

Methodology

The methodology chapter of the research intends to discuss the research methods used, to acquire appropriate information and achieve the aim. These methods will be promoted and justified, in terms of them being best suited for this piece of research. A methodology clarifies the way in which the researcher is going to conduct their research, and gives rationalisation for the methods used (Jonker & Bartjan 2010), and therefore will propose reasons as to why the researcher wishes to use only secondary research. Justifications, reliability and validity of secondary research will be explained, alongside methods used to assess whether pieces of literature are relevant/practical for this piece of research.

Choice of Research Design

Sharp Et al (2002, p.8) defines research as

“...seeking through methodical processes to add to one’s own body of knowledge and, hopefully, to that of others, by the discovery of nontrivial facts and insights”

Methodical processes will be used to acquire such facts and other relevant information to educate the researcher, resulting in the aim anticipated being achieved. Bell (2005) suggests that when conducting research, the researcher should decide whether an investigation of new research conducted by the researcher (primary) should be used, or past and existing research carried out by others (secondary). This is clarified by Kelly (2011) as in some cases primary research may prove inappropriate if there is a substantial amount of secondary research carried out on a specific topic area.

With this in mind, the researcher felt that the need for primary research would be irrelevant, due to the substantial amount of research available from a range of sources associated with this topic. Gathering secondary research (both qualitative and quantitative data) will enable the researcher to assess and provide recommendations for further research that may be looked into around the area if any unaddressed gaps were to arise. Muhlbacher et al (2006) states that secondary data can provide the researcher with a vast amount of research swiftly, and furthermore is inexpensive. With minimal funding available, using secondary research would most certainly benefit the researcher, providing an adequate amount of practical sources are used.

Subsequently, Muhlbacher et al (2006) suggests that the researcher should be aware at all times that research they gather, is often researched for different purposes and so may be dissimilar in terms of their objectives. The researcher is aware of this, therefore only relevant research will be used, accessed from various sources such as books and the internet (primarily government and statistical websites), however a majority of the research will be accessed from journal articles due to their reliability and objective contents (Walsh & Wiggins, 2003).

Collins (2010) advocates that secondary research provides great knowledge for research projects, along with up-to-date constructive arguments that clarify the research question. Using secondary research that is relatively new, will result in the data found being more valid and reliable in terms of representing contemporary issues, thus achieving the aim.

Primary research will not be a method used to research, as the literature available is sufficient for this project. Also, due to the low number of male staff within the early years workforce, it will prove difficult to gain information from such tools as questionnaires, observations and interviews and generalise the sample to the population (potentially resulting in invalid

Examining the titles of each article for key words that were relevant to the researchers aim, enabled the researcher to save time and eliminate those articles that were not applicable from inclusion. To decide on the purpose of the study, abstracts and introductions of articles and any other sources will be read. This prevents the researcher from reading vast amounts of research that may have minimal relevance, and leaving those that appear to assist the investigation.

The time that the research was carried out is crucial in terms of its validity and reliability, therefore articles and research conducted in United Kingdom from 2002 and after will be used only, unless statistical comparisons were to take place. Journal articles and other research is found from the internet and other reliable sources such as; Mintel, Emerald and Sage. Doing this increases the validity/reliability of the research, and furthermore, exploring whether similar research has been carried out sustains the arguments raised by the author.

Sample

The term sample is defined by Thomas (2000) as "...a specimen, a small proportion to show the quality of a whole". Consequently, the samples used for secondary research are chosen in terms of their validity and reliability, and is encouraged by De Vaus (2002), who believes selecting the right sample within research is critical as it must represent and mirror the whole effectively.

Although a majority of the research available is of use, the researcher decided to include only those that were reasonably current. Although the topic being researched has been somewhat of an issue within childcare for quite some time, it was felt that using more up-to-date secondary research can portray contemporary society more effectively, opposed to older research.

One reason in particular as to why males are not common in the early years sector, may be due to the low salaries they receive, as England et al (2002) points out that **child care (one or two words?)** work pays less than many other occupations. Kartlin et al (2002) believes that jobs that are largely dominated with women pay less (**believes that those jobs which pay less, are largely dominated by women**), and because of this may also be perceived as less important, which may prevent males from being interested in them as career.

Or maybe this.....

Kartlin et al (2002) suggests that those jobs which pay less, are largely dominated by women. Therefore, because of this, these jobs may be considered less important and thus may prevent males from pursuing such a career.

For a male working within childcare, it may result in them not fulfilling their role as the breadwinner, providing for their family, and purchasing material goods as a result of having a (**lower salary**) small salary, which in retrospect has an impact on their self esteem and masculinity.

Purdy (2009) studied why there were so few males wishing to enter the teaching profession, and particularly the special education sector. Results indicated that males were concerned about the low pay **they would receive(cut)**, along with other concerns surrounding their skills for the job. Parker – Rees & Willan (2006) expands on this point due to the belief that traditionally the male of a household is seen to be the breadwinner, and the sole provider for their family and children.

This therefore may persuade males to resent the idea of working with young children, due to them not being able to fulfil their stereotypical role as a male within the home.

Nursing is considered to be a well paid career and faced similar problems of there being a lack of males in the profession (Johnson, 2008) (**need to reword this sentence**), and so

Similarly to Taylor (2000), Men In Childcare (2012) added that men's motives are often questioned, which in effect can hold them back from carrying out their job role in childcare effectively, as one male interviewee stated that he enjoyed playing with the children, however he would not let a child sit on his knee to read a story. Supporting Jones (2004), Clark (2009) believes that such behaviour is due to men feeling that they are at risk of false allegations of child abuse. Reluctant behaviours such as these reflect the barrier faced by men as a result of their motives being questioned.

As discussed in the literature, society as a whole immediately accuse men, and often are in disbelief that females carry out this crime. The research of Devaney (2009) and Davidson (2008) imply that child abuse cases are more likely to be carried out by men, and so a stereotype is created by society that an abuser is always male. () supports this as in 2007, 43,755 prisoners were convicted of sexual assault/abuse on children in England and Wales, 99% of offenders were men, leaving 1% of female offenders. (May be add something here... about subjectiveness, WHO is making the accusations? Police? Parents? Co-workers? What was the circumstance of the abuse? Physical? Mental? Both? Is it a clear cut objective? Was there any motivation of the accusers? Is there anywhere to say how many accusations were actually made and how many were actually prosecuted? How about in the media... could that be a reason for the stereotypes? Along with cultural differences... if they are in the media – what about other countries who do not wish to report any such thing in public – detrimental)

Evidently, these statistics cannot represent all offenders as some cases are left unreported, for example in 2009, Brown & Campbell (2010) stated that figures from Childline show that those 25% of children calling due to sexual abuse were being abused by females.

[nursery-paedophile-shock-play-centre-worker-pleads-guilty-12-separate-child-abuse-charges.html](http://www.nurseryworld.co.uk/news/rss/1116830/Daddy-Daycare-TV-show-gets-fathers-working-nursery/).

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