can seem endless and overwhelming to most working mothers and their families. Many professional women are still being made to pay for their choice to become mothers, even if they also choose to maintain their high degree of dedication to their careers. They are left to wonder if they alone are responsible for failing to find a comfortable way to balance their commitment to their careers and their love for their children (Swiss and Walker 1993, 44).

This domestic vulnerability influences three important factors of childrearing within society: low salary/wage, long work hours, and primarily more women working in childrearing jobs than men. Many females are teachers and more men are school principals, directors and heads of administration. The pay scale for teachers in early childrearing jobs is evidence of the highly inadequate and deteriorating success for teachers and families in America. The pay scales are low and need to increase. Teachers who work long hours in crowded schools burnout, have low motivation, and lack enthusiasm in the public and private school systems. Some of these teachers have no degree or proper training to teach in today’s school systems. Sometimes they receive a
lot of unfair treatment, because they are not properly trained when they are hired. Many are not given the proper support to further their education.

Samples of pay for wage earnings of adults who work in childcare reflect the need for pay increases as stated by Phillips and Shonkoff:

Including provider wages and benefits have been included in studies of childcare quality. This research has revealed strong relationship, comparable to those found for training and ratios, between staff wages and childcare quality in both center-based and family day care arrangements Cot Quality and Outcomes Study Team, 1995: Helburn, 1995: Kontos et al., 1995; Phillips et. al., 1991, in press; Scarr et. al. 1994; Whitebook et. al. 1997. Wages are also the primary, although not the only, determinant of staff turnover; when wages are increased, turnover declines Whitebook and Bellm, 1999; Whitebook et al., 1997. In light of this evidence, it is of concern that the average hourly wages of childcare workers is $6.12 and that of family child care providers is $3.37 (U.S. Bureau of Labor Statistics, 1996). This is less than the hourly wage of parking lot attendants ($6.38) and bus drivers $11.56 and substantially below the wages of kindergarten teachers ($19.16).

Wages are not only low, but they have also not kept pace with inflation, and they often do not reflect the educational levels of child care providers. For example, in 1988, childcare teachers in National Child Care Staffing Study with the some college education earned an average of $9,293 per year compared with the average wage of $19,369 for women with some college education in the civilian labor force (Phillips and Shonkoff 2000, 317).

Based on those three factors presented, childrearing work conditions present unfairness for teachers, overall. Firstly, is the idea that childrearing is a women’s work, but has not always been the case. It is the social culture for gender bias. This ideology started as a problematic from the transition of men moving out of teaching jobs and stood as the foundation for a debate that discourage men who may have a desire to work in childrearing jobs today. Secondly, is the low pay salary/wage teachers are paid. It is viewed as women’s’ work, nurturing domestic work, in nature. Female teachers prefer to work childrearing jobs as it is similar to work that they do in the home. Lastly, it is the overwhelming number of teachers who are women in childrearing jobs. The numbers of
women who stay employed in teaching positions for very long are sometimes paid less than their male counterparts with the same degrees and years of experiences. The men tend to be promoted to higher positions in a much shorter time than females. The low salary, long work hours and lack of promotion and a major setback for many teachers who have invested time and energy in teaching and even prior to employment have worked very hard and continue to stay current in their training and pursuit of education. Some teachers wait a long time for a promotion in that a job proves to be too much stress with many long uncompensated hours away from their family that poses a danger to their childbearing years, especially during pregnancy, and provokes medical concerns they may face during their career. This also contributes to teachers being more vulnerable and unable to be promoted. They settle for the teacher’s assistance or teacher’s position instead of higher positions that men tend to fill.

Thus, the high turnover of teachers continues. This threatens not only women and men in corporate America, but teachers in all grade levels. Many fear that they will not get a pay raise or have health care by the end of the school year.

On the other hand some teachers want to be acknowledged for their hard work and provide a better work environment with the children that could help them be more effective in their teaching. Most importantly, some teachers are fearful of losing their job and endure many years of frustration. More so, when it comes to transmitting information and receiving better treatment and getting in sync with the issues surrounding childrearing jobs, they deal with issues that tend to arise even when there are better job markets. This accumulation of stress and layers of unfair treatment over the years have a
propensity to bear down on their enthusiasm, and self-worth and identity, and may
decrease their ability to make healthier choices for themselves, the children they care for
along with their families.

Many issues surrounding childrearing jobs make women emotional and they feel
guilty and the issues are difficult for many to address. Often times women teachers, and
women are told they are too emotional, or fear being asked to resign or demoted. Men
are known to show fewer emotions or no emotions at all and are often treated with more
respect than women. Again, this is one more reason why women stay stuck and do not
address their unfairness. They fear what society may think of them and it makes them
look less powerful when they are not successful with their requests.

While the outcome for many teachers falls within idea that they want to balance
and juggle work and family, even with the hindrances, some teachers are taking a stand to
address the issues around childrearing jobs, to change the historical connotation of
women rearing young children and encourage more men to get involved with the
challenges. Some critics have discouraged males from working in early childrearing jobs
because of the possible risks and allegations brought against male teachers in the past.
They see it not as a fit. It may put them at risk than an advantage.

However, working in any environment carries some risks and on some jobs more
risks than others. That is why there are laws in place to protect human rights, whether it is
working in childrearing jobs or in corporate America. The best decision for children is
still yet to be made and facilitated. Both men and women working with very young
children allow opportunities for diversity and the lessening of gender biases and
stereotypes which weaken children’s images about gender roles in the home in the school and communities.

The positive impacts and the willingness from males to work in childrearing jobs can encourage the possibilities for the increase of males in childrearing jobs over all. Even if there isn’t more support from the state, teachers and parents, still need to stress the importance of males’ participation in the classrooms and to seek more help with childrearing jobs from those who are willing to help carry out adult responsibilities for the children and the community.

Whatever the dilemma for fewer men working in the classrooms, the teacher knows that this is not the only problem, but it is a big part of the unfairness to be fixed. Possibly it could help to fix the other problems linked to childrearing jobs and the unfairness that all teachers are challenged with? Teachers in childrearing jobs have not only an overload, but also historical overload of gender biases, social challenges, and unfairness for teachers.

Though work and motherhood are a challenge, the obvious benefits of the labor market cannot be overstated. Work can provide income, status, a sense of identity outside of the domestic sphere, and challenging tasks or responsibilities. A woman gets much psychic satisfaction by having a job or a career that she loves and one in which she contributes professionally. Job satisfaction plays a very important part in a working mother’s attitude toward her work. It is important that a woman like her job. When she enjoys herself at work, she will be more relaxed when she comes home to spend time
with her children. Also she will find it less traumatic to leave them when she is working a job she loves (Canape 1990, 5).

Again, salary is one of the psychic satisfactions that affects working mothers’ overall attitude toward the jobs. A larger salary is bound to make a difference to women and their families. She will be able to afford quality childcare thus relieving the stress experienced by many working mothers. From the professional point of view, her salary sends a message to professional employers: “I am paid more and I’m worth it,” No doubt, being able to cite her compensation in any job interview will better position her for salary negotiations” (Canape 1990, 5).

The many challenges that parents face when providing for a child’s basic needs coupled with financial burdens can easily add to the already existing challenges. Low wages hamper parental efforts to provide adequate maternal resources for their children. It produces feelings of distress that affect the parent-child interaction. The greater compression of paid working women into a more limited number of occupations and a limited range of wage levels, as well as the normative definition of wives’ earnings as secondary, makes it likely that any variation in a mother’s wages will be less consequential to family economics than fathers’ earnings, at least among married mothers (Parcel and Menaghan 1994, 17).

Beyond the psychological perks, a woman also takes a financial risk when she leaves her job. Many families need two incomes to support a comfortable standard of living. Single mothers often provide the only financial support for their children. Even when a mother’s salary is not necessary for survival, it might be essential to pay for extra
vacations, summer camp, music lessons, and private school. So how do working mothers cope?

Another psychic satisfaction for working mothers is status. “The status of a job is what is displayed to the public. Status can be superficial (a fancy office or title, for example) or real (access to top decision makers or large support staff). The status of a job is important for several reasons. To a great extent, it governs people’s reactions. As a vice president of XYZ Company, for example, a woman will make important connections that may pay off in the future when she is looking to change jobs. In the long term, the status elements can improve her resume. A part-time or full time job can meet all three S’s. However, even if a job only meets two S’s or one S (satisfaction, salary or status), it can still enhance a woman’s credentials depending on how it is presented. A job that fails to meet any of the S’s is truly a job where a woman shall accomplish little. This kind of job will discourage her from getting back on the career track. She might as well drop out totally for several years rather than work at a low paying, no-status job that she hates” (Canape 1990, 5-6).

Outward status is intimately connected to a sense of personal competence. Unlike the domestic arena, where a great deal of work is invisible, the formal labor market can provide clear structure, opportunities for praise, rewards, and advancement. Praise and rewards in the domestic arena can be limited to special occasions such as birthdays and Mother’s Day, with the daily task of mothering taken for granted.

Generally, job satisfaction is a result of the individual’s perception of what is expected and what is received from different facets of the work situation. The closer the
expectation is to what is actually received, the greater the job satisfaction. Job satisfaction
sometimes refers to a person’s feelings toward specific dimensions of the work
environment (facet satisfaction). These environments refer to such things as pay, benefits,
promotional opportunities, work conditions, supervision, the work itself, co-workers and
organizational structure. As everyone knows who has ever held a job it is quite possible
to be satisfied with some dimensions and dissatisfied with others. Global satisfaction,
then, really amounts to a feeling toward all these various facets of the work environment.
If the individual feels good about his or her job in the global sense, that individual
probably does have job satisfaction (Milbourn 1980, 70-71).

Many working women value traditional family values that were culturally
engraved in the morals that their mothers instilled in them. Their comfort and confidence
as working women who take care of the family are fortified by their family background
and culture. However, they question the unspoken assumption possible to be a super
mom. “For many women, profession and family are pitted against one another on a high-
stake collision course. Women’s values are stacked against the tradition of their
professions. In the home, women struggle to figure out how a dual-career marriage
should work. Role conflicts for women reach far beyond the fundamentals of the
work/family dilemma to encompass a whole constellation of fiercely competing
priorities” (Swiss and Walker 1993, 1).
CHAPTER 3

IMPLICATION AND RECOMMENDATIONS

The information in this chapter presents implications and recommendations concerning the need to further research early childrearing jobs and their unfairness for teachers. The outline is as follows: 1) implications and recommendations, 2) teachers have to speak up, 3) professional development, 4) network and advocacy 5) recruitment and teambuilding 6) teachers’ roles in childrearing practices, 7) case study (the fictional good old days), 8) survey questionnaire 9) advocacy workshop for young children, and 10) summary and conclusion.

Teachers in childrearing jobs must receive optimal care and recognition regarding appropriate childrearing practices and, recognize the unfair results to teachers. The needs of teachers and children must be met in order to develop healthier lives and better learning and work environments. The environment should foster children’s learning abilities for appropriate cognitive skills, behavioral learning and an overall better system for growth and development. Teachers, the social welfare system, the political arena and society must be able to recognize, and understand how to address these basic issues to help meet teachers and children needs. According to Theodore Stein, “The federal and state role in social welfare policy is child welfare programs operated within a legal framework that is comprised of (1) federal and state statues that authorize programs, provide funds for programs operation, set requirements for clients eligibility, specify benefits, and designate the institutions that are responsible for programs administration; (2) regulations that give direction to program managers and service providers by
establishing standard for program operation; and (3) court decisions that interpret legislation and define client rights” (Stein 1991, 14).

The theoretical framework will be based on Elizabeth Huttman’s Frame for Policy. Huttman lists eight essential factors which comprise an adequate model for analysis: (1) assessing unmet needs; (2) identification of goals and outcomes of the policy; (3) policy implication strategies in terms of eligibility requirements, types of assistance given, and type of organization and staff utilized; (4) science basis for policy; (5) values embodied in the policy; (6) power basis for the support for this policy; (7) resource scarcity of policy funding; and (8) cost and benefits related to the policy (Huttman’s 1981, 1-2).

Childrearing and the unfairness for teachers is a topic of great significance and needs to be address and more openly. To bring some awareness to the unfairness and provide recommendations are of great significance to the broader community. To address some of the issues, this thesis arises out of the observations and concerns of childrearing jobs and unfairness for teachers for the purpose to study and bring awareness to childrearing jobs. It aims to explore, from several disciplinary perspectives of learning, how the many challenges in childrearing result in a lot of unfairness to teachers. To achieve consensus on the aim and implementations to bring awareness, it may be advisable that authorities develop and share best practices on the factors, exchange information, and show observable documentation on current issues and plans. This thesis endeavors to discover what childrearing in the twenty-first century might look like for families. Further, it aims to show that it is necessary to recognize some of the factors, advantages and disadvantages associated with the unfairness that are key issues for
teachers and debates and matters of concern for the future of American society. This form of structured dialogue with cooperation represents the most symbolic, as well as promising, initiative undertaken so far. It carries the potential to bring awareness of the community to childrearing practices and how to raise children with appropriate developmental skills.

The information, therefore, is an attempt to set out some initial markers of current thinking on this subject and to point toward areas of implementation and make suggestions for recommendations to help teachers continue optimal care and learning experiences in healthier ways and to include more males to work with young children. According to Penelope Leach, “More males, better yet fathers’ involvement with young children helps their development and educational attainment in life. The outcomes that go with fathers’ involvement last all through childhood. It includes higher attainment, better social and emotional adjustment, and less antisocial behaviors such as truancy or crime. It has been known for many years that parental participation in children’s education boosts their learning, but it has only recently become clear that when both parents involved themselves, the double dose of parental influence can be doubly powerful. When fathers, in particular, show greater interests in their children’s education and confidently convey high expectations, children have higher expectations of their own progress, enjoy and behave better in school, and have higher scores on test and examinations” (Leach 2009, 113-114).
Teachers have to Speak Up

Teachers who are paid to safeguard the ideological doctrine system have little interest in or incentive to teach students the Pledge of Allegiance, the legalization of slavery, the denial of women’s rights, the near-genocide of Native Americans, or the contemporary discriminatory practices against people who, by virtue of their race, ethnicity, or gender, are not treated with dignity and respect called for in the Pledge (Chomsky 2000, 6). These incidents may belong to early historical periods, but for the most part there are still many tendencies to commit unwarranted treatment against other groups of people.

Women and teachers have to be taught to stand up for changes they prefer and not just rely on others to make it happen. Early activists from the early nineteenth century to the nineteen-fifties were vigorous and outspoken particularly working-class women and men. This same enthusiasm should be the focal point for the working class today. “Teachers need to reject becoming prey to the status of “commissars.” They should become real intellectuals who “have the obligation to serve and tell the truth about things that are important, things that matter.” As Chomsky so accurately stated, “This point is not lost on Western intellectuals, who have no problem applying elementary moral principles in case that involves official enemies….As real intellectuals, teachers need to appropriate a language of critique so as to denounce the hypocrisy, the social injustices, and the human misery” (Chomsky 2000, 12).

In spite of Chomsky’s views that women should speak up, Tamar Jacobson, 2003 thinks women struggle to show respect for themselves, when it comes to speaking up. It
is difficult for teachers to be an agent of change and confront a system that holds fast to the traditions of a patriarchal model. This model dominates, controls society, and affects everyone, men, women and children alike. Teachers want the best for young children, and they want to see fair treatment for themselves and families. This is often difficult for teachers. It is even more easily said than done for them to have the capacity to respect others when they do not show high opinion of themselves and sometimes are not given the respect they deserve (Jacobson 2003, 25).

Many teachers in childrearing jobs seem to have lower self-esteem than other teachers. They show little value of themselves and note their own shortcomings. Teachers who take responsibility and confront their feelings of low self-esteem may be uncomfortable. It is painful for some teachers to deal with this and it is a challenge for some. Yet, when they work with children and families they have to take a stand to force the changes they desire.

Without a doubt, for many teachers it is too uncomfortable to face their feelings about unfair treatment. They may tend to deny their feelings about unfair treatment, avoid getting involved to bring about changes, and may even ignore and not support others who get involved. As Tamara Jacobson eloquently states, “They feel like victims. Society has stamped the early childhood field with a judgment of something like it’s just women watching a bunch of kids. The judgment is concrete in terms of low pay and the fact that little higher education is required for childcare providers. Early childhood education is low in society’s hierarchy of teaching as shown in a recent federal education bill where preschool is completely left out” (Jacobson 2003, 18-19).
Professional Development

Teachers in childrearing jobs seek to manage their school obligations and at the same time deal with their own families at home. Professional development is necessary in order for them to have impact on both their professional and personal life. For teachers to design strategies to drive changes in the wider community and contribute to desired changes they must play a critical role in rallying with the movement for change across the country. The need for proper planning and development is critical to achieve the growth and diversity required for change. These goals, although ambitious, are necessary to create successful progressive fairness for teachers to facilitate the proper programs for children’s development.

As capabilities are improved to ensure schools become part of the social and educational foundation of their communities, teachers will gain experience managing the changes and the skill set to challenge policies and assure fairness for all teachers.

Network and Advocacy

Partnerships with different organizations, businesses, and school leaders will help teachers improve their understanding of the needs in childrearing jobs. It would provide teachers with opportunities to play a critical role in attracting exceptional and diverse teaching talent required to meet the challenges and goals including recruiting more males in the classroom, particularly for ages three to five. Their goals should allow for every classroom to have at least one male interacting daily with children in a childrearing setting.
Teachers will need very high levels of support to provide and address critical issues and find ways to help advance strategic priorities for their plans. The planning and operations of their goals must work with and comply with other organizations and schools and across all functional areas of relationship and team building. That will provide crucial support for recruitment and maintain the value for teaching in childrearing jobs.

Teachers support can grow by planning and leading the efforts to expand organizations from the schools to the communities. They can collaborate with local community leaders, political and other education communities to potentially build a firm support system in childrearing jobs including more fairness for teachers. There are various and unique opportunities for teachers to contribute more or seek more opportunities that will support their teaching roles.

Teachers can work with organizations that have grown and increased their membership and teaching teams. Backgrounds, leadership skills, and work ethics in teaching may vary from person to person. There are leaders who want to help across disciplines. They can work with teachers and engage in new awareness and willingness to reach out to others to achieve results. In the last few decades, state legislation has created a policy outline criteria for interagency children services, coordinating councils and commissions on children and youth, mandating a coordinated service delivery system, interagency training programs, and funding pools that can breach agency boundaries (Koppelman and Jones, 1989, 47).
With support and collaboration, teachers should develop strong leadership skills while sharing a passion for children, learning, achieving results, and empowering others. Teachers represent a variety of backgrounds, a range of ethnicities, geographies, experiences and cultural influences that they can share. Teachers can build and extend their services with those who work in and outside the education systems in order to ensure that all children have the opportunity to function and live productive lives.

Increasing the educational opportunities to overcome challenges for teachers can help advocate for increased male participation in young children’s education, especially in lower income school districts where some children are two and three grades behind their peers in upper middle class school districts.

Bringing awareness to and understanding the academic gap and the challenges for teachers in the lower grade levels does not reflect the potential of the students. It is reflective of extra challenges that children face, not only due to a lack of resources available to teachers, but also to the lack of adults who share the same interests and concerns for very young children. Teachers can collaborate with other communities to solve problems facing teachers, including the lack of male participation in childrearing jobs. This would place greater focus on the problem and its unfairness.

America is at the forefront of teachers’ training and professional development. Teachers new to the field can receive feedback from experienced teachers and build their skills and capabilities to have an even more positive effect on young children. That works to support teachers from a traditional belief system to reach the challenges today. With highly effective strategic planning, critical thinking skills, relationship and team building
skills the movement to increase male staff and teachers in childrearing jobs can be highly effective.

Teachers can lead a variety of exciting initiatives to drive the cause and deliver high standards of quality care and education. Resources should not be limited to the teaching staff but be extended to support the roles of teachers and maximize the impact of the movement in childrearing jobs by connecting with and supporting teachers from various sectors across the country.

Ideally teachers should have strong team building skills, communication and relationship skills, should also be established with parents and other teachers. Teachers and parents should voice their concerns on the subject of the low number of male participation in the school events and daily scheduled routines in the classroom and also the lower number of males compared to females teaching in childrearing jobs. Teachers, parents, and policy makers have to emphasize gender diversity to contest the issues and face the challenges of male workers and young children. Some of the ways teachers, policy makers and parents can help to encourage more males’ participation is to extend more invitations to all work study students in high schools, colleges and universities, community volunteer groups. Working in childrearing jobs may be low salaried, a degree is not required, yet it is less attractive than other low paying jobs. “In American, childcare is one of the few job options open to young people without high school diplomas and, therefore, is likely to attract a disproportionate number” (Leach 2009, 156).
Recruiting and Teambuilding

To encourage male participation and to help individuals from diverse groups become engaged in rearing young children requires educating parents and the wider community on the gender gap in childrearing jobs.

Teens and young adults should be encouraged to participate in the classroom as part of work-studies programs, voluntarism, or as earned credits toward their education pursuit. Participation by high school students should be more readily available and offered to them as opportunities and incentives to be teachers’ assistants. These hours should fit their school schedule and provide opportunities to learn new skills while no interfering with their current responsibilities and learning opportunities. Volunteer participation can become a part of community program and student work requirements in conjunction with drivers’ education classes offered to teens and young adults. A certain number of hours could be required and met by the completion of high school.

Overall, attitudes from both teaching staffs and women-only groups increase the isolation and low percentages of men and results in unequal gender balance in the classroom. Male’s attitude toward the isolation and the minimizing of male’s participation does not challenge the impact of male cultivating the teaching of very young children. “Girls and boys have a different socialization experiences from birth, and by the time they enter nursery school, most children already have a good idea of their gender identity from parents, sibling, TV, and other “socialization agent….What children are exposed to and what they learn through their socialization experiences can influence what
they learn about gender type and gender roles” (Ballantine and Hammack 2009, 110-111).

Familiar social values may receive firm expression in the school practices and policies from teachers. The changing dynamics of families are also a greater challenge to help young children, in addition to gender role. How gender is interpreted and the times it is ignored, and how cultural ways of life and norms form feelings and thoughts that evoke negative impressions about gender, matter a lot more that we realize. Teaching and educating children may be seen to a great extent in relation to how girls and boys, citizens in the workforce, are made or compelled to think.

In addition, and perhaps most importantly, we all experience ourselves as humanist subjects; we do ‘consider our options, choose and think critically, act on our ideas. Our everyday language is suffered with a pronoun grammar, which expresses our experience as active, independent subjects. From a post-structuralist’s perspective we experience ourselves as humanist subjects precisely because we are produced as such via the assumptions of our everyday language. However, the evidence of our seemingly common-sense and ‘natural’ experience makes the centering of language difficult indeed….Like culture, society and human experiences, language was considered to be structures by underlying universally shared rules, which we could discover. (Koppelman and Jones 1989, 89-90)

To understand the current and future conflicts, the historical cultural rifts must be understood more intensely. The culture and the circumstances rather than the perceptions must be acknowledged as the local war against teachers and women as a whole. Thus, if teachers ignore and do not acknowledge the challenges and work to bring balance to society, a large number of teachers in childrearing jobs will continue to be lost. A failure to recognize the cultural tensions and unfairness for teachers will continue to bear down on society’s most precious gifts, young children.
It may be viewed as confirming feminization behavior and the marking of women for domination in childrearing jobs in the twenty-first century. This concept is misleading and is causing more aggression against women that affects children and the sociology of education. Early childrearing teachers want to take care of children and have their needs supported. In some instances these views affect men in various cultural backgrounds and under some circumstances fathers and males, who would like to be more supportive of teachers and children in the schools, find it challenging when they are not regularly invited to participate.

One of the primary theoretical issues addressed in the sociology of education involves social transmission and socialization. This the process by which a society’s way of life, values, beliefs and norms, or standards for appropriate behavior are transmitted from one generation to the next. In the traditional functionalist view of social transmission, each elder generation passes on to each succeeding generation the rules and regulations, habits, and appropriate behaviors for operating in the society. The task of individuals is to learn and accept their roles within the society. We refer to the organization of social roles, which people assume within society as the social structure.

The theories are more concerned with how existing social structures facilitate the general functioning of society than with the role of change or social transformation. For example, a sociological analysis based on transmission theory may examine the social system within a school to understand how the values and behaviors of the society are passed on. American values such as neatness, efficient use of time and obeying
authority, for example, are evident in the daily routine of the classroom (Bennett and LeCompte 1990, 4).

Nevertheless, the shift in the communities and geopolitical organizations and its structure requires that American society strengthen itself culturally by recognizing the imbalance of its ideas of democratic universalism. Teachers must also realize that the challenges for teachers, although specific, carry some of the same views society holds about different cultural groups. “As a part of the larger societal systems, school systems are surrounded by pressures from ideological groups, political systems, economics conditions, and other trends in society” (Ballantine and Hammack 2009, 282).

Teachers have become accustomed to this transitional shift. What is needed for teachers to get the right answers will come not just from teachers, but teachers working with the communities should ask the right questions and demand their answers (Leach 2009, 230).

Given the current pressures and challenges for teachers and teaching staff educators, the overall job market in childrearing is impacted. If priority is given to attract more males to work in childrearing jobs, a small investment would have an impact which could benefit children, parents, and teachers in the future. This may make the future for childrearing jobs look more promising for teachers.

**Teachers Role in Childrearing Practices**

Childrearing jobs have raised many questions in the past. Who are raising young children and where? More women and teachers are raising very young children in the homes and in the schools, with less emphasis placed on the men to assist. When men do,
many provide financially, but are not actively involved or interacting daily with the child. The answers to the questions are often based on specific child-rearing practices, and theories about the nature of how adults in society can best prepare children for their journey into adulthood. Not enough emphasis is placed on who should be working in childrearing jobs to implement optimal childrearing.

While the answers may have practical implications, understanding the traditional beliefs regarding the child in society will help teachers support the child and find answers to childrearing concepts. “For example, the fact that mothers have traditionally been assigned the primary responsibility for performing domestic labor essential to the well-being of children does not indicate that such a division of child-rearing responsibilities is correct. Indeed, there is good reason to believe that a gendered division of domestic childrearing responsibilities is problematic” (Brennan and Noggle 2007, 3).

The general public needs to know more on the subject of the suitable objectives of raising children and who should assume the role and take accountability for ensuring that these objectives are realized. More so, the general assumption lies always within the closeness of the relationship between the assumed parents or guardians, family ties, and shared community organizations or political institutions.

Childrearing as a social observable fact is not on the whole the outcome of clear-cut ideas. To raise a child is a collective social practice by numerous individuals socially interacting with the child. Whether with the same goals, the key importance will remain with some traditional trends and beliefs.

Many discussions about rearing children focus on delineating the special responsibilities that parents have. This focus on parental duties is understandable,
but it is potentially misleading insofar as it conveys the impression that responsibilities for raising children well lie almost exclusively with parents. The African proverb, it takes a village to raise a child, reminds us that raising children is really collective enterprise involving the coordinated efforts of many different people. (Brennan and Noggle 2007, 2)

Childrearing jobs include the parental and teacher responsibilities for children and more so in the state’s responsibilities for children in general. These responsibilities apply to all adults, as well adolescents who are old enough to impact younger children.

With the argument brought forward for implications and recommendations, it emphasizes some important points for all, not just individuals working in childrearing jobs. The starting point is unquestionable by virtue of duties performed by women and men every day. What are questionable are the historical and current views of men and women in childrearing jobs and the low number of male involvement in childrearing jobs today. The overall performance lies heavily on the future of the American society.

Researchers and feminists have observed the gender imbalance in education’s lower level. In elementary schools, 85 percent of teachers are female and 15 percent are male. In high schools, 46 percent of teachers are male and 54 percent are female. Between 80 and 90 percent of primary school teachers have been female since the early 1990’s. The figure for secondary school female teachers has fluctuated from 47 to 65 percent in the same period. Overall, about three-quarters of all public school teachers are female. Males predominate as school administrators and superintendents (Ballantine and Hammack, 2009, 203).

The current revenue for teachers is not effective, based on the low number of male involvement in childrearing jobs. The state and local government should examine
other revenue streams to accommodate teachers in childrearing jobs, so that they are paid more fairly. Without more state and community help, unfairness for teachers in childrearing jobs could continue to be a problem. The decline in the job market, the abundance of unemployed individuals needing health insurance, housing accommodations, and basic day today living expenses. Teachers struggle to meet their own and family’s needs and obligations with the small salary they earn in childrearing jobs.

Case Study

Because a home is often characterized as a haven from stresses of the outside world, the extent to which women felt overwhelmed at home because of having too much to do was compared with the extent to which they felt this way at work (Eckenrode and Gore 1990, 77-78). Women whose high goals and intelligence led them into the most demanding professions believed that other pieces of their identities would fall neatly into place, as they did for men. Career women with children were rare in previous generations, so there was no one to caution that women cannot easily accept the traditional male rules of the game (Swiss and Walker 1993, 49).

Unbelievable stories of teachers express their feelings of unfairness. Many teachers’ work schedules conflict with their children’s school schedule and after school care. Most childcare centers and after-care programs charge a late fee and many teachers cannot leave their jobs until they have a substitute teacher. This is also true for teachers who have sick children during the school hours and are called to pick up the child. Teachers are required to have alternative care plans, but in an extenuating emergency
situation and inclement weather conditions, they really are not free to leave their place of work without coverage. Bathroom breaks and other personal needs may also come up during the course of the day. This is one more reason extra help is needed in the classroom to support teachers. There are a lot of limitations that teachers in early childrearing education are faced with in addition to working a minimum wage job, with very little help or no additional help, or child support from their unemployed parents. Some women pregnant with their second child are forced to give up a minimum wage job, resign from childrearing jobs in the schools and return to domestic childrearing because of the cost of childcare for two or more young children. They do so and lose continued health care insurance.

Many new teachers are frustrated with juggling the classroom with long hours with family life. They also have to care for their own children and family members including their own responsibilities of parent meetings, medical appointments etc. With proper training and support, teachers can do a job they are passionate about and does it well; however, some feel stuck, due to lack of training and exposure and even other financial reasons. The stress of work environment today and lack of support from the administration are not surprising.

A large part of this unfairness for women as teachers could be prevented since the reasons for resignations lie at the feet of the employer to accommodate teachers with more flexible work hours to lessen after care cost, to provide extra help in the classrooms to reduce the level of stress, and to extend health care coverage to accommodate the pregnant teacher and her unborn child.
Teachers, as working mothers, are beginning to wonder where they fit in as a mother and a professional woman. Many women are surprised by the intensity of their maternal pulls and the conflict it brings to their competing roles. This is the precise point at which many women feel that stress of the work/family dilemma most keenly. They realize that they may have to pay the price for wanting to be both professionals and mothers. They feel guilty for being manipulated into feeling this guilt. Usually they are physically exhausted. They don’t quite fit at home. They don’t quite fit at work. Where do they belong? The hard reality began when their dual roles refused to merge as they had planned. (Swiss and Walker 1993, 39)

Walker and Smith have named the current generation of women as a group “the Achievers.” They noted that this group was expected to find the simple solution to balancing work and family. Instead, they are searching for answers, few of which seem simple. The glass ceiling, plus the maternal wall, heightens the tension for women trying to be professional and mothers at the same time. The authors constructed a portrait of the 1990s-working mother, based on 902 surveys and 52 personal interviews, finding:

- She holds no doubt that superwoman is dead, but she sees no clear replacement to help manage her competing roles.
- She is paying an extraordinarily high price for her decision to be a mother as well as a professional. She doesn’t quite fit the traditional role at home or at work.
- She no longer wants to be like the men in her profession
- Her children are her highest priority. She also values her marriage and recognizes the potentially fragile balance in dual-career couples
- She is physically exhausted and tired of fighting seemingly never-ending battles for equality in the office
- Her generation has no road maps for navigating its multiple roles. (Swiss and Walker, 1993, 54)

Statistics show that the workplace has not made it easy for women who want both career and families. Married and single women with children have double duties and,
therefore, more difficulty advancing than their male counterparts. As a result of these challenges women are becoming, exhausted, overwhelmed, have burnout and feelings of failure because they cannot handle all the demands. Ultimately, that sense of failure immobilizes them, making it difficult for them to take an active role in changing their work situation. Some women see the only alternative is to leave the job, only to become so upset by their circumstances that they become hurt and angry. Working-class mothers are most prone to experience psychological distress, whereas fathers in professional occupations are less vulnerable to such strain (Phyllis Moen 1989, 59). This is due in part to the historical tie between money and manhood. In many cultures, earning power buys an exemption from work at home. As one study demonstrated, when wives took outside jobs, only 44 percent of husbands did more work at home, 45 percent did the same amount, and 11 percent did less. In another, where the leisure gap between men and women narrowed, it was not because men were doing more housework and childcare the women were doing less housework, childcare, and putting in four to five hours less on the job. Rather than “renegotiate their roles” with their husbands, they chose to cut back in virtually every area of their lives (Hochschild 2003, 287-288).

Not surprisingly, a husband’s willingness to do the work at home contributes substantially to marital happiness. For the working couple, sharing the “second shift” improved a marriage irrespective of what ideas either partner had about men and women’s roles. Traditional and egalitarian couples were happier when the men participated more in housework and childcare. A national study of over a thousand married couples, administered by Ronald Kessler and James McRae, found that working
wives suffered less distress if their husbands helped with the home and children (Hochschild 2003, 211-212).

**The Fictional Good Old Days**

Women’s dual roles still present many of the challenges that the past generation faced. We tend to envision the 1950s mother being comfortable with staying home full time. After all, June Cleaver did so and always seem to be smiling. Who could imagine her worrying about going to law school? One source of this idealized version of the past is the narrow definition of “working mother.” As one child of the 1950s recalls:

> My 1950s was not the one I read about, where families were nuclear, fathers were the sole breadwinners, and mothers….were called housewives….They weren’t always full-time….year-round….or day jobs….and they certainly weren’t careers, but….I had no doubt that women, including mothers, worked; I would have been surprised to find that they didn’t. (Garey Anita 1999, 1)

Though it is true that at some point in time, most married women were not in the formal labor force in the 1950s, mothers moved quickly into the labor force over the decade. According to the U.S. Bureau of the Census, by the decade’s end, 39 percent of married mothers with school-age children were employed (Garey 1999, 3). Informal or part-time labor, such as selling handicrafts or baked goods for example, is often relegated to non-work status. This rendered those women’s work invisible, when it is more likely that the typical 1950s mother did not fall easily into her role. As one 1950s mother confessed, “I was happy the culture legitimized staying home, I did not feel conflicted. I enjoyed being home with my little children.” Others felt more of a pull between their children and their work. They were concerned not only with leaving behind their careers, but assuming the role of full-time mothers (Canape 1990, 32).
The conflict is most evident during what one author calls the “baby crunch years.” After that time, reasonable minds differ about whether children require less resources overall. Though unplanned doctor’s visits decrease as do the costs of childcare and the need for intensive supervision, other costs become a factor, such as sports uniforms, club memberships, and transportation. In the interim, childcare and other child related interruptions can make it difficult to concentrate at work. Countless mothers have worried, for example, that their caregiver was doing an inadequate job or that their caregiver or child called them too frequently on the job. In all likelihood, it is unfair to say that women had it easier in the 1950s and 1960s. Quite possibly, the current generation is too eager to dismiss as irrelevant the experiences of previous generations, failing to see the connection between the forces that drove these older women’s decisions in the past, and the forces affecting working women today.

Just as the act of juggling is no recent phenomenon, the major spheres of responsibility have also remained largely unchanged. There are five primary balls that are most frequently tossed into the air:

1. Parental responsibilities - As a parent one must make difficult decisions about family and parenthood. The concept of a conventional household must be revisited—and with that revisit, there must be a reassessment of the role of parent. The majority of parents, particularly mothers, cite childcare as their most stressful issue. Over 60% of children under the age of 18 have working mothers, and of the married mothers, full-time working mothers are significantly more likely to utilize organized childcare facilities than mothers with part-time jobs, who are likely to use family members and home care.

2. Professional success - It is possible that everyone can reach positive compromises between work and personal pursuits. The key is a commitment to confront both the issues and opportunities that are likely to arise openly and then to have thoughtful discussions both at home and the office.
3. Basic household responsibilities - Wives employed full time outside the home do 70% of the housework: those mundane but necessary tasks that keep a home running smoothly. The recent boom in consumer-friendly technology, plus the explosion in the service sector, has made it much easier to keep juggling responsibilities. Letting go of traditional responsibilities and capitalizing on new conveniences pays off.

4. Active community involvement - Giving back to the community taps into altruistic sense of responsibilities and can create a sense of emotional fulfillment that spills into other aspects of one’s life. Be it hands on participation or largely a financial commitment; there is certainly a psychic reward from doing something for the benefit of others.

5. Time for self and spouse - Certainly the best but most challenging. While fulfilling the roles of a parent, professional, and community volunteer all are important and gratifying, none of them can be fulfilled effectively unless the individual feels a sense of inner contentment. Nobody can function without a modicum of personal space. Nor can a family function without support and strong spousal support ties. Women reported having very little time for relationships outside of family. They felt a sense of guilt when they wanted time for themselves; they feel selfish because they should not leave the spouse or the children. But stress, fatigue, and overwork contribute to lowered immune system and emotional vulnerability. (Parasuraman and Greenhaus 1997, 49-55)

One strategy for resolving the role overload of employment involves reducing the amount of time spent on the job. Daily fatigue, the second measure of wellbeing, is related to the number of working hours, with women on part time schedules the least likely to report fatigue (Phyllis Moen 1989, 97). A survey questionnaire was conducted to recruit more workers and male participation in childrearing jobs. The survey is as follows:

Survey Questionnaire

If you would like to share some of your free time with young children, please answer the questions, (Y) for yes and (N) for no:
(Y N) Do you work with young children?

(Y N) Do you want to work with young children?

(Y N) Do you know anyone who works with young children?

(Y N) Do you know anyone who wants to work with young children?

(Y N) Are you willing to share some of your free time to work with young children?

*If your response is “yes” to one or more of the questions would you be willing to participate in activities and share some of your free time with one child or two or more children?

How many hours of free time do you have per day, per week or per month?

Advocacy Workshop for Young Children

The workshop is intended to benefit children, teachers and families to promote positive childrearing in the communities, where those who are interested in enhancing families’ lives can attend and learn more about implementing a plan for sharing activities with children.

Advance preparation for this workshop should include at least one week prior notice of time and place to teachers, parents, and community members. The workshop coordinator should choose a meeting site that is comfortable and inviting for families and children. Childcare and a light snack should be provided. Parents are asked to provide a snack for their child with a special diet.

The workshop would be a follow-up for those who participated in the survey and would be interested in learning more about helping in childrearing. The workshop should take place daily (weekday evenings and on Saturday morning and evenings) to accommodate schedules of all families willing to attend.
Summary

The recommendations arise from an innovative approach to address issues in childrearing jobs and the unfairness for teachers over short-term objectives for long term interventions. Teachers should have a chance to be treated fairly, but the efforts to do so will require dialogue among authorities in their respective schools. The formal goal should be mutual with the understanding of respect and theoretical framework. If successful, the team of teachers and leaders may identify the real issues to address then go on to teacher assessments. In these endeavors, the relevant authorities should not feel compelled to look exclusively at their program only, but should feel free to cooperate with other schools and childrearing organizations. Without a doubt issues addressed will result in a better educational environment and more balance in society.

An account of the history of stereotypes, gender biases, the political tensions, and other social traumas and unfairness against all ethnic groups help explain the current circumstances and unfair treatment teachers face in the classrooms. The challenges for teachers are the foundation of the injustice that cause some of the unfairness and perpetuate the imbalance and disproportionate number of males and females who work in childrearing jobs. It is also important to note that the disproportionate number of males and females is not the only problem that teachers find in childrearing jobs. This disproportion is also obvious in the past decades of misrepresentation of women in domestic work. Despite the unfairness for teachers and the years of oppression and other exploitations of women, a fair amount of the blame rests upon teachers themselves.
Constant social challenge and the need to bring balance to the schools and family structure involves domestic participation from the public sector to defuse their traditional values and beliefs to better accommodate changes in American society.

Everyone can contribute by painting the picture of what we can make out of the unfairness ourselves. People, who know better, should do better. What will teachers do and how are they going to facilitate the desired changes? How will we all participate as citizens in society to facilitate change? Thinking has to shift if there is to be a commitment to treat teachers fairly. The depth of commitment can remove economic hardship and unfairness for teachers, one teacher at a time, and not remove the teacher from teaching jobs. The ultimate goal is to remove the unfairness and not the teachers. Teachers need to be treated fairly, and children need care in a well-balanced society.
CHAPTER 4

CONCLUSION

Examination of early childrearing jobs and the unfairness for teachers in terms of the challenges discussed indicate factors that are validated by literature reviewed in this thesis. The suggestions for an adequate implementation plan have to be addressed with recommendations to resolve the challenges. Upon understanding the unfairness and its contributing factors, it is necessary to put together objective measures to help teachers find answers. It is clear that upon making suggestions to address the unfairness, others may not be expected to act rationally unless they are made aware and educated on the challenges and are held accountable.

In conclusion, there is a lot to learn about childrearing jobs and the unfairness for teachers before we are able to say we are raising healthy productive citizens, and that we have eliminated discrimination, bias, racism and inequality in America’s schools and society.
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