



THE PERSISTENCE OF REWARD AND PUNISHMENT IN PRESCHOOL CLASSROOMS

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Abstract

Classroom management helps teachers establish and maintain an appropriate environment for the achievement of teaching and learning goals. To create this environment, it is crucial that they be able to effectively prevent or minimize classroom misbehaviors. Many teachers still use traditional rewards and punishments rooted in behaviorism and teacher-centeredness to manage children's behavior, despite the availability of more developmentally appropriate techniques and strategies. Therefore, this study aims to determine preschool teachers' beliefs and self-reported practices related to the use of reward and punishment in the classroom. Data were collected from 30 preschool teachers using a semi-structured interview protocol developed by the researchers, and analyzed via the word-lists technique. The main themes determined were (1) the necessity of reward/punishment, (2) the frequency of reward/punishment use and (3) specific types of reward/punishment.

Keywords: Classroom management, rewards, punishment, preschool teachers, preschool classrooms.