



**SIG Gender Balance**  
EECERA Special Interest Group

## Publication list 2025 (updated May 2026)

*Publications on men, women and gender balance & diversity in ECEC in 2025*  
See **retracted papers** on last page.

### English

#### Monographs and edited books

Brody, David; Xu, Yuwei; Emilsen, Kari & Coles, Laetitia (2025). *Young Children's Perspectives on Teacher Gender. Contextualizing Gender Stereotypes and Inclusive Practices in Early Childhood Education and Care*. London: Routledge.

Elkarif, Halah (2025). *Social and cultural factors affecting the involvement of male educators in early childhood education: a cross-cultural study*. Dissertation. University of Hildesheim, Hildesheim.  
<https://doi.org/10.25528/291>

#### Journal and book articles

bin Kadasah, Thoraya & Hakim Allehyani, Sabha (2025). A Gender-Balanced Workforce Matters: Parents' and Teachers' Perspectives of Equality of Professional Opportunities for Teaching in Early Childhood. *SAGE Open*, 15 (3). <https://doi.org/10.1177/21582440251375402>

Cobbinah, Joseph E. & Yamoah, Micheal (2025). University students' perceptions about male students in early childhood education and care in West Africa: the case of Ghana. *Journal of Early Childhood Teacher Education [Online]*, 1–16. <https://doi.org/10.1080/10901027.2025.2582171>

Ederoclite, Mario; Villano, Paola & Castro, Aurelio (2025). "You're a man, so you're out of place": reflexive thematic analysis of focus group with Italian teachers and educators. *Social Psychology of Education*, 28 (1). <https://doi.org/10.1007/s11218-025-10020-0>

Gao, Chunhai; Khalid, Sabika; Gulnar, Orynbek & Tadesse, Endale (2025). I don't think there is a place for me: unfolding male preservice teachers' professional identity development in a Chinese university. *Equality, Diversity and Inclusion: An International Journal*, 45 (4), 703-719.  
<https://doi.org/10.1108/EDI-07-2024-0303>

Goncalves de Sousa, Ricardo & Sales dos Santos, Sandro V. (2025). Children's gender constructions in Brazilian Early Childhood Education and Care. *Journal of Early Childhood Education Research*, 14 (3), 113–137. <https://doi.org/10.58955/jecer.152351>

Haines, Serena; Sczesny, Sabine & Graf, Sylvie (2025). Who Cares? Stereotypes of and Support for Men Working in Childcare. *Sex Roles*, 91, 19. <https://doi.org/10.1007/s11199-025-01559-5>

Hengyu Hu, Eric; Yang, Qingqing; Park, Jiho & Morgan, Paul L. (2025). Fixed Effect Estimates of Teacher-Student Gender Matching During Elementary School. *ResearchGate*,  
<https://doi.org/10.13140/RG.2.2.21075.85288>

Khamis, Abdulrahman S.; Kanukisya, Blackson & Mwaikokesya, Mpoki (2025). Engendering preprimary education in Zanzibar: question of male teachers' under-representation in early childhood teaching and learning. *International Journal of Early Years Education*, 33 (3), 579–594.  
<https://doi.org/10.1080/09669760.2024.2330370>

Krajncan, Mitja; Vukovič, Matej; Rozman, Urša & Vrhunc Pfeifer, Katja (2025). Men in educational professions. *The New Educational Review*, 80 (2), 115–128.

<https://doi.org/10.15804/tner.2025.80.2.08>

Msiza, Vusi (2025). Male Teachers' Perceptions of Gender Equality in the Foundation Phase. *Journal of Research in Childhood Education*, 39 (1), 118-127.

<https://doi.org/10.1080/02568543.2024.2367411>

Perales-Dolendo, Maria F. (2025). The Lived Experiences of Male Early Childhood Educators: Insights from Qualitative Interviews. *People and Behavior Analysis*, 3 (2), 1–16.

<https://doi.org/10.31098/pba.v3i2.3184>

Rodger, Nicole; Quinones, Gloria & Adams, Megan (2025). The influence of family life on the pedagogical praxis of male teachers in early childhood education and care. *European Early Childhood Education Research Journal*, 33 (3), 513-532.

<https://doi.org/10.1080/1350293X.2024.2387565>

Xu, Hao (2025). From male pre-service teachers to pre-service male teachers: Constructing masculinity in teacher education. *Teaching and Teacher Education*, 160, 105036.

<https://doi.org/10.1016/j.tate.2025.105036>

Zhang, Jing; Backhouse, Anita & Zhang, Kaili C. (2025). Exploring Chinese Male Kindergarten Teachers' Job Satisfaction and Work Commitment. *European Journal of Teaching and Education*, 7 (2), 62–86.

<https://doi.org/10.33422/ejte.v7i2.1498>

## German/Deutsch

### Journal and book articles

Böhme, René (2025). *Motivlagen beruflicher Entscheidungen von Erzieher:innen – Ergebnisse einer Verbleibstudie Erziehungsberufe im Land Bremen* (Arbeitnehmerkammer Bremen, Hrsg.). Bremen: Arbeitnehmerkammer Bremen; Institut Arbeit und Wirtschaft. Zugriff am 02.09.2025. Verfügbar unter Arbeitnehmerkammer Bremen, Institut Arbeit und Wirtschaft

Rohrmann, Tim (2025). Geschlechterbewusste Pädagogik. In Dietmar Böhm & Regine Böhm (Hrsg.), *Kein Kinderkram! Erzieherinnen- und Erzieherausbildung. Lernfeld 1-3* (3. vollständig überarbeitete Auflage, S. 449–463). Köln: Westermann.

## Spanish/ Español

### Book chapter

Rohrmann, Tim; Emilsen, Kari & Ljunggren, Birgitte (2025). La presencia masculina en la Educación y Atención a la Primera Infancia: perspectivas desde Alemania y Noruega. In Magdalena Jiménez Ramírez, Rosa M. Rodríguez-Izquierdo & Mónica Torres Sánchez (Hrsg.), *Formación Profesional Dual en Educación Infantil. Retos, experiencias y políticas en perspectiva comparada* (S. 19–47). Barcelona: Editorial Octaedro. <https://doi.org/10.36006/09748-0>

Vidaña, David M. (2025). La presencia de varones maestros en Educación Infantil: desafíos para romper el género en una profesión feminizada. The presence of male teachers in Early Childhood Education and Care: challenges to break gender in a feminized profession. *Revista Complutense de Educación*, 36 (1), 23–32. <https://doi.org/10.5209/rced.90404>

## Retracted papers

Jing, Zhang (2025). RETRACTED! Does Man Has a Place in Kindergarten Leadership? A Literature Review in China's Early Child Education. Psychology in the Schools.

<https://doi.org/10.1002/pits.23458>

Lyu, Jinbin; Tadesse, Endale; Khalid, Sabika; Orynbek, Gulnar & Gao, Chunhai (2025). RETRACTED ARTICLE: Perceptions of male early childhood kindergarten teachers in China: a systematic review. Journal of Early Childhood Teacher Education, 1–22.

<https://doi.org.10.1080/10901027.2025.2508966>