Okul Öncesi Öğretmenlerinin Toplumsal Cinsiyet Algısı ile Sınıf Yönetimi Becerileri ve Öğrenme Anlayışları Arasındaki İlişkinin İncelenmesi

Investigation of the Relationship between Preschool Teachers' Gender Perception and Classroom Management Skills and Understanding of Learning

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ABSTRACT

In this study, it is aimed to examine the relationship between preschool teachers' gender perceptions and their classroom management and learning conceptions. For this purpose, relational survey model was used as the method in the study. The population of the study consisted of 247 preschool teachers. As a result of the study, significant differences were found in favor of teachers with low seniority in some sub-dimensions of the scale of teachers' understanding of gender in the classroom according to their professional seniority. Similarly, significant differences were found in favor of teachers with low seniority in the general and one sub-dimension of the classroom management skills scale. Another result of the study is that according to the professional seniority of the teachers, the traditional learning-teaching conceptions of the teachers created a significant difference in favor of the teachers with high seniority. A negative relationship was found between teachers' classroom gender perceptions (GPC) and classroom management skills and a positive relationship was found between traditional learning-teaching conceptions. In addition, a negative relationship was found between the GGD sub-dimension of the GPC scale and constructivist learning-teaching approach. The last finding of the study is that there is a positive relationship between teachers' constructivist teaching-learning conception and classroom management skills scale general scores and professional skills sub-dimension scores.

Keywords: Teacher gender perception, classroom management skills, learning-teaching conceptions.

ÖZ

Bu araştırmada okul öncesi öğretmenlerinin toplumsal cinsiyet algısı ile sınıf yönetimi ve öğrenme anlayışları arasındaki ilişkinin incelenmesi amaçlanmaktadır. Bu amaçla araştırmada yöntem olarak ilişkisel tarama modeli kullanılmıştır. Araştırmanın evrenini 247 okul öncesi öğretmeni oluşturmaktadır. Çalışma sonucunda mesleki kıdemlerine göre, öğretmenlerin sınıf içi toplumsal cinsiyet anlayışları ölçeğinin bazı alt boyutlarına düşük kıdemi olan öğretmenler lehine anlamlı farklılıklara rastlanmıştır. Benzer şekilde sınıf yönetimi becerileri ölçeği geneli ve bir alt boyutunda yine düşük kıdemi olan öğretmenler lehine anlamlı farklılıklar bulunmuştur. Çalışmanın bir sonucu da öğretmenlerin mesleki kıdemlerine göre, geleneksel öğrenme-öğretme anlayışlarının kıdemi yüksek olan öğretmenler lehine anlamlı fark oluşturmasıdır. Öğretmenlerin sınıf içi toplumsal cinsiyet algıları (SİTCA) ile sınıf yönetimi beceri arasında negatif; geleneksel öğrenme-öğretme anlayışı arasında pozitif bir ilişki bulunmuştur. Ayrıca

SİTCA ölçeğinin GTCS alt boyutu ile yapılandırmacı öğrenme-öğretme anlayışı arasında negatif yönlü bir ilişki tespit edilmiştir. Çalışmanın son bulgusu öğretmenlerin yapılandırmacı öğretme-öğrenme anlayışı ile sınıf yönetimi becerileri ölçeği genel puanları ile mesleki beceri alt boyutu puanları arasında pozitif yönlü bir ilişki bulunmasıdır.

Anahtar Kelimeler: Öğretmen toplumsal cinsiyet algısı, sınıf yönetimi becerisi, öğrenme-öğretme anlayışı.

INTRODUCTION

Gender is a concept that refers to the social distinction between femininity and masculinity. It is a multifaceted concept whose effects can be seen at all levels of social life. It manifests itself with its regulatory role in the lives of societies. It organizes our identities and self-concepts and structures our interactions (Wharton, 2009). Societies create a set of cultural meanings for the biological reality that emerges from the birth of human beings and ensure the formation of stereotypes called gender-specific expectations (Altınova & Duran, 2013). Gender is encountered in many areas of life. The first ones that come to mind are family, working life, economy, daily life and education (Ecevit, 2011). Gender enters the child's life at an early age, starting from naming the individual as soon as he or she is born, to the clothes, the color of objects, the toys to play with, and the choice of friends. As children develop, their gender self-concepts, beliefs and motives are informed and transformed by families, peers, media and schools. The role of early childhood teachers, who are the organizers of the educational environment and interactions from these areas, should not be ignored in this process (Leaper, & Farkas, 2015). Because studies have shown that early childhood teachers' perceptions of children are decisive in their practices and interactions with children (Heisner, & Lederberg, 2011). In addition, research shows that the reflection of teachers' gender stereotypes in educational environments has important consequences that can affect children's teaching process (Muntoni & Retelsdorf, 2018; Wolter, Braun, & Hannover 2015). However, looking at both national and international literature, even recent studies show the presence of gender stereotypes in educational environments (Karaçil, 2022; Preece, & Bullingham, 2020).

Learning and teaching are social activities that occur with the healthy organization of the process that covers all experiences in learning environments (Morrison, 2021). In essence, the understanding of learning-teaching reflects teachers' beliefs about the ways of learning that they deem appropriate to use in classroom teaching and learning processes. There are basically two conceptions that determine the functioning of learning processes. The traditional teaching approach is still very common in education. The traditional method ignores the intellectual interest levels of the students, that is, the learners. It involves unquestioning acceptance of content and memorization by students. It does not involve students in creative thinking and participating in the creative part of the activities. Most of the time, in the teaching-learning process, teaching remains one-sided (teacher-centered), which is a didactic activity in which the learner remains passive (Khalid, & Azeem, 2012). Constructivism has emerged as a powerful model to explain how knowledge is produced in the world and how students learn. In the light of theorists such as Piaget and Vygotsky, a constructivist approach to education is one in which learners actively create, interpret and reorganize knowledge in individual ways. According to this view, teaching should promote experiences that require students to be active, scientific participants (student-centered) in the learning process (Gordon, 2009).

It is known that classroom management processes such as classroom climate and the content of student interaction with the teacher are very important variables for students to acquire the desired behavior in the learning-teaching processes in educational environments (Skipper & Douglas, 2015). In addition to taking into account the nature of children's living together in a group, classroom management is to ensure that each child has the opportunity to learn by feeling

a sense of belonging and trust (Tal, 2010). Effective classroom management by teachers is associated with children's cognitive and behavioral self-regulation, effective participation in learning processes and classroom interactions, academic achievement, motivation, and less tendency to show undesirable behaviors in the classroom. There is evidence for the impact of effective classroom management on the development of appropriate and adaptive behaviors of children in the early period (Fuhs et al., 2013; Rimm-Kaufman, et al., 2009). Some studies dealing with preschool education processes also show that teachers who use effective management strategies in their classrooms (which emphasize preventive and social-emotional development) both increase their job satisfaction and have to deal with less serious problem behaviors (Akın & Koçak, 2007; Bulotsky et al., 2020; Dobbs-Oates et al., 2011; Korpershoek et al., 2016).

It is seen that there are modern and traditional approaches in the learning-teaching approaches and classroom management skills used by teachers in educational environments. Similarly, the perception of gender, which is formed by transferring from the past to the present without questioning with the influence of traditional understanding in societies, points to the gender roles between "femininity" and "masculinity" constructed socially. With the possibility that teachers' perceptions and attitudes conditioned to traditional values as a part of the society in which they live will be reflected in classroom processes, it is thought that it will be important to investigate the relationship between teachers' gender perceptions in educational environments and their classroom management skills and teaching-learning approaches. In addition, the preschool period, which is the educational level at which the study is planned, can be decisive in terms of forming the basis for other life stages. The current study draws attention with the fact that it is designed with these requirements and that it is not similar in the literature. Accordingly, the study aims to investigate the relationship between preschool teachers' gender perceptions in educational environments and their classroom management skills and learning-teaching conceptions. For this purpose, the following sub-problems were formed:

1. How are preschool teachers' gender perceptions, classroom management skills and learning-teaching conceptions in the classroom?
2. Do preschool teachers' in-class gender perceptions, classroom management skills and learning-teaching conceptions show statistically significant difference according to professional seniority variable?
3. Is there a significant relationship between preschool teachers' perceptions of gender in the classroom, their classroom management skills and their conceptions of learning-teaching?

METHODOLOGY

The research was designed in quantitative research method. Relational survey is used as a model in this research which deals with teachers' gender perceptions, classroom management and learning conceptions and the relationships between these variables. The survey model is a research approach that aims to reveal and describe a situation that is currently happening or has happened in the past as it exists. This model serves to examine the existence of covariance between two variables. In the model, there is no effort to change or influence whatever is the subject of the research. The aim is to accurately observe and define what is to be examined (Fraenkel, Wallen, & Hyun, 2012). This model not only explains the relationship between variables, but also contributes to making predictions about predictor variables (Creswell, 2013).

2.1. Population and Sample

In this study, the population consists of approximately 1700 preschool teachers working in Mersin province in 2022-2023. Criterion sampling, which is one of the non-probability sampling types within purposive sampling, was used to determine the sample group. In this sampling type, situations that meet some predetermined criteria are determined by the researchers (Büyüköztürk

et al., 2012). In this study, the criteria determined by the researcher were that there were 8 or more than 8 preschool teachers working in the institution and that these teachers volunteered to participate in the study. The sample size was calculated with the formula used for situations where the population is known. Accordingly, it was determined as 236 people with a 5% margin of error and 95% confidence level (Kılıç, 2012). Taking into account the possibility of missing data and extreme values, the data collection process was completed when a total of 300 people were reached. As a result of the preliminary analysis, the analysis process was carried out with the data collected from 247 participants. All of the teachers participating in the study were female. Some personal information about the participant teachers who constituted the sample of the study is presented in Table 1. In terms of working years, the participants vary between 1-10 years (42%) and 10-23 years (58%).

Table 1

Demographic Information of Teachers

Variables	Groups	f	%
Age	26-35	168	68
	35-50	79	32
Professional	1-10	103	42
Seniority	11-23	144	58
Education Status	Undergraduate	242	98
	Master's degree	5	2

2.2. Data Collection Tools

In order to make the necessary measurements in the study, Preschool Teachers' In-Class Gender Perception Scale, Learning-Teacher Understandings Scale and Classroom Management Skills Scale were used. Scale usage permissions were obtained via e-mail.

2.2.1. Preschool Teachers' In-Class Gender Perception Scale (PTCGPS)

In the study, teachers' classroom gender perceptions were determined with a 5-point Likert-type measurement tool developed by Yıldız (2019) consisting of 4 dimensions and 42 items. The first sub-dimension of the scale expresses general gender discourses and consists of 17 items. The second factor describes gender role characteristics and consists of 12 items. The third factor includes gender-specific behavioral responses and consists of 7 items. The fourth sub-dimension consists of 6 items including gender expressions in fairy tales and stories. An increase in the score obtained from the scale means an increase in gender tendency in the relevant sub-dimension and in the overall scale. Reliability analysis of the scale was calculated using Guttman-Split Half, Cronbach Alpha and Spearman-Brown tests. Accordingly, it was determined that the reliability coefficients for all sub-dimensions of the scale were greater than .70. As a result of the reliability analysis of the scale in line with the data of this study, Cronbach alpha values were found to be between .65-.81. These results show that the measurement tool is reliable.

2.2.2. Learning-Teacher Conceptions Scale (TLCS)

In the study, teachers' conceptions of teaching and learning were measured with the Conceptions of Teaching and Learning Scale developed by Chan and Elliott (2004). The scale was adapted into Turkish by Aypay (2011). The scale consists of 4 sub-dimensions and 30 items. As a result of the measurements, the reliability coefficient for the overall scale was .71, the reliability coefficient for the first sub-dimension consisting of 12 items, constructivist learning-teaching conceptions, was .88, and the reliability coefficient for the second sub-dimension consisting of 18 items, traditional learning-teaching conceptions, was .83. As a result of the

reliability analysis of the scale in line with the data of this study, it was seen that Cronbach alpha values were between .65-.81. As a result of the reliability analysis of the scale in line with the data obtained in this study, Cronbach alpha values were found to be between .69-.82. These values that emerged as a result of the analysis show the reliability of the measurement tool in the context of the study data.

2.2.3. Classroom Management Skills Scale for Preschool Teachers (CMS)

The Classroom Management Skills Scale for Preschool Teachers was developed by Dinçer and Akgün (2015) to evaluate the classroom management skills of preschool teachers. The scale consists of 40 items in a five-point Likert scale. As a result of the reliability analysis of the scale, the reliability coefficient (Cronbach alpha value) was calculated as .83. The reliability coefficients for the sub-dimensions are .88 for the professional skills sub-dimension and .70 for the teacher-child interaction sub-dimension. The scores that can be obtained from the scale vary between 40-200. As a result of the reliability analysis of the scale in line with the data obtained in this study, Cronbach alpha values were found to be between .71-.89. These values that emerged as a result of the analysis show the reliability of the measurement tool in the context of the study data.

2.3. Data Collection Process

The data collection process was conducted with the teachers outside the working hours of the teachers available to the researcher. The data were collected by delivering the form created with the relevant scales to the teachers. Before the form filling stage, the researcher organized a session in any gathering area of the school at a suitable lunch hour for teachers working both in the morning and afternoon periods and informed them about the research and being a participant. After this information, the session was ended with the completion of the voluntary consent form and the scale form by the teachers. The data collection process was completed between 15.04.2023-30.06.2023. In this direction, data were collected from teachers working in 13 schools in total.

2.4. Data Analysis

"IBM SPSS Statistics" program 22.0 software package was used in the analysis of the data. In order to determine which of the parametric and nonparametric tests will be used in the analysis of the research data, firstly, analyzes evaluating the normality of the data were performed. For this purpose, kurtosis and skewness values were calculated by Kolmogorov Smirnov Test. Although there are normality criteria for different ranges in the literature, in this study, it was accepted that the kurtosis and skewness values should be in the range of +2 and -2 in order to accept that the data show normal distribution (George & Mallery, 2010; Tabachnick, & Fidell, 2013). In the analysis conducted by removing the data with outlier values, the kurtosis and skewness values of the data were found to be within the relevant range (+2/-2) (Kurtosis: SITCAÖ/-1,38 ÖÖAÖ/-1,09 SYBÖ/0,96 Skewness: SITCAÖ/1,69 ÖÖAÖ/-1,74 SYBÖ/0,94). After it was determined that the data were normally distributed, cronbach alpha values were calculated for each scale result for reliability analysis and it was seen that they were in the appropriate range. Scatter diagrams were examined to find out whether the data met the linearity assumption. When the scatter matrix of each variable reflects the ellipse shape, the linearity assumption is interpreted as met (Çokluk, Şekercioğlu, & Büyüköztürk, 2012). After all these examinations, the analysis process was carried out by using parametric tests. For this purpose, t-test was used to calculate whether the scores of the teachers according to their professional seniority showed a significant difference. Pearson correlation analysis was used to determine the relationship between the data.

FINDINGS

In this section, the results of the analysis conducted in line with the sub-problems of the study are presented. Accordingly, firstly, the score distributions of the scales of Gender Perceptions in the Classroom, Classroom Management Skills and Conceptions of Learning-Teaching were presented. Then, the differentiation of the scores obtained from these three scales according to the professional seniority of the teachers was examined. Finally, the findings regarding the relationship between teachers' In-Class Gender Perceptions, Classroom Management Skills and Learning-Teaching Conceptions are presented.

3.1. Score Distributions of Teachers' In-Class Gender Perceptions, Classroom Management Skills and Conceptions of Learning and Teaching

The data showing the distribution of teachers' scores from the scales of Classroom Gender Perceptions (TCGP), Classroom Management Skills (CMS) and Learning-Teaching Concepts (TLC) are given in Table 2.

Table 2

Distribution of Teachers' Scores on the Scales of Gender Perceptions in the Classroom, Classroom Management Skills and Conceptions of Learning and Teaching

Scale	Dimensions	X̄	N	ss
Gender Perceptions in the Classroom	General Gender Discourses (GGD)	3.29	247	4.56
	Gender Role Characteristics (GRC)	2.97	247	5.79
	Gender Specific Behavioral Responses (GSBR)	2,35	247	7.67
	Gender in Tales and Stories (GTS)	2.46	247	3.55
Classroom Management Skills	Professional Skills (PS)	3.51	247	2.17
	Teacher Child Interaction (TCI)	4.17	247	3.47
Learning-Teaching Concepts	Traditional	2.80	247	2.06
	Constructivist	4.02	247	1.91

When Table 2 was examined, it was determined that the mean scores of the sub-dimensions of the In-Class Gender Perceptions Scale were $\bar{x}=3.29$ for General Gender Discourses, $\bar{x}=2.97$ for Gender Role Characteristics, $\bar{x}=2.35$ for Gender Specific Behavioral Reactions, and $\bar{x}=2.46$ for Tales and Stories. The mean scores of the sub-dimensions of the Classroom Management Skills Scale were $\bar{x}=3.51$ for professional skills and $\bar{x}=4.17$ for teacher-child interaction. The mean scores of the sub-dimensions of the Teachers' Learning-Teaching Conceptions Scale were $\bar{x}=2.80$ for traditional learning-teaching conception and $\bar{x}=4.02$ for constructivist learning-teaching conception.

3.2 Teachers' Classroom Gender Perceptions, Classroom Management Skills and Understanding of Teaching-Learning according to Professional Seniority Variables

Independent samples t-test was conducted on the collected data to reveal whether teachers' classroom gender, classroom management skills and learning-teaching conceptions scores differed in terms of working hours. The findings are shown in Tables 3, 4 and 5.

Table 3

t-Test Results of Teachers' Classroom Gender Perception Scale Scores According to their Professional Seniority

Dimension	Professional Seniority	N	X̄	S	sd	t	p
GGD	1-10	103	2.73	2.74			
	11-23	144	3.86	1.39	245	2.18	.038*
GRC	1-10	103	2.75	3.56			
	11-23	144	3.19	5.81	245	-2.42	.043*
GSBR	1-10	103	2.14	7.62			
	11-23	144	2.57	4.47	245	1.96	.315
GTS	1-10	103	2.15	4.61			
	11-23	144	2.78	4.45	245	-.81	.467
General	1-10	103	2,06	6.67			
	11-23	144	2,42	5.49	245	1.27	.491

*p<.05

In Table 3, when the scores teachers received from the in-class gender perception scale according to their professional seniority were examined, a significant difference was found in the general gender discourses sub-dimension [t (245) = 2.18; p<.05] and gender role characteristics dimension [t (245) = -2.42; p<.05] in favor of teachers with 1-10 years of experience.

Table 4

t Test Results of Teachers' Classroom Management Skills Scale Scores According to Their Professional Seniority

Dimension	Professional Seniority	N	X̄	S	sd	t	p
TCI	1-10	103	3.87	2.25			
	11-23	144	3.15	2.14	245	2.67	.041*
PS	1-10	103	4.19	1.18			
	11-23	144	3.81	1.74	245	3.24	.086
General	1-10	103	3.99	0.78			
	11-23	144	3.27	1.66	245	2.73	.117

*p<.05

When Table 4 is examined within the scope of the sub-dimensions of the scores teachers received from the Classroom Management Skills scale, a significant difference was found in favor of 1-10 years of professional seniority in the sub-dimension of teacher-child interaction [t (245) = 2.67; p<.05]. There was no significant difference between the mean scores of the teachers from the overall scale [t (245) =2.73; p<.05] and the professional skills sub-dimension and their professional seniority [t (245) =3.24; p<.05].

Table 5

t Test Results of Teachers' Learning-Teaching Conceptions Scale Scale Scores According to Their Professional Seniority

Dimension	Professional Seniority	N	X̄	S	sd	t	p
Traditional	1-10	103	3.45	1.54	245	2.32	.026*
	11-23	144	4.16	2.17			
Constructivist	1-10	103	4.23	1.28	245	-1.47	.056
	11-23	144	3.81	2.07			

*p<.05

When Table 5 was examined, it was determined that the teachers' traditional learning-teaching conception scores from the sub-dimension of the teaching-learning conceptions scale showed a significant difference in favor of 11-23 years of working time according to the professional seniority variable [t (245) = 2.32, p<.05]. There was no significant difference between the mean scores of teachers' constructivist learning-teaching conceptions sub-dimension and their professional seniority [t (245) =-1.47; p>.05].

3.3. The Relationship between Teachers' Classroom Gender Perceptions, Classroom Management Skills and Understanding of Teaching-Learning

Table 6

Correlation Results of Variables

Variables	GPC	GGD	GRC	GSBR	GTS	PS	TCI	CMS	T	C
1.GPC	1									
2.GGD	.71**	1								
3.GRC	.69**	.64**	1							
4.GSBR	.76**	.75**	.64*	1						
5.GTS	.82**	.69**	.72**	.69*	1					
6.PS	.-43	.-35	.-26	.09	.28	1				
7.TCI	-.26	.-29	.-25	.-34	.15	-.65**	1			
8.CMS	.-39*	.16	.04	.-21	.14	-.57**	-53*	1		
9.T	.27**	.46	.37	.-26	.08	.-41	.-07	.17	1	
10.C	.08	.-09**	.-34	.-04	.07	.22*	.46	.26**	.-69*	1

*p<.05, **p<.01

When Table 6 is analyzed, it is seen that there is a medium level negative and significant relationship between the teachers' GPC scores and the overall scores of the CMS scale (r=.-39, p<.05), while there is no significant relationship between the sub-dimensions of PS and TCI scores. A low level positive and significant relationship (r=.27, p<.01) was found between teachers' GPS scores and Traditional Learning-Teaching Concepts scores (r=.27, p<.01). A low

level negative relationship was found between teachers' GTCS scores, which is a sub-dimension of the GPC scale, and Constructivist Learning-Teaching Concepts, which is a sub-dimension of the Learning Teaching Concepts Scale (r=-.09, p<.01). A low level positive relationship was found between the Constructivist Teaching-Learning Conception, which is a sub-dimension of the Teachers' Conceptions of Learning and Teaching Scale, and the general scores of the Classroom Management Skills scale (r=.26, p<.01), and a low level positive relationship was found between the Professional Skills sub-dimension scores (r=.22, p<.05). Apart from these, no significant relationship was found between the overall and sub-dimensions of the scales.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this study, it is aimed to investigate the relationship between preschool teachers' perceptions of gender in educational settings and their classroom management skills and conceptions of learning-teaching. For this purpose, firstly, the levels of teachers' in-class gender perceptions, classroom management skills and learning-teaching conceptions were examined. Accordingly, it was determined that teachers' in-class gender perceptions were at a low level. When the literature was examined, studies on preschool teachers' gender perceptions were found. However, these studies examine general gender perceptions (Karaçil, 2020; Öztürk & Doğan, 2023). In the development study of the scale used in the study, Yıldız (2019) determined that preschool teachers' social perceptions in the classroom were at a low level. However, the results of some studies conducted in the light of qualitative data show that teachers have gender stereotypes (Karaçil, 2022; Preece, & Bullingham, 2020). As a result of the study, it is seen that teachers' classroom management skills are at a high level. When the literature related to the current result is evaluated, there are different results. Especially in studies where observation-based measurements were made, it was concluded that teachers were not sufficient in classroom management (Akgün, Yarar, & Dinçer, 2011; Ocak, & Arda, 2014). However, studies conducted with data collected through teacher perceptions found that classroom management skills were high (Bulut, 2020; Semerci, & Balat, 2018). This may be due to the fact that teachers do not have sufficient knowledge about classroom management. In the sub-dimension of classroom management skills of teachers, it is seen that teacher-child interaction scores are higher than professional skills. In his study, Kurt (2021) concluded that communication barriers are generally used in classroom communication with children. In the study, it was concluded that teachers mostly preferred constructivist learning-teaching approach. However, it is seen that teachers also have a considerable level of traditional teaching-learning understanding. However, the adoption of the constructivist approach, which prioritizes questioning and discovery in accessing knowledge and constructing meaning, has an inverse relationship with the traditional learning-teaching approach that prioritizes rote learning (Driscoll, 2000). This finding tells us that teachers do not show determination on the learning-teaching approach. When the literature was examined, it was seen that there was no other study conducted with preschool teachers in Turkey. Similar results were found in studies conducted in different branches (Aytaç, & Uyangör, 2020; Baş, 2016).

In the study, teachers' classroom gender, classroom management skills and learning-teaching conceptions were examined according to their professional seniority. First, teachers' understanding of gender in the classroom was addressed. When we look at the literature, there are studies that show that teachers have some stereotypes about the gender of children in their classrooms (for example, girls are more social and boys have more self-regulation problems) (Groeben et al., 2011; Runions, 2014). These studies show that the reflection of teachers' gender stereotypes in educational environments has important consequences that can affect children's teaching process (Muntoni & Retelsdorf, 2018). In the current study, significant differences were found in favor of teachers with 1-10 years of teaching experience in the general gender discourses and gender role characteristics dimensions, which are sub-dimensions of the gender scale. No

similar study was found in the literature. In the study in which the scale was developed, similar to the current study, significant differences were found in general gender discourses and gender role characteristics dimensions in favor of teachers with low professional seniority (Yıldız, 2019). This may be due to the fact that teachers with less professional seniority have higher awareness of gender due to the changing education program and social processes due to being a young generation. Erbek & Çoğaltay (2022) evaluated similar findings in their study that older people have certain stereotypes and a traditionalist perspective on sexism compared to young people.

In the study, no significant difference was found in the overall classroom management scale and professional skills sub-dimension according to the professional seniority variable of the teachers, while significant differences were found in favor of teachers with 1-10 years of experience in the sub-dimension of teacher-child interaction. The most intensive interaction of a preschool child with an adult other than a parent is with preschool teachers. In this respect, child-teacher interaction in this period has developmentally important effects on the child as well as classroom management (Sutherland, et al., 2018; Wu et al., 2018). This finding may be due to the fact that teachers with 1-10 years of experience graduated with the current curriculum and the motivation brought by their newness in the profession. When the literature was examined, it was seen that there were different findings. While some studies did not find any significant difference across the scale similar to the result of the current study (Fatma, 2019; Zembat, Tunçeli, & Yavuz, 2017), some studies found that teachers' classroom management skills increased as their professional experience increased (Ekici, Günhan, & Anılan, 2016).

Studies have documented a relationship between teachers' beliefs about teaching and learning and their classroom practices (Feixas, & Euler, 2013; Gilakjani, 2012) In this respect, the teacher's traditionalist or constructivist teaching-learning approach is an important variable for the educational environment. Contrary to the traditionalist approach, it is an undisputed fact that constructivist teaching-learning processes enable students to actively participate in the learning process, improve their communication skills, learning outcomes, attention and increase their lifelong learning skills (Banihashem et al., 2022; Khalifeh et. al., 2020). Another result of the study is the finding that according to the professional seniority variable of the teachers, the traditional understanding of learning-teaching has a significant difference in favor of teachers with 11-23 years of seniority. This result can also be expressed as that teachers with more working years have higher traditional learning-teaching conceptions than other teachers. When the studies are examined, it is seen that most of the studies on the subject were conducted with pre-service teachers (Dedebali, & Süral, 2022; Kara, & Kabapınar, 2019; Tezci et al., 2017; Yener, & Yılmaz, 2017). Including these studies, the limited number of studies in the related branch in the context of learning-teaching conceptions drew attention. Although there are studies supporting the current research finding (Alpay, 2011; Baş, 2014; Yaralı, 2019), recent study results show that pre-service teachers have constructivist learning-teaching conceptions (Tezci, et al., 2017). This result may be due to the reflection of the teachings of the current teacher education on the importance of the constructivist approach in educational environments to new teachers. There are also studies in the relevant literature that have different findings from the results of the study (Daşdemir & Engin, 2019; Sevinç, 2021).

The last research question of the study was to examine the level of relationship between preschool teachers' in-class gender perceptions, classroom management skills and learning-teaching conceptions. For this purpose, firstly, it was concluded that there was a significant negative correlation between teachers' GPC scores and CMS scores. This result means that preschool teachers' perceptions of gender in the classroom and their general scores of classroom management skills increase/decrease in the opposite direction. No similar study was found in the related literature. However, some of the studies on gender perceptions in the classroom reveal that teachers show a sexist tendency. These studies reveal that teachers' gender perceptions affect their classroom behaviors towards students (Ewing, & Taylor, 2009; Morrissette, Jesme, & Hunter, 2018). Another study found that teachers' sexist practices in classroom management affect

student achievement (Khoumich, & Benattabou, 2020). The other finding of the study is that there is a significant positive relationship, albeit at a low level, between teachers' GPC scores and traditional learning-teaching conceptions, which is a sub-dimension of the Learning-Teaching Conceptions Scale. This result shows that teachers' classroom gender perceptions and traditional learning-teaching conceptions increase/decrease together. In societies, traditional understanding in every aspect points to the environments where gender finds a living space. In traditional understanding, gender-specific stereotypes are considered normal and find a place. In studies examining the effects of teachers on the formation of children's gender identities, the importance of gender stereotyped teaching in the transmission of gender to children is discussed (Giraldo, & Colyar, 2012; Martin, 1995). Another study shows that teachers' sexist perceptions are reflected in children's learning-teaching processes (Åhslund, & Boström, 2018). The other result of the study is that there is a low level negative relationship between the GGD sub-dimension, which is a sub-dimension of the GPC scale, and the constructivist learning-teaching conceptions, which is a sub-dimension of the Conceptions of Learning and Teaching Scale. This result shows that teachers' general gender discourse scores and their constructivist learning and teaching conceptions increase or decrease in the opposite direction. When this result is considered, it is possible that the constructivist learning-teaching approach, which is in struggle with the traditional understanding that sees the individual as a passive recipient of knowledge, may not be compatible with the gender perception that harbors traditional norms due to its discovery and inquiry-oriented feature that builds knowledge (Hursen, & Soykara, 2012; Shah, 2019). Another result of the study is that there is a positive relationship at various levels between teachers' Constructivist Teaching-Learning Concepts, which is a sub-dimension of the Conceptions of Learning-Teaching Scale, and the overall scores of the Classroom Management Skills scale and the Professional Skills sub-dimension scores. This result can be interpreted as having a constructivist teaching-learning approach and classroom management skills increase or decrease in the same direction. When the literature is examined, it is similarly found that teachers who adopt constructivist learning-teaching approach apply effective classroom management skills (Franklin, & Harrington, 2019; Kaya, & Dönmez, 2009).

The study reveals the relationships between teachers' perceptions of gender in the classroom, their conceptions of learning-teaching and classroom management skills. The results of the study are important both in terms of supporting the fight against gender through education and in terms of seeing the relationship between teachers' perceptions of gender in the classroom and their competencies (learning-teaching conceptions, classroom management skills) in the education process. The early childhood period, in which rapid developmental developments take place, forms the basis for other periods. Gender-based judgments formed during these years will also affect children's future lives (Shaffer & Kipp, 2010). In terms of both the pioneering role of teachers in the processes of change in the society and the effectiveness of education and training processes in the classroom environment, the impact of gender-sensitive, constructivist learning-teaching approach and effective classroom management skills in supporting development is noteworthy (Allana, Asad, & Sherali, 2010). The research literature on this subject needs to be enriched. In these studies, there is a need for studies designed with different methodological methods in which teachers, students, families and school administrators at different levels of education will also participate. These studies will provide important evidence to reveal the current situation and to lead new studies to develop an intervention program. When the findings of the study are taken into consideration, it is a fact that there are things to be done for practice. First of all, starting from preschool education, which can be considered as the beginning of learning environments in line with the results of the study, it is important to create policies for educational environments in which teachers with developed classroom management skills, constructivist learning-teaching understanding dominate, and determined teachers who are determined to combat gender. This formation needs to be followed with determination by both non-governmental organizations and the administrators who shape the country's policies. In this

context, options such as updating teacher training programs on the subject and subjecting existing teachers to in-service training can be considered.

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GENİŞLETİLMİŞ ÖZ

Giriş

Doğumda bireye isim verilmesinden eğitim materyallerine, arkadaş ve meslek seçimine kadar bireyin hayatının her alanına dahil olan toplumsal cinsiyetle mücadele onlarca yıldır güncelliğini koruyor. Toplumsal yaşamda düzenleyici bir role sahip olan bu kavram, aile, iş hayatı, ekonomi, günlük yaşam ve eğitim gibi hayatın farklı alanlarında karşımıza çıkmaktadır. Tüm gelişim alanlarında olduğu gibi çocukların toplumsal cinsiyet kavramına ilişkin algılarının da özellikle okul öncesi dönemde şekillenmeye başladığı kabul edilmektedir (Halim & Ruble, 2010; Karlson & Simonsson, 2008). Çocuklar geliştikçe, toplumsal cinsiyet benlik kavramları, inançları ve güdüleri aileler, akranlar, medya ve okullar tarafından bilgilendirilir ve dönüştürülür. Bu alanlar arasında, eğitim ortamlarındaki öğretmenlerin rolü, gelişimin her alanında olduğu gibi bu kavram bağlamında da önemlidir (Leaper & Farkas, 2015). Öğrenme ve öğretme, öğrenme ortamlarındaki tüm deneyimleri kapsayan sürecin sağlıklı bir şekilde organize edilmesiyle ortaya çıkan sosyal etkinliklerdir (Morrison, 2021). Özünde öğrenme-öğretme anlayışı, öğretmenlerin sınıf içi öğretme ve öğrenme süreçlerinde kullanmayı uygun gördükleri öğrenme yollarına ilişkin inançlarını yansıtır. Öğrenme süreçlerinin işleyişini belirleyen temelde iki anlayış vardır. Geleneksel öğretim, öğrenenin pasif kaldığı öğretmen merkezli didaktik bir etkinliktir (Khalid & Azeem, 2012).Yapılandırmacılık ise öğrencilerin öğrenme sürecinde aktif, bilimsel katılımcılar (öğrenci merkezli) olmalarını gerektiren deneyimleri teşvik eder (Gordon, 2009).Sınıf iklimi ve öğrencinin öğretmenle etkileşiminin içeriği gibi sınıf yönetimi süreçlerinin, eğitim ortamlarındaki öğrenme-öğretme süreçlerinde öğrencilerin istendik davranışları kazanmaları için çok önemli değişkenler olduğu bilinmektedir (Skipper & Douglas, 2015). Öğretmenlerin etkili sınıf yönetimi, çocukların bilişsel ve davranışsal öz düzenlemeleri, öğrenme süreçlerine ve sınıf içi etkileşimlere etkin katılımları, akademik başarıları, motivasyonları ve sınıf içinde istenmeyen davranışları daha az gösterme eğilimleri ile ilişkilidir.Etkili sınıf yönetiminin erken dönemde çocukların uygun ve uyumlu davranışlar geliştirmesi üzerindeki etkisine dair kanıtlar bulunmaktadır (Fuhs vd., 2013; Bulotsky vd., 2020). Öğretmenlerin eğitim ortamlarında kullandıkları öğrenme-öğretme yaklaşımlarında ve sınıf yönetimi becerilerinde modern ve geleneksel yaklaşımların olduğu görülmektedir. Benzer şekilde toplumlarda geleneksel anlayışın etkisiyle geçmişten günümüze sorgulanmadan aktarılmasıyla oluşan toplumsal cinsiyet algısı, toplumsal olarak inşa edilen "kadınlık" ve "erkeklik" arasındaki cinsiyet rollerine işaret etmektedir.Öğretmenlerin içinde yaşadıkları toplumun bir parçası olarak geleneksel değerlerle koşullanmış algı ve tutumlarının sınıf içi süreçlere yansıyacağı gerçeğinden hareketle, öğretmenlerin eğitim ortamlarındaki toplumsal cinsiyet algıları ile sınıf yönetimi becerileri ve öğretme-öğrenme yaklaşımları arasındaki ilişkinin araştırılmasının önemli olacağı düşünülmektedir.

Bu çalışmada, okul öncesi öğretmenlerinin eğitim ortamlarında toplumsal cinsiyet algıları ile sınıf yönetimi becerileri ve öğretme-öğrenme anlayışları arasındaki ilişkinin incelenmesi amaçlanmıştır.

Yöntem

Araştırma nicel araştırma yönteminde tasarlanmıştır. Öğretmenlerin cinsiyet algısı, sınıf yönetimi ve öğrenme anlayışları ile bu değişkenler arasındaki ilişkilerin ele alındığı bu araştırmada model olarak ilişkisel tarama kullanılmıştır. Araştırmanın örneklemini 247 okul öncesi öğretmeni oluşturmaktadır. Araştırmada gerekli ölçümlerin yapılabilmesi için Okul Öncesi Öğretmenlerinin Sınıfta Toplumsal Cinsiyet Algısı Ölçeği, Öğrenme Anlayışları-Öğretmen Ölçeği ve Sınıf Yönetimi Becerileri Ölçeği kullanılmıştır. Araştırma verilerinin analizinde parametrik ve parametrik olmayan testlerden hangisinin kullanılacağını belirlemek amacıyla öncelikle verilerin normalliğini değerlendiren Kolmogorov Smirnov Testi yapılmıştır. Yapılan incelemeler sonucunda normal dağıldığı tespit edilen verilerin geçerlilik ve güvenilirlik ölçümleri için cronbach alpha değerleri incelenmiş ve uygun değerlerde olduğu tespit edilmiştir. Verilerin

doğrusallığı varsayımı için incelenen saçılım matrislerinin varsayımı karşıladığı görülmüştür. Öğretmenlerin mesleki kıdemlerine göre ölçeklerden aldıkları puanların anlamlı bir farklılık gösterip göstermediğini hesaplamak için t-testi kullanılmıştır. Veriler arasındaki ilişkiyi belirlemek için Pearson Korelasyon analizi kullanılmıştır.

Sonuç, Tartışma ve Öneriler

Öğretmenlerin sınıf içi toplumsal cinsiyet anlayışları açısından ölçeğin alt boyutları olan genel toplumsal cinsiyet söylemleri ve toplumsal cinsiyet rol özellikleri boyutlarında 1-10 yıl arası öğretmenlik deneyimi olan öğretmenler lehine anlamlı farklılıklar olduğu görülmüştür. Bu durum, mesleki kıdemi daha az olan öğretmenlerin genç kuşak olmaları nedeniyle değişen eğitim programı ve toplumsal süreçlere bağlı olarak toplumsal cinsiyet farkındalıklarının daha yüksek olmasından kaynaklanıyor olabilir. Erbek & Çoğaltay (2022) çalışmalarında, yaşlıların gençlere kıyasla cinsiyetçilik konusunda belirli kalıp yargılara ve gelenekçi bir bakış açısına sahip olduğuna dair benzer bulguları değerlendirmişlerdir. Araştırmada, öğretmenlerin mesleki kıdem değişkenine göre sınıf yönetimi ölçeğinin genelinde ve mesleki beceriler alt boyutunda anlamlı bir farklılık bulunmazken, öğretmen-çocuk etkileşimi alt boyutunda 1-10 yıl kıdeme sahip öğretmenler lehine anlamlı farklılıklar bulunmuştur. Bu bulgu, 1-10 yıllık deneyime sahip öğretmenlerin mevcut müfredat ile mezun olmalarından ve meslekte yeni olmalarının getirdiği motivasyondan kaynaklanıyor olabilir. Literatür incelendiğinde farklı bulgular olduğu görülmüştür. Bazı çalışmalarda ölçek genelinde anlamlı bir fark bulunmazken (Fatma, 2019; Zembat, Tunçeli & Yavuz, 2017), bu çalışmanın sonucuna benzer şekilde bazı çalışmalarda öğretmenlerin mesleki deneyimleri arttıkça sınıf yönetimi becerilerinin de arttığı tespit edilmiştir (Ekici, Günhan & Anılan, 2016). Araştırmanın bir diğer sonucu da, daha uzun yıl deneyime sahip öğretmenlerin geleneksel öğrenme-öğretme anlayışlarının diğer öğretmenlere göre daha yüksek olduğudur. Mevcut araştırma bulgusunu destekleyen çalışmalar olsa da (Alpay, 2011; Baş, 2014; Yaralı, 2019), yakın tarihli araştırma sonuçları öğretmen adaylarının yapılandırmacı öğrenme-öğretme anlayışına sahip olduğunu göstermektedir (Tezci, vd., 2017). Bu sonuç, mevcut öğretmen eğitiminin yapılandırmacı yaklaşımın eğitim ortamlarındaki önemine ilişkin öğretilerinin yeni öğretmenlere yansımasından kaynaklanıyor olabilir. Çalışmanın son araştırma sorusu, okul öncesi öğretmenlerinin sınıf içi cinsiyet algıları, sınıf yönetimi becerileri ve öğrenme-öğretme anlayışları arasındaki ilişki düzeyini incelemektir. Buna göre yapılan analizler, okul öncesi öğretmenlerinin sınıf içi toplumsal cinsiyet algıları ile sınıf yönetimi becerileri genel puanları arasında negatif bir ilişki olduğunu ortaya koymuştur. Araştırmalar, öğretmenlerin toplumsal cinsiyet algılarının öğrencilere yönelik sınıf içi davranışlarını etkilediğini ortaya koymaktadır (Ewing & Taylor, 2009; Morrissette, Jesme & Hunter, 2018). Çalışmanın bir diğer sonucu da öğretmenlerin geleneksel öğrenme-öğretme anlayışlarıyla birlikte sınıfta toplumsal cinsiyet algılarının da arttığı/azaldığıdır. Öğretmenlerin çocukların toplumsal cinsiyet kimliklerinin oluşumundaki etkilerini inceleyen bir vaka çalışmasında, toplumsal cinsiyetin çocuklara aktarımında toplumsal cinsiyet kalıplarına dayalı öğretimin önemi tartışılmaktadır (Giraldo & Colyar, 2012). Literatüre baktığımızda, öğretmenlerin cinsiyetçi algılarının çocukların öğrenme-öğretme süreçlerine yansıdığına dair kanıtlar bulunmaktadır (Åhslund & Boström, 2018). Araştırmada, öğretmenlerin genel cinsiyet söylemi puanlarındaki artışın, yapılandırmacı öğrenme ve öğretme anlayışlarında düşüşe yol açtığı görülmüştür. Bu sonuç dikkate alındığında, bireyi bilginin pasif alıcısı olarak gören geleneksel anlayışla mücadele içinde olan yapılandırmacı öğrenme-öğretme yaklaşımının, bilgiyi inşa eden keşif ve sorgulama odaklı özelliği nedeniyle geleneksel normları barındıran toplumsal cinsiyet algısıyla uyumsuz olması mümkündür (Hursen ve Soykara, 2012; Shah, 2019). Araştırmanın bir diğer sonucu ise öğretmenlerin yapılandırmacı öğretme ve öğrenme anlayışına sahip olmaları ile sınıf yönetimi becerilerinin aynı doğrultuda arttığı ya da azaldığıdır. Literatür incelendiğinde benzer şekilde yapılandırmacı öğrenme-öğretme yaklaşımını benimseyen öğretmenlerin etkili sınıf yönetimi becerilerini uyguladıkları görülmektedir (Franklin & Harrington, 2019).

Çalışma, öğretmenlerin sınıf içi toplumsal cinsiyet algıları, öğrenme-öğretme anlayışları ve sınıf yönetimi becerileri arasındaki ilişkileri ortaya koymaktadır. Bu konuda araştırma literatürünün zenginleştirilmesi gerekmektedir. Bu araştırmalarda farklı eğitim kademelerinde öğretmen, öğrenci, aile ve okul yöneticilerinin de katılımcı olacağı farklı metodolojik yöntemlerle tasarlanmış çalışmalara ihtiyaç bulunmaktadır. Bu çalışmalar mevcut durumu ortaya koyma ve devamında müdahale programı geliştirmeye yönelik yeni çalışmalara önderlik etme noktasında önemli kanıtlar sağlayacaktır. Çalışma bulguları ele alındığında uygulamaya yönelik de yapılması gerekenler olduğu bir gerçektir. Öncelikle çalışma sonuçları doğrultusunda öğrenme ortamlarının başlangıcı olarak değerlendirebileceğimiz okul öncesi eğitimden başlanılarak sınıf yönetimi becerileri gelişmiş, yapılandırmacı öğrenme-öğretme anlayışı egemen, toplumsal cinsiyetle mücadele noktasında kararlı öğretmenlerin varolduğu eğitim ortamlarına yönelik politikaların oluşturulması önemlidir. Bu oluşumun hem sivil toplum kuruluşları hem de ülke politikalarına yön veren yöneticiler tarafından kararlılıkla takip edilmesi gerekmektedir. Bu kapsamda öğretmen yetiştirme programlarının konu ile ilgili güncellenmesi ve varolan öğretmenlerin hizmet içi eğitime tabi tutulması gibi seçenekler değerlendirilebilir.