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Behavior Management Strategies:

Beliefs And Practices Of Male And Female Early Childhood Teachers

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Abstract

This paper presents a study that aimed to investigate male and female early childhood teachers' beliefs and practices related to behavior management. Recently, low level of male early childhood teachers has been the subject of many studies. These studies focus on male pre-service and in-service teachers, comparison of teacher-directors, and research concerning preschool children with male or female teachers. Also, there are some studies which compare male and female teachers but few focus on the comparison of the practices of male and female early childhood teachers.

Women are predominant in early childhood education area all over the world. According to various sources, the number of male early childhood teachers is 5.28 % in Turkey, 4.10 % in Germany, 1.8 % in Austria and 1-2 % in England. The Teacher Strategies Questionnaire, developed by the Family Clinic of Washington University in 2001, was used. The study comprised forty-six male and forty-six female teachers. A t-test was conducted to compare male and female teachers' beliefs and practices. Before participating in the study, the teachers signed a volunteer participation form.

Data analysis showed there were significant differences between some of male and female teachers' ideas of how often they used specific teaching techniques and how useful they found each one for managing their classroom. Findings of the study suggest that gender differences are relevant for teacher's education. The Turkish Ministry of National Education can provide gender-sensitive in-service training for preschool teachers to increase developmentally appropriate behavior management strategies.

Keywords

male early childhood teachers, female early childhood teachers, behavior management strategies, teachers' beliefs, gender of teachers

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BEHAVIOR MANAGEMENT STRATEGIES: BELIEFS AND PRACTICES OF MALE AND FEMALE EARLY CHILDHOOD TEACHERS

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ECEC IN TURKEY

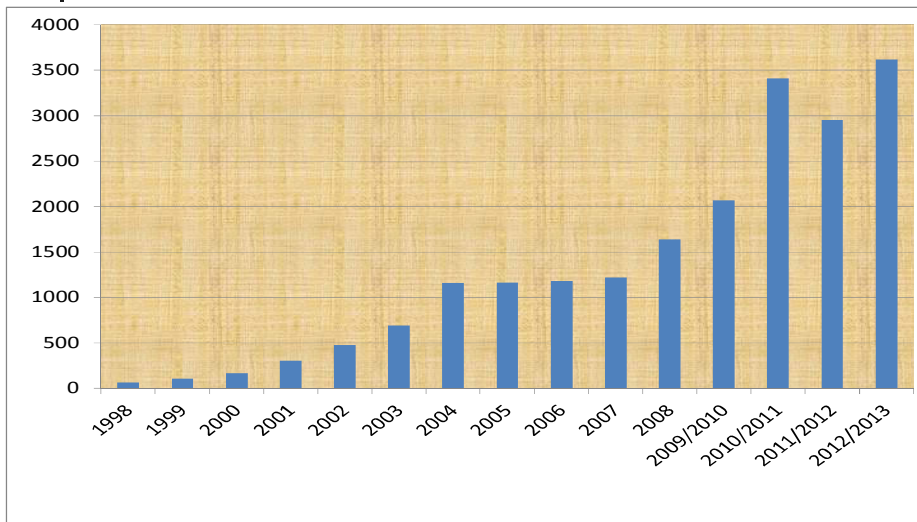
In Turkey early childhood education includes children aged from 3 to 5.5 years (36-66 months). It is not compulsory. It is provided in public or private kindergartens, application classrooms or nursery classes under the supervision of Turkish Ministry of National Education as a whole or half-day (Ministry of National Education, 2012a).


The aim of preschool education is to enhance the physical, cognitive and emotional development of children, support the acquisition of good habits, prepare children for primary education, ensure equity between all children and support the proper and correct use of the Turkish language (Ministry of National Education, 2006). Therefore, children learn reading and writing in 1st grade.

ECEC IN TURKEY

Many teachers in preschool classrooms have had a four-year education in the departments of early childhood education, or the child development and education in universities. The four-year process includes theoretical and practical courses related to child development, curriculum-instruction and some teaching skills. For appointment to public schools; after graduation, based on the results of the national public personnel selection exam teachers are selected. Private schools define their own criteria for the selection and appointment teachers.

Number of Male Teachers based on Years



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- Rate of male early childhood teachers was 5,28% in Turkey.
 - There are 59313 female teachers and 3620 male teachers in Turkey. Therefore, current rate is **5,75%**.




Goal

The aim of this study was to investigate male and female early childhood teachers' beliefs and practices related to behavior management.

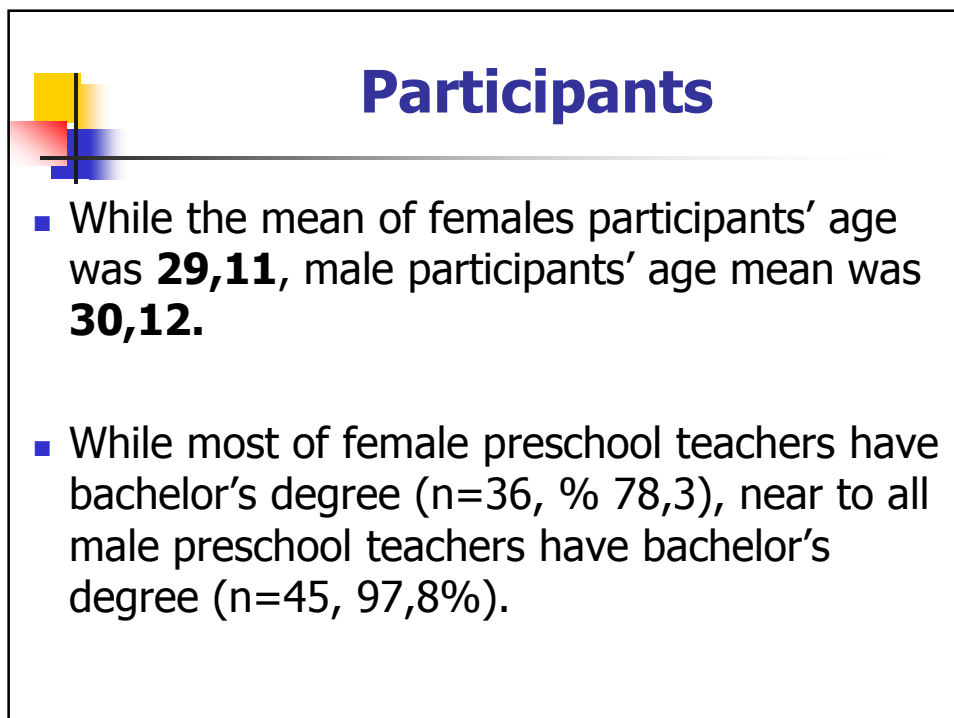
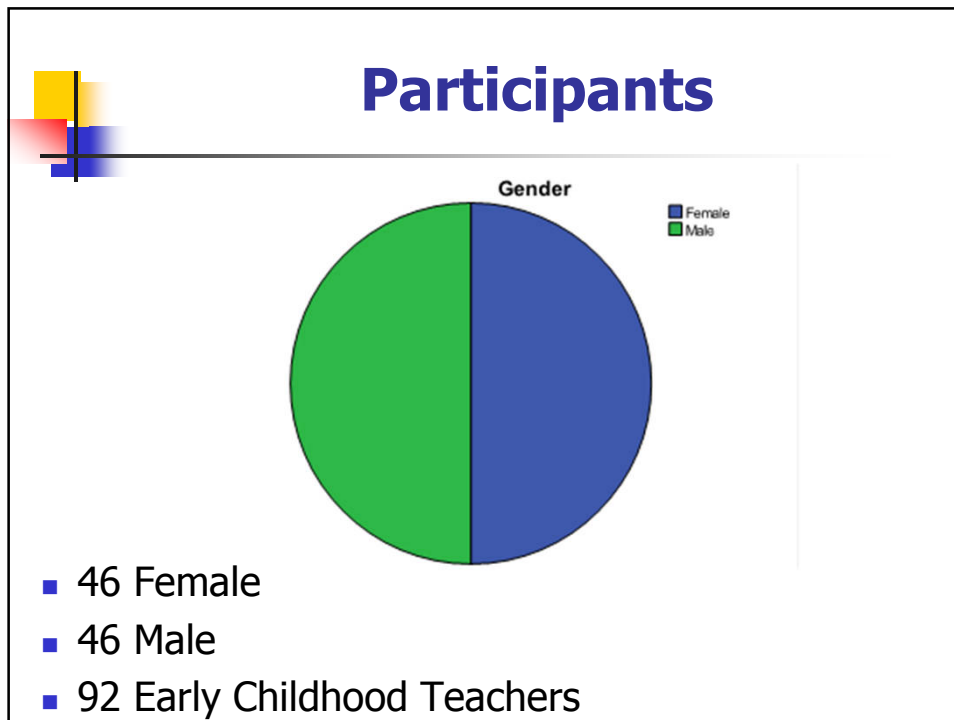


Research Questions

- Is there a significant difference between male and female early childhood teachers' self-confidence about classroom management?
- Is there a significant difference between male and female early childhood teachers' beliefs related to usefulness of classroom management strategies?
- Is there a significant difference between male and female early childhood teachers' practices related to how often they use classroom management strategies?
- Is there a significant difference between male and female early childhood teachers' interactions with parents?



The Teacher Strategies Questionnaire, developed by the Family Clinic of Washington University in 2001, was used.



Participants

- Many female preschool teachers graduated from departments of Preschool Education (n=29, 63%) and Child Development and Education (n=15, 32,6%). Near to all male preschool teachers graduated from Preschool Education department (n=45, 97,8%).
- While the mean of teaching experience of female participants was **7,09**, the mean of teaching experience of male participants was **5,62**.

Difference Between Male and Female Early Childhood Teachers' Self-confidence about Classroom Management

Items	Gender	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)
1. How confident are you in managing current behavior problems in your classroom?	Female	46	6,39	,682	1,210	90	,230
	Male	46	6,22	,696			
2. How confident are you in your ability to manage future behavior problems in your classroom?	Female	45	6,30	,726	-,738	90	,462
	Male	46	6,41	,686			

Behavior Management Strategies:

Beliefs And Practices Of Male And Female Early Childhood Teachers

Difference Between Male and Female Early Childhood Teachers' Beliefs Related to Usefulness of Classroom Management Strategies

Significant Items	Gender	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)
2. Describe or comment on bad behavior	Female	46	3,67	1,212	2,131	90	,036
	Male	46	3,15	1,135			
9. In-house suspension (send to Principal's office for misbehavior)	Female	46	2,00	1,430	2,244	90	,028
	Male	46	1,43	,935			
17. Prepare children for transitions with predictable routine	Female	45	4,20	1,014	1,995	86	,049
	Male	43	3,77	1,020			
20. Set up individual incentive program (e.g., stickers, prizes)	Female	46	4,15	,894	2,294	90	,024
	Male	46	3,65	1,178			
21. Give clear positive directions	Female	46	4,70	,511	2,790	90	,007
	Male	46	4,35	,674			

Difference Between Male and Female Early Childhood Teachers' Beliefs Related to Usefulness of Classroom Management Strategies-Cont.

Significant Items	Gender	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)
22. Warn of consequences for misbehavior (e.g., loss of privileges)	Female	46	4,15	,868	2,927	90	,004
	Male	46	3,57	1,047			
23. Use clear classroom discipline plan and hierarchy	Female	44	4,43	,728	2,772	88	,007
	Male	46	3,89	1,080			
29. Hold parent support groups	Female	45	2,53	1,440	-2,129	89	,036
	Male	46	3,22	1,618			
30. Send home notes (or frowny faces) to report problem behavior to parent	Female	46	3,52	1,426	3,146	90	,002
	Male	46	2,63	1,289			

Behavior Management Strategies:

Beliefs And Practices Of Male And Female Early Childhood Teachers

Difference Between Male and Female Early Childhood Teachers' Practices Related to How Often They Use Classroom Management Strategies

Significant Items	Gender	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)
1. Coach positive social behaviors (helping, sharing, watiing)	Female	46	4,76	,431	3,542	66,5	,001
	Male	46	4,26	,855			
2. Describe or comment on bad behavior	Female	46	4,35	,766	4,939	90	,000
	Male	46	3,52	,836			
3. Reward targeted positive behaviors with incentives (e.g., stickers)	Female	46	4,63	,532	2,818	89	,006
	Male	45	4,22	,823			
7. Use physical restraint	Female	43	2,16	1,344	-2,981	83	,004
	Male	42	2,95	1,081			

Difference Between Male and Female Early Childhood Teachers' Practices Related to How Often They Use Classroom Management Strategies-Cont.

Significant Items	Gender	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)
12. Call parents to report bad behavior	Female	46	2,24	1,268	-3,131	90	,002
	Male	46	3,02	1,125			
20. Set up individual incentive program (e.g., stickers, prizes)	Female	46	4,50	,691	2,118	90	,037
	Male	46	4,20	,687			
21. Give clear positive directions	Female	46	4,74	,491	2,204	90	,030
	Male	46	4,50	,548			
25. Use nonverbal signals to redirect child who is disengaged	Female	46	3,67	1,506	-2,269	90	,027
	Male	46	4,24	,766			

Behavior Management Strategies:

Beliefs And Practices Of Male And Female Early Childhood Teachers

Difference Between Male and Female Early Childhood Teachers' Practices Related to How Often They Use Classroom Management Strategies-Cont.

Significant Items	Gender	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)
26. Use persistence coaching (focusing, being patient, working hard)	Female	46	2,74	1,357	-2,514	90	,014
	Male	46	3,35	,924			
28. Make Home Visits	Female	46	3,46	1,588	-2,935	89	,004
	Male	45	4,27	,963			
29. Hold parent support groups	Female	45	3,44	1,324	-2,837	89	,006
	Male	46	4,13	,957			

Difference Between Male And Female Early Childhood Teachers' Interaction With Parents

Significant Items	Gender	N	Mean	Std. Dev.	t	df	Sig. (2-tailed)
4. Hold extra parent conferences for particular problems	Female	46	3,22	,941	3,554	90	,001
	Male	46	2,52	,937			
6. Develop teacher-parent partnerships	Female	45	3,84	1,107	2,410	89	,018
	Male	46	3,30	1,030			
8. Ask parents to share ways to incorporate their cultural history/ stories/ traditions in the classroom	Female	46	5,28	,958	2,267	90	,026
	Male	46	4,83	,973			



Discussion

When male and female early childhood teachers' beliefs related to usefulness of classroom management strategies were compared, it can be seen that male teachers' means were higher only in one item (**29. Hold parent support groups**) and female teachers' means were higher than male teachers' means in all significant items (2, 9, 17, 20, 21, 22, 23, 30).



Discussion

When these significant items were examined based on developmentally appropriate practice (DAP), it can be said that female teachers have both developmentally appropriate (17, 21, 22, 23, 30) and inappropriate (2, 9, 20) beliefs. Also, the mean of their developmentally appropriate and inappropriate beliefs (items) were higher than males'. These results may be related to teachers' experiences. Female teachers' teaching experience was more than experience of male teachers. Thus, female teachers can express their beliefs more strongly and better than their male colleagues.



Discussion

- When male and female early childhood teachers' practices related to how often they use classroom management strategies were compared, it can be seen that male and female preschool teachers have both developmentally appropriate and inappropriate practices (1, 2, 3, 7, 12, 20, 21, 25, 26, 28, 29). When these items were examined, it can be said that Turkish male and female early childhood teachers may not be aware of the principles of developmentally appropriate practice. Therefore, in their classroom practices, they may ignore the developmentally appropriateness of their behaviors.



Discussion

- When male and female early childhood teachers' interaction with parents were compared, it can be seen that female teachers' means were higher than male teachers' means in all significant items (4, 6, 8). This result may be related to Turkish society. Generally, children's education and care are supported by mother in Turkey and a mother may not prefer interaction with a male teacher. Therefore, male teachers' means can be lower.

