

Male Teachers' Perspectives about Wellbeing

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Abstract—This research aims to reveal the meaning of male Early Childhood Education teachers' wellbeing. This research considered the life experienced in the subjects was complex and unique. Thus, those made the researcher to choose this research. This research aims to find out the phenomena beyond the decision making of male early childhood education teachers. They should have been able to choose typical jobs taken by males. However, the reality shows they choose a job as early childhood education teachers who are identical to female jobs. This research applied survey and interview methods. The subjects consisted of 16 people. They were male early childhood education teachers in Boyolali. The technique of collecting the data was *Google Form*. It was distributed for 16 respondents. The results were strengthened by having a comprehensive interview with 2 male teachers. The data were analyzed by descriptive qualitative analysis. The findings showed that being male early childhood teachers were a valuable job. 11 respondents stated that being early childhood education teachers made them having wellbeing. Being early childhood education for male teachers meant to have passion, values, and ideals. It could provide them various experiences such as being patient, providing excellent models as if they were the learners' parents, working while worshipping, contributing in the parenting field, and to develop early childhood education.

Keywords: Male Teachers, Meaning of Wellbeing, Young Children, Preschool

I. INTRODUCTION

Being an early childhood education teacher for males is a rare phenomenon. In the United State of America, the number of male early childhood education teachers is only 5.2% [1]. The male early childhood education teachers in European countries have a percentage of 1-4% [2]. In Turkey, the number of male early childhood education teachers is only 4% [3]. This rare phenomenon also occurs in Indonesia. Based on the main data of the Primary Educator Data (Dapodik) in 2020, the number of male early childhood education teachers is 2.8%. It seems the world experiencing a crisis of male early childhood education teachers.

Several factors may influence this rarity. They are low income and status that cause this rarity [4]. Another factor is the difficulty of male early education teachers' career opportunities [5]. Gender also becomes a factor of the male teachers' minimum numbers [6]. The perception that teachers of early childhood education are identical to female teachers is something typical for the people. Besides that,

prestige also becomes an influential factor for males to choose this career [7].

Having a career in early childhood education program is not easy for male teachers. The difficulties and hindrances will be mostly engaged. The difficulties may be from the ordinate and deal with a lack of trust for male educators. They argue that they could not employ male teachers because of the commercial anxiety they experience. Male educators in Turkey experienced difficulties such as being humiliated and insulted by their friends [3]. The difficulties to master the whole competences are also experienced by men. Male early childhood education teachers should master four teacher competences. If the male teachers do not have any teaching competence, it will lead to a less excellent outcome for their learners. It is possible because early childhood children prefer social, personal, and the teacher's professionalism competences [8]. Those difficulties of being an early childhood education teacher make male teachers could not stay longer to work in an early childhood education program. Being a male early childhood education teacher may be part-time or an escape from the difficulties to get a job. Thus, one day, they will resign their jobs when they obtain preferred jobs for them [9].

The wellbeing of a male early childhood education teacher should be fought for. A male early childhood education teacher should fulfill his necessity and his family's necessity to stay survive. Having a profession as a male early childhood education requires sincerity and heartiness. A profession is closely related to wellbeing because having an expected profession will lead to better income. Having such a profession as an early childhood education teacher is different from other professions, in terms of wellbeing. The psychological wellbeing is strongly influenced by an individual's subjective feeling that comes from life experience evaluation. This feeling is such as the happiness of the individual. Each individual has different perspectives toward the experiences in their lives. Therefore, psychological wellbeing is a subjective matter. The subjective experience of a male early childhood education teacher triggers an interpretation of his life wellbeing.

According to Franklin [10], the influential factors of an individual's life worthiness consist of internal and external factors. The internal factors are such as mindset, personal concept, appreciation pattern, worship, and personality. The external factors are

such as job, experience, family relationship, culture, and social environment. A study conducted by [11] showed that life worthiness is strongly correlated to social supports found in Hungarian people. The roles of family, friends, and government are important for male early childhood education teachers to define wellbeing.

The wellbeing of formal early childhood education teachers in Indonesia has been improving since the government issued a teacher certification program. Those qualified teachers with bachelor degrees could join the program. However, such matter does not apply for non-formal ECE teachers. Non-formal ECE teachers (playgroup, daycare service, and typical ECE unit) cannot join the certification program because they are not included in the teacher and lecturer regulation. They must struggle to support their life wellbeing. Most male ECE teachers in Indonesia are not certified yet. However, they keep struggling for their careers as ECE teachers although the earnings are still low.

Based on these phenomena, the researchers were interested to investigate how those male ECE teachers defined their life wellbeing with the low wage they got. Every individual would surely have a different definition.

1.1 Psychological Wellbeing

The life experience of a male ECE teacher to the other male ECE teacher is different. Both of them have different decision making as an educator to row their lives. Their decision to be a male ECE teacher is an event and condition that has been experienced by an individual to row his professional career life in a school institution. In revealing the wellbeing meaning of a male ECE teacher, each of the research respondent's working experience and psychological wellbeing is revealed.

a. The definition of Psychological Wellbeing

Wellbeing is an undefined feeling. It is a joyful or happy feeling. Shah and Marks [12] stated that wellbeing is more than a happy feeling. Wellbeing is better developed by an individual. This individual will feel satisfied and could contribute to his society [13] argue that wellbeing is a positive mental condition that could determine an individual's life quality. Wellbeing involves awareness of the strength and development of personality. It is based on an individual's interest until this individual feels involved in every activity he promotes. Diener [14] states that psychological wellbeing is a subjective feeling. It emerges from an individual life experience evaluation This feeling is such as the happiness of the individual.

Every individual has different perspectives toward the experiences in their lives. Therefore, psychological wellbeing is a subjective matter. An individual who sees a life positively will be always happy inside of himself.

b. Dimensions of psychological wellbeing

Psychological wellbeing levels of individuals

are determined by several aspects of wellbeing [15] state those six aspects and the definitions

1) self-acceptance

This dimension deals with the main characteristics of positive psychology. This dimension measures the understanding level and an individual's acceptance toward himself [16].

2) positive relations with others

The intimacy built by an individual with other people is the main meaning of this dimension. An individual who could actualize himself is described as an individual with affection and strong empathy. However, this individual also has strong compassion, intimate friendship, and other features concerning with fellowmen.

3) autonomy

An individual who could actualize himself is described as an independent individual. This individual is also not easily influenced by surrounding changes. Autonomy is an individual's belief that his thought and action are from himself. They are not determined by other parties outside of themselves [17].

4) Environmental Mastery

An individual who could choose or change the surrounding environment based on his necessity has a healthy mental component. An individual's skills to regulate his life condition is the core of this dimension [16].

5) purpose of life

Mental health leads to the belief of an individual that this individual has meaning and certain objectives in his life. An individual could feel that his life has meanings, objectives, and goals [16].

6) personal growth

The optimal psychological function that requires those several explained characteristics also demands sustainable individual potential developments. This personal development is shown with an individual's skills to use his potency [16].

1.2 Psychological Wellbeing Factors

There are several influential factors of psychological wellbeing. They are:

a) Age

A research conducted by [18] found that age influenced psychological wellbeing

b) Sex Types

[18] Found that females had higher scores than males in several psychological wellbeing dimensions.

c) Personality

Several longitudinal and cross-sectional researches showed contributions of personality factors in their relations to psychological wellbeing.

d) Culture

The cultural factor could influence psychological wellbeing. A study conducted by [18] involved middle-aged respondents in the United State of America, and Southern Korea. It was found several differences in several dimension. The

western cultured people obtained a higher score in several personal-oriented dimensions such as self-acceptance and autonomy.

e) Education

The educational level could influence the psychological wellbeing levels of individuals especially in their late adulthood [16].

f) Social Status

A study conducted by [19] found that low-status individuals had poor health qualities and also psychological wellbeing.

g) Jobs

A working experience became a strong predictor to determine the psychological wellbeing quality, especially for individuals in their late adulthood [16].

h) Physiological Condition

It could be an influential factor in psychological wellbeing.

f) Family Life

This factor consists of marital status, parents' roles, and past-experiences of the family.

II. METHODS

2.1 Research Design

This research used to survey and interview methods. Survey research is research conducted in either large or small populations. However, the investigated data is taken from the sample of the population. Thus, several relative events, distribution, and the correlation between sociological and psychological variables could be found [20].

In addition to the applied survey method, this research is strengthened by a phenomenological approach. A phenomenological approach was applied to reveal the meaning of male Early Childhood Education teachers' wellbeing. By implementing this approach, it would be able to elaborate on the descriptions of the conscious experiences of an individual upon a certain phenomenon [21]. The researchers considered the life experienced by the subjects was complex and unique. Thus, those made the researcher to choose this research method. This research aims to find out the phenomena beyond the decision making of male early childhood education teachers. They should have been able to choose typical jobs taken by males. However, the reality shows they choose a job as early childhood education teachers who are identical to female jobs.

2.2 Research subjects

The subjects were the male early childhood education program teachers in Boyolali, Central Java province. They had statuses as senior and junior educators coming either from civil servants or private educators. The researchers attempted to reveal 16-male ECE teachers' teaching experiences comprehensively in developing a meaningful relationship. This is phenomenological research to explore the teachers' experiences who had devoted

their lives to teach.

2.3 Data Collecting Techniques

The data collecting techniques applied to survey and interview techniques. The survey was conducted by answering the prepared questions by the researchers through Google form. By using Google Form, it could facilitate and accelerate the required information access from the respondents [22]. It was started by creating the proposed questions for the informants of the interview. The researchers used a semi-structured interview with open questions. The objective of this semi-structured interview is to find out the more opened problems. The interviewees were asked to share their arguments and ideas. The researchers were also required to carefully listen to them and to note the given information from the information givers [23].

2.4 Data Analysis Technique

This research used a frequency distribution analysis method. The researchers interpreted personally by having a reference on the reality that they brought personal cultures, histories, and personal experience in this research. The interpretation could be meaning from a comparison between the research results and information from the literature or theories.

III. Results and Discussion

16 respondents consisting of male ECE teachers in Boyolali, Central Java, Indonesia, participated in this research. The preliminary research was started by distributing the questionnaire through Google Form. The ages of the teachers were between 27 - 60 years old. Their average work of service was varied between 1 year until 38 years. 15 teachers are Muslim and 1 teacher is a Protestant Christian. 2 teachers were civil servants and the others were private teachers. 12 people answered that becoming ECE teachers were their main profession. 4 people did not answer so.

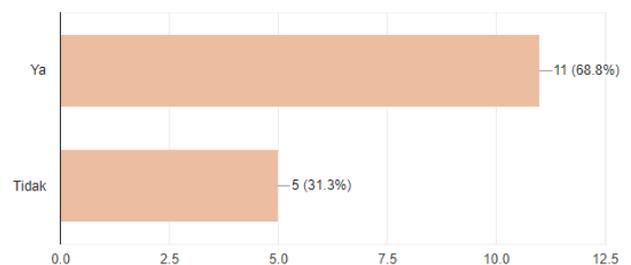


Figure 1. The graphic of the male ECE teachers' wellbeing.

From the graphic, 11 respondents of the whole respondents stated that their jobs had met having excellent wellbeing.

The interpretation of wellbeing from those 16 respondents was varied. They interpreted it as an

equal matter between the job and the salary, a spiritual and physical fulfillment, mental-physical tranquility, a proper income to support their family lives, a prosperous and peaceful condition of human, a better and proper status based on their job descriptions, a worthy salary above the regional minimum wage, a skill to be grateful and to manage the obtained income, an excellent condition of prosperous, healthy, and convenient people. This profession provides a great contribution to education quality. Therefore, every teacher, included the ECE teachers, should meet the core competencies and other supportive skills. An excellent teacher is a successful teacher in teaching and learning. A successful teacher is a teacher who could prepare his learners to reach the objectives based on the curriculum. To bring the learners to reach the objectives, the teachers should have various skills or professional clarification. By having those skills, the teachers could promote their roles [25].

Those are based on the analyzed wellbeing dimensions.

Self-acceptance:

It was found that most of the respondents answered that their jobs were noble and valuable. They promoted by believing it as worship and social care to educate the next generation of the nation. 2 respondents answered that they took the job because they had been instructed by the superordinate. One of the respondents argued that the surrounding environment was comfortable. Teaching at the Early Childhood Education program should be based on sincerity to worship and to educate the next generation.

The obtained experiences to be a teacher were varied. A similar thing could be seen in the research results. From 16 respondents, they showed different experiences. The emerging experiences were such as a learning medium, a person to provide convenience and happiness, a happy feeling while seeing the learners smiling, a medium to socialize with various people, an opportunity to understand the children's characteristics, an opportunity to enrich the learners' knowledge, and an opportunity to be patient and control their emotions.

Every teacher had motivation beyond his reason to be a teacher. Several reasons made the respondents keeping survive to be a teacher. They were such as giving understanding about the importance of early childhood education, a dreamed ideal, a social care realization toward the education world development especially religion and character, a chance to learn sincerely and patiently, a passion, a noble and valuable job, a responsibility realization to educate early children happily without being forced, and pride to be able to educate, an interest for the world of children, and a worship realization to Allah the Almighty. Every person has his motivation in choosing and taking a certain profession. Intrinsic motivation and the contribution of other individuals'

lives are the main factors to be a teacher[26]. Besides that, the reasons for an individual chose and kept to be a teacher was because he had a teacher role model [27].

The positive correlation with other people:

In creating a positive relationship with other people, 16 respondents answered that they could manage their times well and proportionally for the sake of their careers and families. Such communication should be always connected so all parties could accept and understand the current condition of the male ECE teachers.

Their business as teachers sometimes required them to manage their time between their careers and families. Here are the research results of how an individual managed his times for his family and career. It was done by creating a schedule so that his family schedule and his job schedule did not overlap with each other. Proper communication with family was also built so when there was a time-consuming job would not cause any interruption. Another way was to settle the job immediately. To be able to manage the times properly between their jobs and families, the key was to be disciplined. Discipline is useful to educate employees to obey and adhere to the regulation, procedure, and policy. Thus, the performance will be better [28].

Autonomy

Every person has different potency in developing his profession. The results showed 16 respondents attempted to develop learning models, had responsibility for their main jobs, developed themselves, and joined the training. Many things could be done to develop the opportunity for the sake of the teachers' careers. It was such as joining certain training to get a competence certificate.

Environmental Mastery:

The relationship among the teachers at schools should be kept. A conducive environment could support a conducive learning process. A working environment is a working process in which an interaction occurs with a certain pattern. Inside of the interaction, every individual has his characteristics or specific values about the organization. This organization is strongly bound with the surrounding environment where humans are the central [29]. The results from 16 respondents about how to keep the peer relationship were such as done by having coordination with the stakeholders, to keep proper communication with the stakeholders, to cooperate, to promote a briefing, a family gathering program, and a recitation, to create a joyful learning environment, to promote interaction among educators, to behave kindly and politely, and to promote parenting activity to keep proper communication with the parents.

The objectives of life :

16 respondents had various meanings about teaching. A respondent stated that teaching was an internalizing process for the learners. 7 respondents

stated that teaching was a science transfer process that should be adjusted with the curriculum. A respondent stated that teaching was a potential development for learners. 2 respondents stated that teaching was about devotion for the future. 3 respondents stated that working as worship. 2 respondents stated that teaching was being an educator to share knowledge. During active learning, science is a personal experience that is organized and fostered through the learning process instead of a teacher. A teaching process is an effort to create an environment so that learners could obtain more knowledge by actively involved in the learning[30].

Personal Growth:

As an ECE teacher, skills to analyze a problem are required when the teacher decides whether the learning program is in line or not. Here are the results of 16 respondents about an individual's consideration in making decisions. They are such as objectivity, consideration, a suggestion from the parents and seniors, problem identification, information collection, possible prediction, decision making and evaluation, discussion to decide something, and calculation of various risk possibilities. An individual's skills to decide something would develop as the maturity and experience of an individual grow.

An individual's motivation to choose any jobs such as a doctor, a teacher, or other jobs is based on intrinsic and extrinsic factors. The intrinsic factors are such as passion, ideal, and faithful value. Meanwhile, the extrinsic factors are such as salary, career opportunity, distance, and time allotment. The motivation to work is a motor for an individual's eagerness to work and to cooperate, to effectively work, and to be integrated with any power and effort to reach satisfaction [31].

The art to be an ECE teacher should always grow. An individual should be able to face various problems whether they are beneficial or less beneficial. For example, when there is an absent student, a teacher should ensure the student's condition by contacting his parents, promote home visits, and coordinate with other teachers to share the task and to communicate with the students' parents.

Being an ECE teacher or having other professions should be actualized. Something promoted totally would have a better influence on both the individual, other people, and the environment.

IV. CONCLUSION

The wellbeing of male ECE teachers was relative. Every individual has a different interpretation of wellbeing. Wellbeing is not always measured by the incomes. The opportunity to worship, share times with the family, to develop, to interact with the environment, to be useful for other people, and to be able to solve problems are the realization of valuable wellbeing. All professions require skills and competences. Competence and

skills were important to be fulfilled so they could reach the learning goals. An individual's motivation to select a certain role in his environment is based on intrinsic and extrinsic motivation. The intrinsic factors are such as passion, ideal, and faithful value. Meanwhile, the extrinsic factors are such as salary, career opportunity, distance, and time allotment. Being a teacher, as a profession, greatly contributes to education quality. Therefore, every teacher, included the ECE teachers, should meet the core competencies and other supportive skills. A dedicated teacher is a teacher who always devotes his life for the sake of educational interest and to make learning activity running successfully. A successful teacher is a successful teacher in teaching and learning. A successful teacher is a teacher who could prepare his learners to reach the objectives based on the curriculum.

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