

Storli, Rune (2015).

**Male Preschool Teachers' Perceptions of Children's Rough-and Tumble Play (R&T) in Indoor and Outdoor Environments**

Presentation on the 25<sup>th</sup> EECERA annual conference, 9.9.2015, Barcelona/Spain

***Abstract***

This presentation will focus on male preschool teacher's concepts about the role of R&T in preschool and investigates how different play environments (indoor and outdoor) influence their perception and practices toward R&T. The results will be discussed in the context of data reported by female preschool teachers in the same survey. R&T holds a social dynamic that aids in the development of social competency, as children learn about themselves and others, Pellis et al., 2010. Despite the fact that fighting acts are simulated, R&T is often inhibited or prohibited in preschool practice, Holland, 2003. A total of 357 participants (319 women and 38 men) that in general work with children between 3-5 years old were recruited and completed a Norwegian translation of the quantitative questionnaire "Preschool Teacher Beliefs and Practices Questionnaire". The survey was reported to and approved by the Norwegian Social Science Data Services. Confidentiality and anonymity in this study included verifying full anonymity during data collection and publication. Preliminary analyses show that while male preschool teachers report experiences from own childhood as the most important source of knowledge about R&T, female preschool teachers reported studies and practice as their most influential source. This study underline that preschool teachers and ECEC practitioners need to gain more knowledge about R&T and its benefits. Experience of R&T play and how to interpret R&T situations, would serve as a facilitator for providing rather than restricting this important part of children's world of play, especially for boys who are particularly attracted to it.

***Keywords***

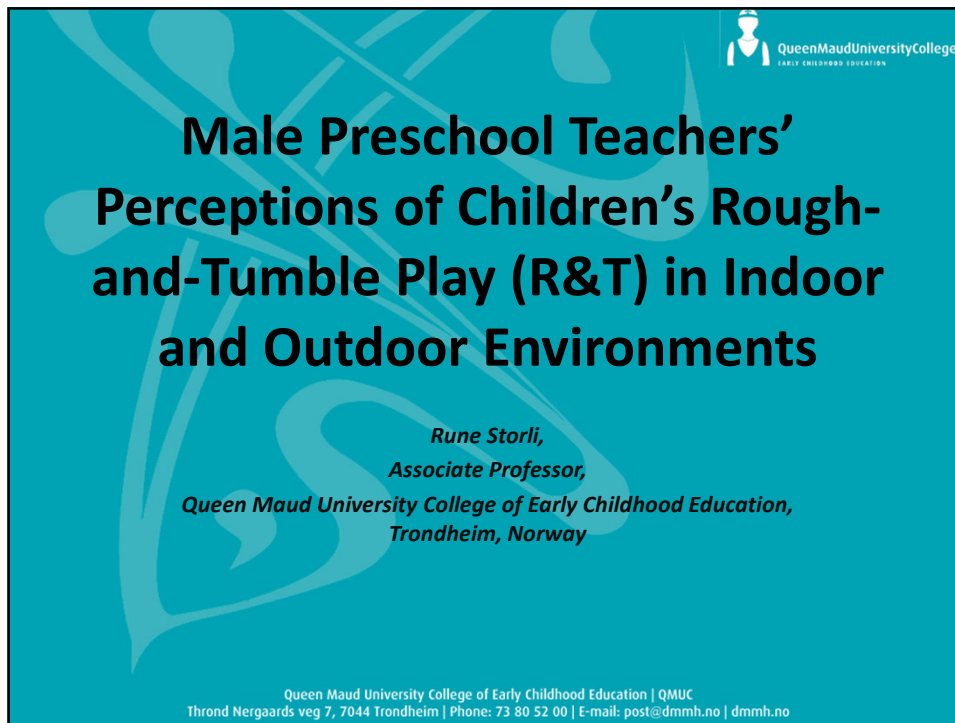
rough-and-tumble play, ECEC practice, gender, male preschool teachers, play environment

***Author***

Rune Storli | Queen Maud University College, Norway

Storli, Rune (2015).

**Male preschool teachers' perceptions of children's Rough-and-Tumble Play (R&T) in indoor and outdoor environments.**

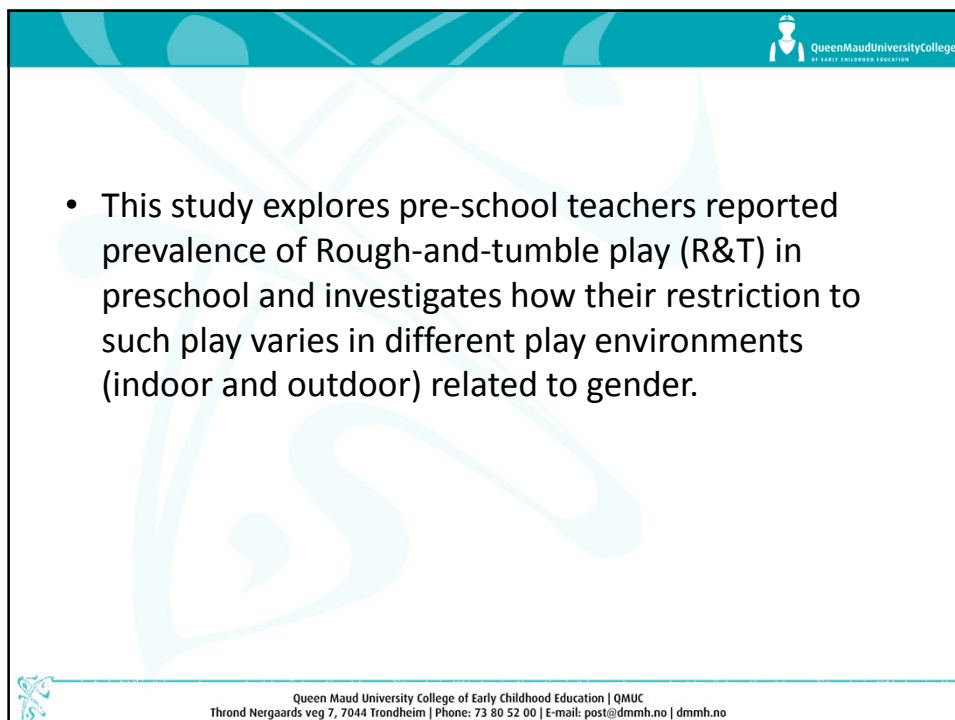


QueenMaudUniversityCollege  
EARLY CHILDHOOD EDUCATION

# Male Preschool Teachers' Perceptions of Children's Rough- and-Tumble Play (R&T) in Indoor and Outdoor Environments

*Rune Storli,  
Associate Professor,  
Queen Maud University College of Early Childhood Education,  
Trondheim, Norway*


Queen Maud University College of Early Childhood Education | QMUC  
Thron Nergaards veg 7, 7044 Trondheim | Phone: 73 80 52 00 | E-mail: post@dmmh.no | dmmh.no



QueenMaudUniversityCollege  
EARLY CHILDHOOD EDUCATION

- This study explores pre-school teachers reported prevalence of Rough-and-tumble play (R&T) in preschool and investigates how their restriction to such play varies in different play environments (indoor and outdoor) related to gender.


Queen Maud University College of Early Childhood Education | QMUC  
Thron Nergaards veg 7, 7044 Trondheim | Phone: 73 80 52 00 | E-mail: post@dmmh.no | dmmh.no




Queen Maud University College  
OF EARLY CHILDHOOD EDUCATION

## Free play

- ...children choosing what they want to do, how they want to do it and when to stop and try something else. Free play has no external goals set by adults and has no adult imposed curriculum. Although adults usually provide the space and resources for free play and might be involved, the child takes the lead and the adults respond to cues from the child. ([Santer, Griffiths, & Goodall, 2007, p. xi](#))




Queen Maud University College of Early Childhood Education | QMUC  
Thron Nergaards veg 7, 7044 Trondheim | Phone: 73 80 52 00 | E-mail: post@dmmh.no | dmmh.no




Queen Maud University College  
OF EARLY CHILDHOOD EDUCATION

## Rough-and-tumble play (R&T)

- R&T refers to vigorous behaviours, such as wrestling, grappling, kicking, and tumbling, that appear to be aggressive except for the playful context ([Humphreys & Smith, 1984](#); [Pellegrini & Smith, 2005](#)), and it is commonly observed in children's free-play time from preschool to adolescence ([Humphreys & Smith, 1984](#)).




Queen Maud University College of Early Childhood Education | QMUC  
Thron Nergaards veg 7, 7044 Trondheim | Phone: 73 80 52 00 | E-mail: post@dmmh.no | dmmh.no




Queen Maud University College  
OF EARLY CHILDHOOD EDUCATION

## Benefits of R&T

- The value of R&T is similar with the value of play in general, but there are some specific areas where R&T is considered to play an essential role in children's development and learning. One such function is that R&T enhance social competence ([Pellis, Pellis, & Reinhart, 2010](#)).




Queen Maud University College of Early Childhood Education | QMUC  
Thrond Nergaards veg 7, 7044 Trondheim | Phone: 73 80 52 00 | E-mail: post@dmmh.no | dmmh.no



Queen Maud University College  
OF EARLY CHILDHOOD EDUCATION

## Method

- Participants n = 422
  - 381 female and 41 male ECEC practitioners, working with 3-5 year-old children
- Questionnaire
  - Electronic questionnaire, a Norwegian version of Preschool Teacher Beliefs and Practices Questionnaire (Logue & Harvey, 2009)
- Analysis
  - Data analyzed in IBM Statistical Package for Social Sciences (SPSS 22)



Queen Maud University College of Early Childhood Education | QMUC  
Thrond Nergaards veg 7, 7044 Trondheim | Phone: 73 80 52 00 | E-mail: post@dmmh.no | dmmh.no

Storli, Rune (2015).

## Male preschool teachers' perceptions of children's Rough-and-Tumble Play (R&T) in indoor and outdoor environments.

QueenMaudUniversityCollege  
OF EARLY CHILDHOOD EDUCATION

# Results

### Prevalence of free play (including dramatic play) in a day as a whole

	≥ 1 hour per day	1-2 hours per day	≤ 2 hours per day	missing
Free play indoors, %	13.5	47.9	36.1	2.5
Free play outdoors, %	7.2	40.7	51.4	0.7

Queen Maud University College of Early Childhood Education | QMUC  
Thron Nergaards veg 7, 7044 Trondheim | Phone: 73 80 52 00 | E-mail: post@dmmh.no | dmmh.no

QueenMaudUniversityCollege  
OF EARLY CHILDHOOD EDUCATION

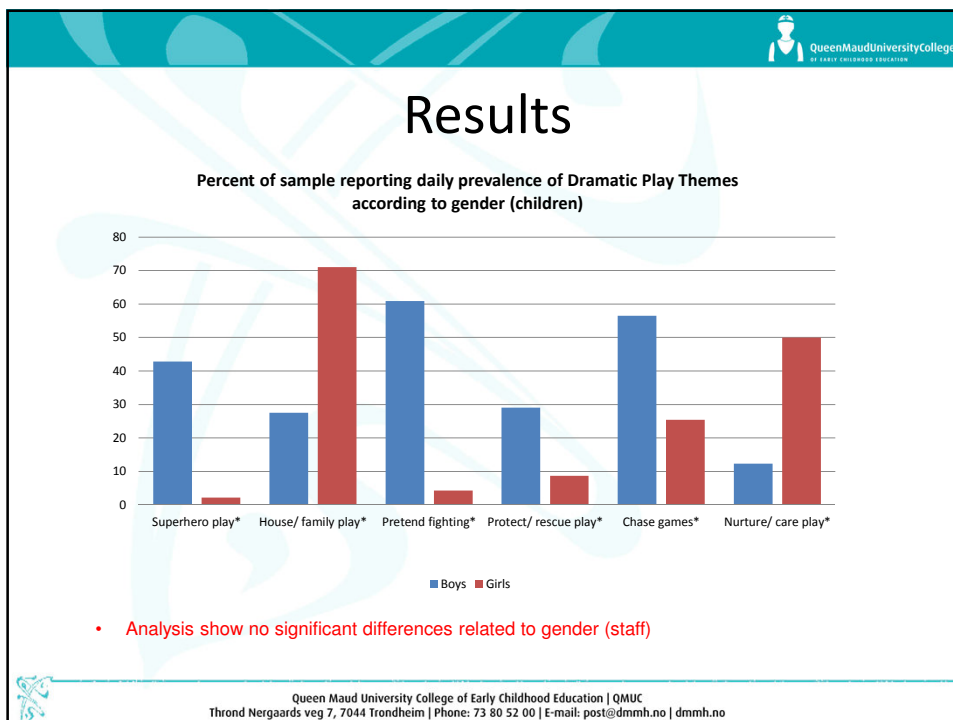
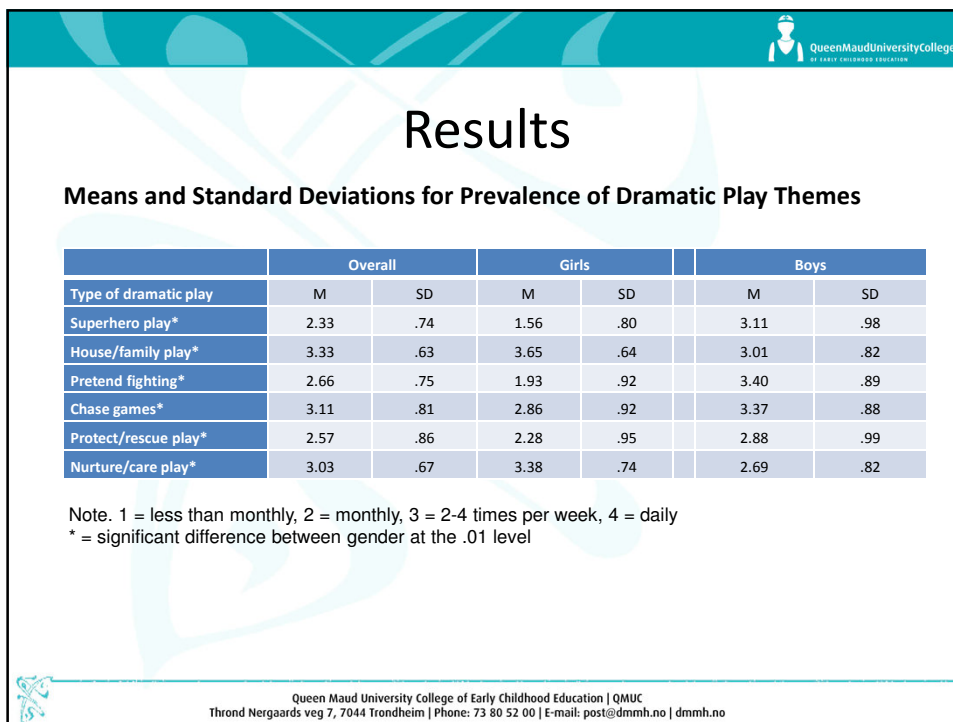
# Results

### Prevalence of free play (including dramatic play) in a day as a whole


	≥ 1 hour per day	1-2 hours per day	≤ 2 hours per day	missing
Free play indoors, %	13.5	47.9	36.1	2.5
Free play outdoors, %	7.2	40.7	51.4	0.7

Queen Maud University College of Early Childhood Education | QMUC  
Thron Nergaards veg 7, 7044 Trondheim | Phone: 73 80 52 00 | E-mail: post@dmmh.no | dmmh.no

## Male preschool teachers' perceptions of children's Rough-and-Tumble Play (R&T) in indoor and outdoor environments.



## Male preschool teachers' perceptions of children's Rough-and-Tumble Play (R&T) in indoor and outdoor environments.

 QueenMaudUniversityCollege  
OF EARLY CHILDHOOD EDUCATION

# Results


**Means and Standard Deviations for how different types of dramatic play are allowed according to indoor and outdoor play environment**

Type of dramatic play	Overall		Indoor		Outdoor	
	M	SD	M	SD	M	SD
Superhero play*	1.67	.71	1.91	.92	1.41	.76
Pretend fighting*	2.26	.91	2.64	1.14	1.86	.92
Rescue/protect play*	1.63	.72	1.82	.92	1.43	.76
Chase games*	1.90	.79	2.77	1.17	1.64	.96

Note. 1 = Always allow, 2 = 2, 3 = 3, 4 = 4, 5 = Always ban

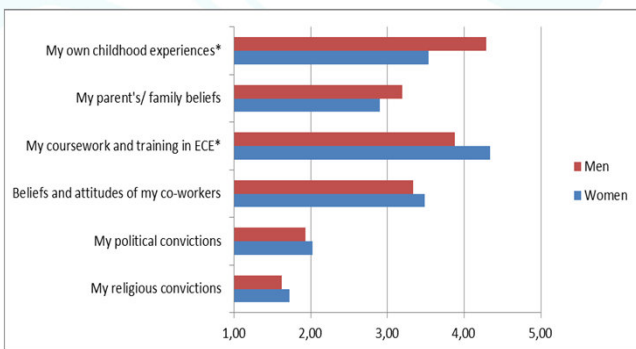
- = significant difference between space of play at the .01 level
- Analysis show no significant differences related to gender

Queen Maud University College of Early Childhood Education | QMUC  
 Thronnd Nergaards veg 7, 7044 Trondheim | Phone: 73 80 52 00 | E-mail: post@dmmh.no | dmmh.no

 QueenMaudUniversityCollege  
OF EARLY CHILDHOOD EDUCATION

# Results

To what degree do the following factors influence your attitude about children's play?

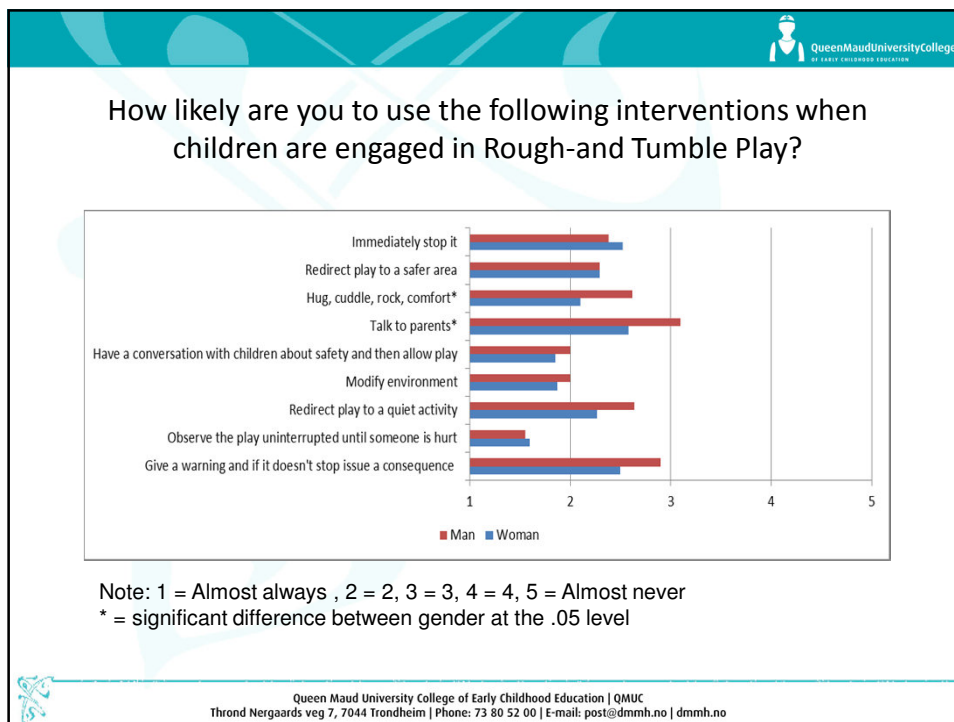


Factor	Men (Red)	Women (Blue)
My own childhood experiences*	~4.3	~3.5
My parent's/ family beliefs	~3.2	~2.8
My coursework and training in ECE*	~3.8	~4.3
Beliefs and attitudes of my co-workers	~3.4	~3.5
My political convictions	~1.8	~2.0
My religious convictions	~1.5	~1.6

Queen Maud University College of Early Childhood Education | QMUC  
 Thronnd Nergaards veg 7, 7044 Trondheim | Phone: 73 80 52 00 | E-mail: post@dmmh.no | dmmh.no

Storli, Rune (2015).

## Male preschool teachers' perceptions of children's Rough-and-Tumble Play (R&T) in indoor and outdoor environments.



QueenMaudUniversityCollege  
OF EARLY CHILDHOOD EDUCATION

## DISCUSSION

- Gender equality at institutional and individual level, -what does it mean?
  - Pedagogical content
    - Challenging the staff's attitudes regarding what is valuable play in ECEC institutions
  - Pedagogical practice
    - Children's right to participate in all types of play

Queen Maud University College of Early Childhood Education | QMUC  
Thronnd Nergaards veg 7, 7044 Trondheim | Phone: 73 80 52 00 | E-mail: post@dmmh.no | dmmh.no